

Lesson Description	President Abraham Lincoln approached his second inauguration and address with a very different national situation than his first. While the threat of war loomed during his first address, the Civil War continued until after his second inauguration. Although he had issued the Emancipation Proclamation on January 1, 1863, it only applied to those states that had seceded from the Union and the news will not reach Texas until June 19, 1865. With Lincoln's death on April 15, 1865, his words are what remain to offer advice on the conclusion of the war and the reconstruction of the country.
Objectives	Students will be able to: <ul style="list-style-type: none"> • Explain why Lincoln's rhetorical strategy portrays the Civil War as a divine punishment on both North and South • Evaluate Congressional Reconstruction by the criteria given in Lincoln's speech • Design a plan of national reunification based on Lincoln's vision
Essential Questions	<ul style="list-style-type: none"> • How does Lincoln frame the causes of the war in a way different from the way a Radical Republican and a Southern Democrat would? • Do those who enable, encourage, or passively accept great moral wrongs committed by others share equally in the responsibility for those actions? Does living in a modern extended commercial republic alter this answer compared to living in a smaller and more close-knit community such as a church, a neighborhood or a school? • How should the need for reconciliation be balanced with the punishment of the wrongs committed by both sides in a war? • What is the proper relationship between religious language and public political speech? If this relationship has changed over time, why has it?
Texas Essential Knowledge and Skills (Target standards)	<p>8(1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</p> <p>(A) identify the major eras and events in U.S. history through 1877, including . . . reform movements, sectionalism, Civil War and Reconstruction, and describe their causes and effects;</p> <p>(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods . . . 1861-1865, Civil War.</p> <p>(29) Social studies skills. The student applies critical thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p>

(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

(D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants;

(E) support a point of view on a social studies issue or event.

**Texas
Essential
Knowledge
and Skills
(Pre-
requisite
standards)**

(7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:

(B) compare the effects of political, economic, and social factors on slaves and free blacks;

(C) analyze the impact of slavery on different sections of the U.S.

(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:

(A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar;

(C) analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address.

(13) Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:

(A) identify economic differences among different regions of the United States;

(D) analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.

Vocabulary

- reunification
- sectionalism
- Civil War
- Inaugural
- 1861 to 1865
- Reconstruction

**Time
Required**

Two 45-minute class lessons

- Materials Required** Activity 1: Historical Events, Words, Sentiments and Actions
Activity 2: Cartoon exercise
Visual 1: Excerpts from Lincoln's first inaugural address
Visual 2: Lincoln's Second Inaugural Address
Visual 3: Political Cartoon: The Union Christmas Dinner
Highlighter for each student
- Engage** The teacher asks the students to list the causes of the Civil War. (The answers will vary but will include the economy, slavery, Supreme Court decisions, abolitionist movement, social differences, tariffs, taxes, etc.). After the students have had a minute to record their answers, the class will discuss them.
- Explore** Project Activity 1 and/or distribute the sheets for students to record their answers. The activity includes a series of events and dates surrounding the Civil War and Reconstruction. Ask the students to find five correlations or causal connections. *(Answers will vary but should include: Lincoln's 1860 election resulted in 7 states seceding from the Union. Even though Lincoln signed the Emancipation Proclamation on January 1, 1863, the Thirteenth Amendment legally abolishing slavery was not ratified until after the Civil War ended. The war began with a Southern attack and ended with Southern army units surrendering.)*
- Next, discuss the correlations and causal connections they found in the chart. Ask the students to then circle the three most important events and dates. Discuss their choices and reasons. *(Answers will vary).*
- Next, explain to the students that Lincoln's First Inaugural Address was several pages long. Several key points are captured in the first few paragraphs. Provide each student a copy of Visual 1 and ask them to highlight the most important phrases. Discuss the main points and their significance. Specific questions to ask:
1. Lincoln discusses the apprehension of the South. How does he know that the Southern states are apprehensive? What are the clues the South has provided? *(Upon learning that Lincoln and the Republican party have won the presidential election, seven states have seceded from the Union).*
 2. What are three important claims and promises that Lincoln makes to the South? *(He will not interfere with slavery where it already exists. Slavery is a state's right and he cannot legally change what happens in these states. For the U. S. to march into a state with armed force is a "lawless invasion" and is the "gravest of crimes." Thus, he will not sanction invasion and force.)*
 3. Who does Lincoln say will cause the Civil War and why? Will Lincoln's prediction be accurate? *(Lincoln predicts that the South will be the aggressor, not the North. He says it is illegal for the U.S. to be an aggressor. His prediction is borne out by the first attack by the South at Fort Sumter).*

Run copies of the Second Inaugural Address and have the students read it individually, in small groups, or with teacher-guided reading. Have the students highlight the important points as they progress through the reading.

Explain

Discuss the following questions as a class or in small groups:

1. How do the first and second Inaugural Addresses compare in temperament and length? *(The first was much longer as Lincoln was asking the South to not cause the Civil War. He made promises to protect their property and rights. In the second he had a simpler purpose: to dispose the country to genuine reconciliation after the war's end. The tone of the second is less urgent, more gentle, and more sad).*

2. How does Lincoln frame the causes of the war in a way different from the way a Radical Republican and a Southern Democrat might? *(Radical republican: slavery is wrong; the South is at fault for trying to extend this evil to the territories; the purpose of the war should be to end it at once. Southern Democrat: the war is not about slavery but about the right of each state to govern its own affairs. Lincoln: all agree that slavery was the cause of the war. He suggests that they all know this even if they pretend it is not so.)*

Discuss further: Was he right?

3. How should the need for reconciliation (getting back together as a nation) be balanced with the punishment of the wrongs committed by both sides in a war? *(Lincoln emphasizes the need to care for the wounded, the orphaned, and the widowed – which could ostensibly be those of both sides – rather than punishing either party directly. His closing words are that there should be no malice and that they should overcome the wounds, reconcile, mend and move forward. They need to help those who have been harmed by the war.)*

Discuss further: Do you agree, or should those who are defeated in unjust wars continue to suffer by losing rights, paying reparations, etc.?

4. Explain how Lincoln's rhetorical strategy portrays the Civil War as a divine punishment on both North and South. *(Lincoln describes the sectional difference created by slavery, at first noting that the "interest" in slaves was predominant in the South. However, he pivots from this by calling attention to the injustice of the institution of "American Slavery" and suggesting that God, who is unquestionably just, may be exacting appropriate divine punishment on both North and South for their complicity in its practice.)*

Discuss further: Do those who enable, encourage, or passively accept great moral wrongs committed by others share equally in the responsibility for those actions? Does living in a modern

extended commercial republic alter this answer compared to living in a smaller and more close-knit community such as a church, a neighborhood or a school?

Discuss further: Lincoln's language is quite religious. What is the proper relationship between religious language and public political speech? If this relationship has changed over time, why has it?

- Elaborate** In groups, have students examine the political cartoon (Visual 3) and do the cartoon exercise (Activity 2).
- Evaluate/End** Based on Lincoln's Second Inaugural Address, write a paragraph to Congress and to President Johnson, who followed Lincoln after his assassination, offering advice as to how they could reconstruct the country following the end of the Civil War. What should the South do to be allowed reentry into the U.S.? What role should the North play in the process? Why do you think your advice is the best way to proceed?
- Future lesson** After completing the Reconstruction unit, return to Lincoln's Second Inaugural Address and the statements that the students made in the Evaluate segment of this lesson. Ask them if they think Lincoln would have agreed with the President Andrew Johnson and Congress. Allow time for the students to discuss their answers. (*While answers will vary, Lincoln proposed a gentler return of the South into the Union than what took place during Reconstruction*).

Activity 1**Historical Events, Words, Sentiments and Actions**

Look at the dates below. Record five interesting correlations or cause-and-effect connections between the events.

November 1860	Abraham Lincoln received 40% of the popular vote. He won the majority of the electoral vote, so he would become the 16 th president.
Prior to March 4, 1861	Seven southern states seceded from the U.S. prior to Lincoln's inauguration and later formed the Confederacy. Four additional states would secede later.
March 4, 1861	Abraham Lincoln became the 16 th president of the U. S. and gave his first inaugural address.
April 12, 1861	The Civil War officially began with Confederate forces attacking the Union Army at Fort Sumter in Charleston Bay.
January 1, 1863	President Lincoln issued the Emancipation Proclamation, which in part stated: "All persons held as slaves . . . are and henceforward shall be free." This actually only applied to those slaves in the states that had seceded and that were still part of the Confederacy. The execution of the proclamation depended on the Union troops winning the Civil War.
March 4, 1865	Abraham Lincoln gave his second inaugural address.
April 9, 1865	General Robert E. Lee surrendered the Army of Northern Virginia in the Appomattox Court House.
April 15, 1865	President Lincoln died after being shot by John Wilkes Booth, a Southern sympathizer, the previous day.
June 19, 1865	Union soldiers, led by Major General Gordon Granger, landed in Galveston and announced that the slaves were free. This is now called Juneteenth.
August 20, 1866	President Andrew Johnson signed the proclamation officially ending the Civil War.
1865 to 1877	The southern states were re-admitted to the U.S. as they met criteria set by the U.S. government. This period is known as Reconstruction.

- 1.
- 2.
- 3.
- 4.
- 5.

Activity 2**Historical Cartoon: The Union Christmas Dinner**

Some aspects of the cartoon may be difficult to make out. The subtitle of the cartoon says: "Peace On Earth And Goodwill Toward Men." The artist is Thomas Nast. Each of the inset pictures has a caption. The upper left caption reads: "Victory Holding Out The Olive Branch To Submission." The upper right: "The Return of the Prodigal Son." The lower left: "Unconditional Surrender." The lower middle: "The Home Toast: God Bless Our Soldiers And Sailors." The lower right: "Lay Down Your Arms And You Will Be Welcome." Finally, under the figure next to the door these words are written: "The door has been for a full year open to all."

Directions: View and discuss the political cartoon with your group. Compare the cartoon with Lincoln's Inaugural Addresses. Each person will record the answer to each question.

1. Who do you think is the central figure of the cartoon?
2. Who is being greeted at the door?
3. What symbols do you see in the cartoon? What do you think is the significance of those symbols?
4. What is the time period of the cartoon?
5. What is the title of the cartoon?
6. Why do you think the cartoonist gave the cartoon this title?
7. What do you notice about the dinner? Is there plenty or a meagre celebration? Are there few or many guests? How would you characterize this dinner?
8. Whose point of view does this cartoon represent?
9. What is the overall message of the political cartoon?
10. Do you believe that this cartoon supports Lincoln's message in his Second Inaugural Address or represents a different point of view? Explain your answer
11. How does this cartoon reflect the sentiments of the time? Why do you think the cartoon includes so many references to religion?