

SHAPING America



LESSON 24:

“UNION PRESERVED, FREEDOM SECURED”

Lesson Assignments

You are encouraged to be very attentive while viewing the video program. Review the video objectives and be prepared to record possible answers, in abbreviated form, as you view the video. The topics and time periods may differ somewhat from the chapters of the textbook your school system is using. Each video program chronicles a wide array of events and personalities during a specific time period of American history prior to 1877. Keep in mind that one of the overarching goals of each lesson is to help you understand how past historical events and actions by historical personalities did not occur in a vacuum, and that they are inextricably interwoven in your society today.

Activities:

Your teacher may assign one or more activities for each lesson. Refer to your course syllabus for details.

OVERVIEW

After Antietam, Lincoln played musical chairs searching for a general who could and would fight and finally settled on George G. Meade. It now fell upon Meade's shoulders to stop General Lee, who had decided to follow up his stunning victory at Chancellorsville in 1863 with an invasion of the North through Pennsylvania. He hoped to secure supplies and strike a decisive blow that would lend support to the growing peace movement in the North. He still held out hope that a major victory in the North would also encourage foreign intervention. The two armies met near Gettysburg and engaged in battle from July 1 to July 3. The outcome of the battle was in doubt until the very end when General George Pickett's magnificent, but futile, cavalry charge spelled defeat for the Confederate forces. Lee was forced to retreat and the southern cause was lost, although the South continued to fight for another two years.

It was on this very battlefield that President Lincoln was to read his two-minute Gettysburg Address in the fall of 1863. Lincoln stressed the goals of the war, which were to preserve the Union, sustain freedom, and create equality for all men. The address attracted little attention at the time, but the words spoken by Lincoln have echoed throughout the ages.

SHAPING America

General Grant eventually assumed control of the Union army and won a major victory with the surrender of Vicksburg by Confederate forces on the very day of the final victory at Gettysburg. Grant's victory at Vicksburg was of great importance as it meant the northern army had severed the spinal cord of the Confederacy with the complete control of the Mississippi River. The South was split into two parts and trade routes between the parts of the Confederacy were under Union control.

Grant then launched a military campaign of "total war" whereby the war was brought to the civilians as well as the military forces. The conquest of Georgia was entrusted to General William Tecumseh Sherman, who captured Atlanta in 1864 and began his march to the sea. Sherman's army destroyed every resource the South might use to pursue the war. Supplies destined for the Confederate army were destroyed along with livestock, grain, buildings, and railroads. The goal was to weaken the morale of the southerners by destroying their homes and resources. The actions taken by Sherman were brutal, but he probably shortened the war and, thus, saved lives.

The election of 1864 was a crucial election as Lincoln faced a growing peace movement led by Peace Democrats and their presidential candidate—General McClellan. The Democratic Party consisted of Copperheads, Peace Democrats, and War Democrats. Lincoln also faced factions within his own party who doubted his willingness to carry through on his abolition of slavery, and others who feared the expansion of presidential power. Fortunately for Lincoln, as ballot day neared, a succession of Northern military victories, including Sherman's successful march to the sea, sealed Lincoln's victory. The South viewed Lincoln's victory as the death knell to their hopes for a negotiated peace settlement.

Grant continued his "meat-grinder" type of warfare and eventually captured Richmond and cornered Lee at Appomattox Courthouse in Virginia in April of 1865. Lee surrendered and was granted generous surrender terms. Despite all the odds, Lincoln had kept the Union together and free labor capitalism would reign supreme over the ashes of slavery.



SHAPING America



VIDEO OBJECTIVES

The following objectives are designed to assist the viewer in identifying the most significant aspects of the video segment of this lesson. You should take succinct notes while viewing the video.

1. Compare and contrast the battles of Gettysburg and Vicksburg and stress the roles played by Grant and Lee.
2. Evaluate the success of Grant's "total war" strategy.
3. Examine the election of 1864.
4. Examine the assassination of Abraham Lincoln and the ramifications of his death.

WEB ACTIVITIES

These activities are assigned at the discretion of your teacher. They are offered as suggestions to help you learn more about the material presented in this lesson.

Activity 1: Analysis of The Battle of Gettysburg Photographs

- a. Access and review the following web sites:
The American Civil War Homepage:
<http://sunsite.utk.edu/civil-war/warweb.html>
Dakota State U. The American Civil War:
<http://homepages.dsu.edu/jankej/civilwar/civilwar.htm>
Documents for the Study of American History:
http://www.ukans.edu/carrie/docs/amdocs_index.html
National Archives and Records Administration Document Analysis Worksheets:
<http://www.nara.gov/education/teaching/analysis/analysis.html>
The Library of Congress Questions for Analyzing Primary Sources:
<http://lcweb2.loc.gov/ammem/ndlpedu/lessons/psources/studqsts.html>
HarpWeek. A Sampler of Civil War Literature:
<http://www.civilwarliterature.com/>
HarpWeek. The Presidential Elections: 1860-1884:
<http://elections.harpweek.com/>

SHAPING America

The Siege of Vicksburg: <http://www.civilwarhome.com/siegeofvicksburg.htm>

Diary of Samuel Cormany (Gettysburg Battle):

<http://jefferson.village.virginia.edu/vshadow2/personal/scormany.html>

The History Place. Photographs of Gettysburg:

<http://www.historyplace.com/lincoln/photos3.htm>

The Battle of Gettysburg Official Records and Battle Description:

<http://www.civilwarhome.com/gettysbu.htm>

Three Days at Gettysburg:

<http://www.rockingham.k12.va.us/EMS/Gettysburg/Gettysburg.html>

Speeches. The Gettysburg Address:

<http://www.thelincolnmuseum.org/research/speeches/Gettysburg.html>

Abraham Lincoln's Assassination:

<http://members.aol.com/RVSNorton/Lincoln.html>

National Archives and Records Administration. Police blotter listing the assassination of President Lincoln:

<http://www.nara.gov/exhall/originals/lincoln.html>

b. Analyze one of the photographs of the Battle of Gettysburg located at The History Place <http://www.historyplace.com/lincoln/photos3.htm> and use the National Archives Photograph Analysis Worksheet as a guide for your analysis.



Activity 2: Union and Confederate Versions of the Siege of Vicksburg

a. Access and review the following web sites:

The Siege of Vicksburg:

<http://www.civilwarhome.com/siegeofvicksburg.htm>

The Library of Congress Questions for Analyzing Primary Sources:

<http://lcweb2.loc.gov/ammem/ndlpedu/lessons/psources/studqsts.html>

National Archives and Records Administration Document Analysis Worksheets:

<http://www.nara.gov/education/teaching/analysis/analysis.html>

b. Compare and contrast the accounts of the Battle at Vicksburg located at:

<http://www.civilwarhome.com/siegeofvicksburg.htm>

and use the Library of Congress Questions for Analyzing Primary Sources as a guide for your analysis.

SHAPING America



Activity 3: Analysis of a Northern Soldier's Diary Concerning the Battle of Gettysburg

- a. Access and review the following web sites:

Diary of Samuel Cormany:

<http://jefferson.village.virginia.edu/vshadow2/personal/scormany.html>

The Library of Congress Questions for Analyzing Primary Sources:

<http://lcweb2.loc.gov/ammem/ndlpedu/lessons/psources/studqsts.html>

The American Civil War Homepage:

<http://sunsite.utk.edu/civil-war/warweb.html>

Dakota State U. The American Civil War:

<http://homepages.dsu.edu/jankej/civilwar/civilwar.htm>

Documents for the Study of American History:

http://www.ukans.edu/carrie/docs/amdocs_index.html

National Archives and Records Administration Document Analysis

Worksheets: <http://www.nara.gov/education/teaching/analysis/analysis.html>

The American Civil War Homepage:

<http://sunsite.utk.edu/civil-war/warweb.html>

Dakota State U. The American Civil War:

<http://homepages.dsu.edu/jankej/civilwar/civilwar.htm>

Documents for the Study of American History:

http://www.ukans.edu/carrie/docs/amdocs_index.html

Three Days at Gettysburg :

<http://www.rockingham.k12.va.us/EMS/Gettysburg/Gettysburg.html>

The Battle of Gettysburg: <http://www.civilwarhome.com/gettysbu.htm>

The American Civil War. Gettysburg:

<http://homepages.dsu.edu/jankej/civilwar/gettysbg.htm>

- b. Write an analytical essay of the Diary of Samuel Cormany which contains an account of the Battle Gettysburg and is located at:

<http://jefferson.village.virginia.edu/vshadow2/personal/scormany.html> Use the following sources as guides for your analysis: The Library of Congress Questions for Analyzing Primary Sources located at:

<http://lcweb2.loc.gov/ammem/ndlpedu/lessons/psources/studqsts.html>

and the National Archives and Records Administration Document Analysis

Worksheets located at:

<http://www.nara.gov/education/teaching/analysis/analysis.html>

SHAPING America

PRACTICE TEST

After watching the video and reviewing the objectives, you should be able to complete the following Practice Test. Access the Answer Key to score your answers after you have completed the Practice Test.

Multiple Choice:

Select the single best answer. It will be indicated if more than one answer is required.

1. The Battle of Gettysburg was fought as a result of General Lee's decision to invade the North through Pennsylvania in order to:
 - A. Deliver a decisive blow that would strengthen the northern peace movement.
 - B. Force the Union to ease its blockade on the South.
 - C. Cut northern supply lines.
 - D. None of the above.
2. The Union victory at Vicksburg was of major importance because:
 - A. It reopened the Mississippi River to northern trade.
 - B. Coupled with the victory at Gettysburg, foreign help for the Confederacy was irretrievably lost.
 - C. It helped to quell northern peace agitation.
 - D. All of the above.
3. In the 1864 election, the Democratic Party nominated which of the following men to oppose Lincoln in the election:
 - A. George McClellan.
 - B. Ulysses S. Grant.
 - C. Andrew Johnson.
 - D. Henry Seward.



SHAPING America



4. One consequence of the “total war” style of warfare practiced by General Sherman in the Shenandoah Valley was:
- A. A longer war.
 - B. The loss of more lives.
 - C. Fewer desertions on the Confederate side.
 - D. A shorter war that saved lives.
5. The assassination of Abraham Lincoln:
- A. Was a calamity for the South.
 - B. Benefited the South.
 - C. Had little effect on Reconstruction.
 - D. Saved him from possible impeachment.



Essay Questions:

1. Compare and contrast the Battles of Gettysburg and Vicksburg.
2. Examine the significance of the election of 1864.



Answers to the Practice Test:

The correct answer is indicated first, followed by the objective (s) that correlate with the test question.

1. A: 1
2. D: 1
3. A: 3
4. D: 2
5. A: 4

SHAPING America

TEACHER'S NOTES

