

TEACHER'S GUIDE

LINCOLN

THE CONSTITUTION AND THE CIVIL WAR

With the election of Abraham Lincoln as the nation's 16th president in 1860,

AMERICA faced
its greatest
**CONSTITUTIONAL
TEST.**

presented by



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NATIONAL
ENDOWMENT
FOR THE
HUMANITIES

DIVIDED

Are We A Single Nation?

BOUND

Can Slavery Be Uprooted?

DISSENT

Must Civil Liberties Give Way?

Classroom Guide Overview

LINCOLN: THE CONSTITUTION AND THE CIVIL WAR

Dear Teacher,

This Classroom Guide for the special traveling exhibition *Lincoln: The Constitution and the Civil War* is designed for middle and high school teachers. Lesson plans, developed for students in eighth grade and beyond, include pre-visit, on-site, and post-visit activities. All lessons focus on the major themes of the exhibition – secession, slavery, and civil liberties in wartime – and are aligned with national standards. The Guide is a product of the National Constitution Center’s Annenberg Center for Education and Outreach. Its production has been made possible by a generous grant from National Endowment for the Humanities.

Each section of the Guide focuses on a key question.

What could have happened?

Pre-visit lessons are arranged as discussion starters on each of the exhibition’s themes and will help students to gain an understanding of why each theme could be considered a constitutional crisis. Students will examine the text of the Constitution and consider the options available to both Lincoln and the seceding states.

What actually happened?

On-site activities include several graphic organizers to aid students in their analysis of the exhibition’s wall text and interactives.

What is happening today?

Post-visit activities are designed to help students make connections between how Lincoln handled the three constitutional crises and how the same issues are relevant today. Students are encouraged to study current news media, and to consider which present-day artifacts might tell a constitutional story.

The Guide includes a glossary of terms, a detailed Civil War timeline, an 1861 map, and a picture gallery of people who appear in the exhibition. We hope this Guide will help you and your students get the most from your museum visit. We would love to hear from you regarding your visit and the usefulness of this Guide. Please address comments to:

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Annenberg Center for Education & Outreach
National Constitution Center
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Philadelphia, PA 19103

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Pre-Visit Discussion: Teacher Key

LINCOLN: THE CONSTITUTION AND THE CIVIL WAR

NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT

- II. Foundations of the American Political System
- III. Principles of American Democracy
- V. Roles of the Citizen in American Democracy

NATIONAL STANDARDS FOR HISTORICAL THINKING

- II. Historical Comprehension
- III. Historical Analysis and Interpretation
- V. Historical Issues-Analysis and Decision-Making

NATIONAL STANDARDS FOR U.S. HISTORY

- Era 3: Revolution and the New Nation, Standard III. Constitution and the Bill of Rights
- Era 5: Civil War and Reconstruction, Standard I. Causes of the Civil War

NATIONAL STANDARDS FOR GEOGRAPHY

- II. Places and Regions
- VI. Uses of Geography

NATIONAL STANDARDS FOR LANGUAGE ARTS

- III. Comprehending and Evaluating Texts

TIME: 1-2 class sessions

MATERIALS: Text of U.S. Constitution, available online at www.constitutioncenter.org/education

OVERVIEW

These discussion questions are designed to acquaint students with the themes of the exhibit and the ways in which Lincoln's interpretation of the Constitution helped to shape the events and outcomes of the Civil War. The questions are meant to encourage analysis of historical documents and discussion of issues.

GOALS

Students will be able to:

- Describe presidential powers and responsibilities as defined by the U.S. Constitution
- Understand the legal basis for, and implications of, secession
- Explain how the Constitution handled the issue of slavery prior to the Civil War
- Identify Union, Confederate, and Border states during the Civil War
- Describe the rights of citizens protected by the U.S. Constitution

Pre-Visit Discussion: Inauguration

LINCOLN: THE CONSTITUTION AND THE CIVIL WAR

1. What happens at an inauguration?

When does the presidential inauguration take place?

Who is most likely to receive a formal invitation to a presidential inauguration?

Why do you think the presidential inauguration is a public ceremony?

2. What is the purpose of an inaugural address?

Based on what you have learned about the Civil War, what issues would you expect Lincoln to talk about in his first speech as president?

3. Read the presidential Oath of Office from Article II, Section 1 of the Constitution. (The full text of the Constitution is available online at www.constitutioncenter.org/education.)

Why do you think this oath is so short?

If you could write a new Oath of Office, would you add anything? Why or why not?

4. What other duties does the president have according to the Constitution?

To find out more about the president's job, read **Article II, Sections 2 and 3** of the Constitution.

Can you think of any other things the president does that are not mentioned here?

Why might the president sometimes be permitted to take actions that are not mentioned in the Constitution?

Pre-Visit Discussion: Secession

LINCOLN: THE CONSTITUTION AND THE CIVIL WAR

1. When we say “the United States” are we talking about a single nation or a union of separate states?

Read the following excerpts from three of our country’s founding documents. List how the states are identified in each document.

Articles of Confederation (1781):

The said States hereby severally enter into a firm league of friendship with each other, for their common defense, the security of their liberties, and their mutual and general welfare, binding themselves to assist each other, against all force offered to, or attacks made upon them, or any of them, on account of religion, sovereignty, trade, or any other pretense whatever.

Draft of the Constitution (August 6, 1787):

We the People of the States of New Hampshire, Massachusetts, Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia, do ordain, declare and establish the following Constitution for the Government of Ourselves and our Posterity.

Constitution (September 15, 1787):

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

How have Americans’ answers to this question changed over time?

2. Southerners worried that the federal government would end slavery without their consent. Just as Americans in 1776 fought for the right to make their own laws, many Southerners viewed their cause as a second American Revolution. Do you think secession should be allowed in some cases?

Read this excerpt from the Declaration of Independence and consider the similarities and differences between secession and revolution.

Declaration of Independence (1776):

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. —That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, —That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.

3. Many Northerners believed that secession was unconstitutional because the Constitution does not outline any legal process for a state to withdraw from the Union just because they disagree with a political outcome. How does the Constitution protect groups of people who disagree with the majority opinion?

Pre-Visit Discussion: Slavery

LINCOLN: THE CONSTITUTION AND THE CIVIL WAR

1. Although many of our Constitution's framers were opposed to slavery, they knew that some of the states would not ratify the Constitution if it placed any limitations on how they controlled slavery within their borders. As a result, the word "slavery" did not appear in the Constitution before the Civil War. In fact, some parts of the Constitution protected slavery.

The full text of the Constitution is available online at www.constitutioncenter.org/education.

To find out how the Constitution protected slavery:

— Look for the words "other Persons" in **Article I, Section 2, Clause 3**.

— Look for the words "Importation of such Persons" in **Article I, Section 9, Clause 1**.

— Look for the words "Person held to Service" in **Article IV, Section 2, Clause 3**.

What did each of these clauses mean? How did they help to protect slavery?

2. Did the Constitution give the federal government the power to end slavery in the states?

3. Look at the map of the United States in 1861. Which states held enslaved Africans?

Why do you think there was so much controversy over whether to allow slavery in the new territories?

Were there any slaveholding states that did not secede from the Union?

4. Can you think of a time in American history when citizens disagreed with the Constitution or believed that it did not protect them? What did the people do?

How can the Constitution be changed?

Who can change it?

What is the process?

For help, read **Article V**.

5. What is the difference between freedom and equality? Do the two ideals ever conflict?

Pre-Visit Discussion: Civil Liberties

LINCOLN: THE CONSTITUTION AND THE CIVIL WAR

1. Look at the definition of “civil liberties” in the glossary. Why might citizens need protection from the government?

Most of our civil liberties are protected by the **Bill of Rights**, but they were not a part of the Constitution when it was ratified. In fact, some delegates refused to sign the Constitution without a **Bill of Rights**. Why did they think it was so important?

The full text of the Constitution is available at www.constitutioncenter.org/education. Read the Bill of Rights and list the civil liberties it guarantees.

In what ways do these amendments protect citizens from the government?

Look at **Article I, Section 9, Clause 2**. What is a *writ of habeas corpus*?

Why do you think the framers included this protection in the Constitution before ever considering the civil liberties in the **Bill of Rights**?

2. The First Amendment guarantees several of our civil liberties: freedom of religion, speech, and the press, as well as the right to assemble and to petition the government. Why are these rights important to democracy?

What are, or should be, the limits to **First Amendment** freedoms?

When should a line be drawn between “dissent” and “treason” during wartime?

3. Is it justified to sacrifice liberties in the short term to protect liberties in the long term? Why or why not?

Onsite Activities: Teacher Key

LINCOLN: THE CONSTITUTION AND THE CIVIL WAR

SECESSION: CHAMPION PRIZE FIGHT

NATIONAL STANDARDS FOR HISTORICAL THINKING

II. Historical Comprehension

III. Historical Analysis and Interpretation

NATIONAL STANDARDS FOR U.S. HISTORY

Era 5: Civil War and Reconstruction

Standard I. Causes of the Civil War

Standard II. Course and Character of the Civil War

OVERVIEW

This series of political cartoons depicts the coming fight between North and South. Students will select one of the cartoons and determine its meaning, based on the figures, words, and symbols represented.

GOALS

Students will be able to:

- Identify some of the key figures in the Civil War
- Interpret the cartoonist's opinion of the conflict

Q. Who are the people?

A. Union President Abraham Lincoln, Secretary of State William Seward, Union General Winfield Scott, a group of Northerners, a group of Union soldiers, Confederate President Jefferson Davis, Confederate General P.G.T. Beauregard, a group of Southerners, a group of slaves, and two men who represent the world audience.

Q. What objects or symbols do you notice?

Q. What do the symbols mean?

A. The U.S. Capitol building and the U.S. flag represent the Union or the federal government. The cotton crates represent the South's economic interest in protecting slavery. The secession flag represents the Southern states that have seceded. The dogs in front of the cotton crates are in the place Southern soldiers should be, and therefore represent the Southern rebels, or traitors to the Union. The two men in the background are sitting on the world, representing onlooking countries. In the fifth cartoon, there is an eagle that symbolizes the United States and Lady Liberty.

Onsite Activities: Teacher Key

LINCOLN: THE CONSTITUTION AND THE CIVIL WAR

SECESSION: CHAMPION PRIZE FIGHT (continued)

Q. What is the action taking place?

Q. What words are used?

A. *Round 1*

The fight is just beginning. Davis is preparing to throw the first punch. The onlookers have taken sides, and Union soldiers are ready.

Lincoln: I use no more force than necessary. Davis: Let me alone! Europeans: Belligerents!

Round 2

Lincoln tears Davis' pants. Davis is beginning to retreat, as the slaves cheer.

Lincoln: Go back you dog to the junction. I'll call on you there soon. Davis: Beauregard, let's fall back on Richmond. Northerners: Secession is looking smaller. We shall soon strip it.

Southerners: What strategic movement is this? Only retreating in good order.

Europeans: We are entering into rough waters.

Round 3

Lincoln has Davis in a headlock. The Union soldiers are aiming their guns and cannon balls have already been fired. The Southerners are running away.

Lincoln: I will soon smother these pirates. Northerners: General, that's secession's last kick. See those balls rolling. Southerners: Let's go home boys. Well Cobb, shall we call and see Pickens?

Damn Pickens! South Carolina and Sumter too! Europeans: Blockaded! Effectual too! Ease off, Garibaldi wants me.

Round 4

Secretary of State Seward and General Scott are surveying the situation. The Union soldiers are leaving and the Southerners are asking to come back to the Union. Lincoln is holding the globe under his arm.

Seward: General, where is secession now? Scott: Don't you see that greasespot? Lincoln: I have taken the world by surprise. Southerners: Virginia and Kentucky may now be heard in behalf of the whole Union.

Round 5

Lincoln stands in front of a pyramid of states, surrounded by the Champion prize belt. People from all corners take their hats off to Lincoln as he promises the states protection. The Union and Liberty prevail.

Lincoln: You shall have my impartial, constitutional, and humble protection. Cannons: Traitors beware for we still live. Eagle: Union forever. Lady Liberty: I still live.

Q. What is the message?

A. The cartoonist believes that the Civil War will be over with quickly and that the Union will be victorious. He envisions the seceding states returning to the Union after a crippling defeat.



On-Site Activity: Secession

LINCOLN: THE CONSTITUTION AND THE CIVIL WAR

Look at the Champion Prize Fight photo in the Secession section of the exhibit. Choose one of the cartoons and answer the following questions about it.



1. Who are the people?	4. What is the action taking place?
2. What objects or symbols do you notice?	5. What words are used?
3. What do the symbols mean?	6. What is the message?

Onsite Activities: Teacher Key

LINCOLN: THE CONSTITUTION AND THE CIVIL WAR

SLAVERY: TIMELINE

NATIONAL STANDARDS FOR HISTORICAL THINKING

- I. Chronological Thinking
- II. Historical Comprehension
- III. Historical Analysis and Interpretation

NATIONAL STANDARDS FOR U.S. HISTORY

- Era 5: Civil War and Reconstruction
 - Standard I. Causes of the Civil War
 - Standard II. Course and Character of the Civil War

OVERVIEW

The wall text in the slavery section of the exhibit describes several approaches to slavery that Lincoln took at different times. Students must read the panels to discover how Lincoln's views on the issue changed throughout his presidency and the course of action he took.

GOALS

- Students will be able to:
- Describe the evolution of Lincoln's views on slavery
 - Explain the measures taken to end slavery

1860 Extension

- Q.** What was Lincoln's platform on slavery when he was elected?
A. Lincoln vowed to stop the spread of slavery into new territory. He thought that if slavery could be contained, it would eventually die out.

- Q.** Why didn't Lincoln try to end slavery immediately?
A. The Constitution left slavery in the hands of individual states. Lincoln did not believe the Constitution authorized him, or the federal government, to abolish slavery.

1862 Voluntary Compensated Emancipation

- Q.** What was Lincoln's proposal to the slave-holding border states?
A. Lincoln hoped to convince slave owners to free slaves voluntarily by compensating them for their loss. Then the government would pay to resettle free blacks who agreed to leave the United States.

- Q.** Why was his proposal rejected by both the border states and abolitionists?
A. Slave-holding border states were unwilling to emancipate their slaves. Abolitionists objected that the plan would leave millions in bondage.

Onsite Activities: Teacher Key

LINCOLN: THE CONSTITUTION AND THE CIVIL WAR

SLAVERY: TIMELINE (continued)

1863 Military Emancipation

Q. What measures were outlined in the Emancipation Proclamation?

A. The Emancipation Proclamation freed slaves only behind enemy lines. It left untouched slaves in the loyal slave states and in Confederate territory already under Union control.

Q. How did Lincoln justify it as a “military necessity”?

A. Because it affected only areas of the country still in rebellion, Lincoln could justify the Emancipation Proclamation as a military act. He argued that it would sap the South’s strength, stir support for the war among abolitionists, and open the door to the recruitment of thousands of black soldiers.

1865 Abolition

Q. What was the purpose of the 13th Amendment?

A. The 13th Amendment abolished slavery throughout the United States.

Q. How did Lincoln feel about it?

A. Lincoln saw the amendment as a “great moral victory.” Even though the Constitution does not give the president a say on constitutional amendments, Lincoln was so elated that he signed the 13th Amendment in a ceremony before it went to the states for ratification. Lincoln believed the 13th Amendment would preserve for all time the emancipation he had ordered as a wartime measure. No piece of legislation received more of his attention.



On-Site Activities: Slavery

LINCOLN: THE CONSTITUTION AND THE CIVIL WAR

Read the panels in the Slavery section of the exhibit to trace the evolution of Lincoln's views about slavery. Which solution or solutions did Lincoln find to unlock slavery from the Constitution?

1860

EXTENSION

1. What was Lincoln's platform on slavery when he was elected?
2. Why didn't Lincoln try to end slavery immediately?

1862

VOLUNTARY COMPENSATED EMANCIPATION

1. What was Lincoln's proposal to the slave-holding border states?
2. Why was his proposal rejected by both the border states and abolitionists?

1863

MILITARY EMANCIPATION

1. What measures were outlined in the Emancipation Proclamation?
2. How did Lincoln justify it as a "military necessity"?

1865

ABOLITION

1. What was the purpose of the 13th Amendment?
2. How did Lincoln feel about it?



Onsite Activities: Teacher Key

LINCOLN: THE CONSTITUTION AND THE CIVIL WAR

SLAVERY: THE EMANCIPATION PROCLAMATION AND THE THIRTEENTH AMENDMENT

NATIONAL STANDARDS FOR HISTORICAL THINKING

II. Historical Comprehension

III. Historical Analysis and Interpretation

NATIONAL STANDARDS FOR U.S. HISTORY

Era 5: Civil War and Reconstruction

Standard II. Course and Character of the Civil War

OVERVIEW

The Emancipation Proclamation and the 13th Amendment are the two documents that most affected slavery in the United States. This activity will help students to understand the impact of each document.

GOALS

Students will be able to:

- Explain the similarities and differences between the Emancipation Proclamation and the 13th Amendment.

Emancipation Proclamation

Q. Who created it? **A.** Abraham Lincoln

Q. Who approved it? **A.** Nobody

Q. Who does it affect? **A.** Slaves and slave owners in rebel-controlled areas

Q. What rights does it give? **A.** It frees slaves in areas behind enemy lines and allows black men to join the Union army.

Q. What rights does it leave out? **A.** It does not free slaves in any areas controlled by the Union, including the slaveholding border states.

13th Amendment

Q. Who created it? **A.** The U.S. Congress, with President Lincoln's support

Q. Who approved it? **A.** It was ratified by the states.

Q. Who does it affect? **A.** Slaves and slave owners throughout the United States

Q. What rights does it give? **A.** It frees slaves everywhere in the United States.

Q. What rights does it leave out? **A.** It does not give free blacks the right to vote or any other rights of citizenship.

On-Site Activity: Slavery

LINCOLN: THE CONSTITUTION AND THE CIVIL WAR

Read about these two important documents in the Slavery section of the exhibit and use the chart to compare and contrast them.

Think About	Emancipation Proclamation	13 th Amendment
- Who created it?	<hr/> <hr/>	<hr/> <hr/>
- Who approved it?	<hr/> <hr/>	<hr/> <hr/>
- Who does it affect?	<hr/> <hr/>	<hr/> <hr/>
- What rights does it give?	<hr/> <hr/>	<hr/> <hr/>
- What rights does it leave out?	<hr/> <hr/>	<hr/> <hr/>

Onsite Activities: Teacher Key

LINCOLN: THE CONSTITUTION AND THE CIVIL WAR

CIVIL LIBERTIES

NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT

V. Roles of the Citizen in American Democracy

NATIONAL STANDARDS FOR HISTORICAL THINKING

II. Historical Comprehension

III. Historical Analysis and Interpretation

NATIONAL STANDARDS FOR U.S. HISTORY

Era 5: Civil War and Reconstruction

Standard II. Course and Character of the Civil War

OVERVIEW

One of Lincoln's most controversial actions during the Civil War was suspending the *writ of habeas corpus*. Many civilians were arrested and tried for treason under martial law. This activity requires students to decide for themselves if an individual's arrest was just.

GOALS

Students will be able to:

- Describe the case of someone arrested during the Civil War
- Assess whether the actions of an individual are legitimate dissent or treason

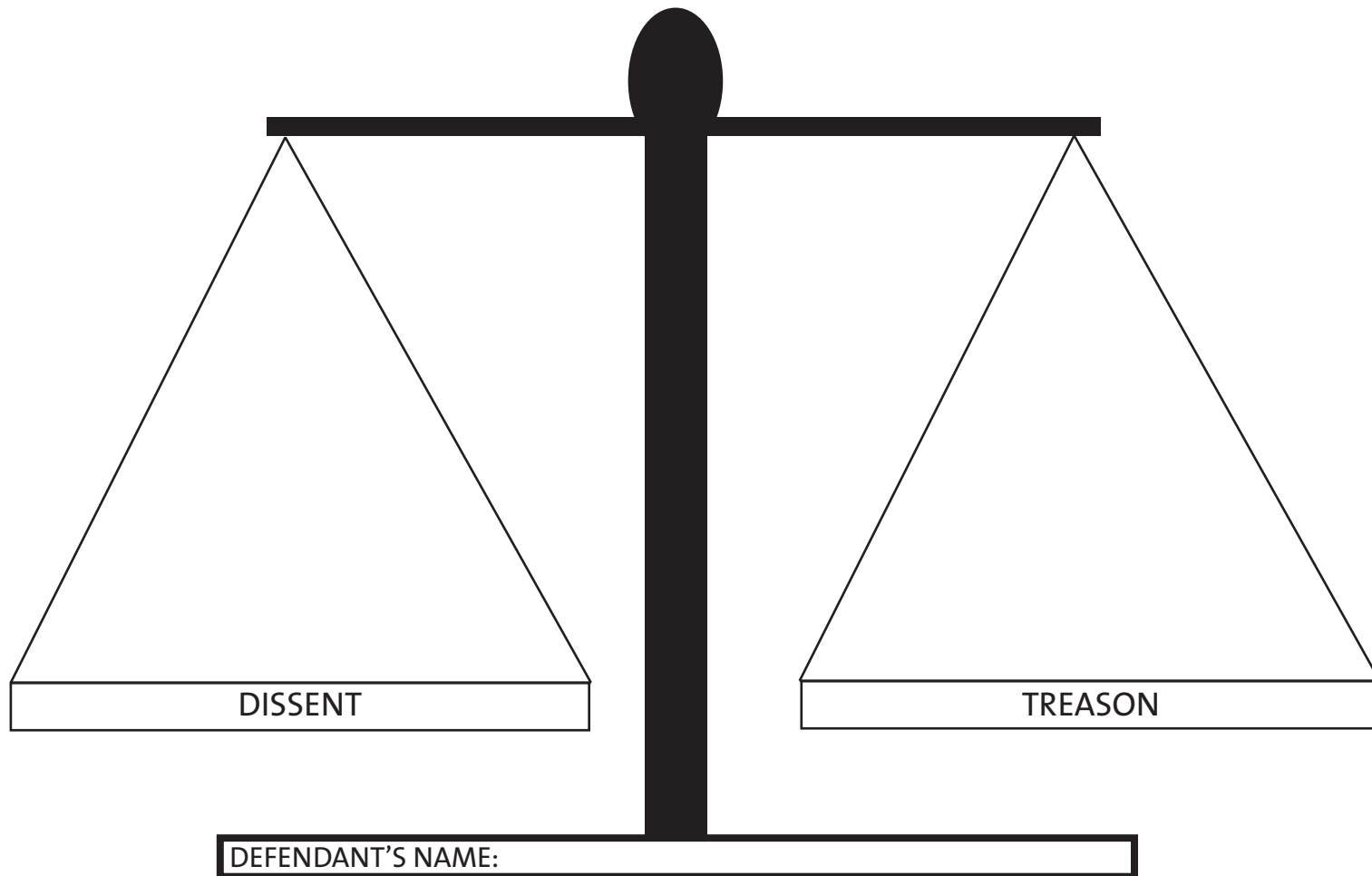
Students will select one of several individuals and read his or her story. Students should record any evidence they find that the individual was either a legitimate dissenter or a traitor. Students will not necessarily agree with each other or with the decision the court made, but they should be able to support their verdict.



On-Site Activity: Civil Liberties

LINCOLN: THE CONSTITUTION AND THE CIVIL WAR

Weigh the evidence in the case of someone who was arrested during the Civil War. You can find information about several cases on the panels in the Civil Liberties section of the exhibit. Were their actions legitimate dissent or acts of treason? Do you think their arrest was justified? Why or why not?



Post-Visit Activities: Teacher Key

LINCOLN: THE CONSTITUTION AND THE CIVIL WAR

NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT

V. Roles of the Citizen in American Democracy

NATIONAL STANDARDS FOR HISTORICAL THINKING

II. Historical Comprehension

III. Historical Analysis and Interpretation

NATIONAL STANDARDS FOR U.S. HISTORY

Era 5: Civil War and Reconstruction

Era 10: Contemporary United States

TIME: 1-5 class sessions

MATERIALS: post-visit chart, newspapers, Internet access and other research materials

OVERVIEW

The worksheet provided can serve as a lesson in itself, a discussion starter, or an introduction to an extended research project. The chart will help students to organize their thoughts about connections between constitutional issues during the Civil War and today.

GOALS

Students will be able to:

- Understand that the Constitution is a document that is often reinterpreted
- Explain how the issues of secession, slavery, and civil liberties have evolved since the Civil War
- Identify current news stories that relate to constitutional issues
- Use contemporary documents, images, or objects to tell a story about a constitutional issue

1. Have students brainstorm contemporary issues related to the constitutional crises of secession, slavery, and civil liberties. Students may use the chart provided to record their ideas and then discuss the issues. If you wish, have each student select one of the issues to research further.
2. Ask students to track news coverage of states' rights, equal rights, and civil liberties. Start a classroom bulletin board to post news clippings and political cartoons brought in by the students.
3. Have students identify primary sources, such as government documents, court cases, and photographs to create a class exhibit about the legacy of these Civil War issues.

Post-Visit Activity: Then and Now

LINCOLN: THE CONSTITUTION AND THE CIVIL WAR

After visiting the exhibit, brainstorm contemporary issues related to the Constitutional crises of secession, slavery, and civil liberties. Use this chart to record your ideas and then share them with your class. How have these issues developed and changed since the Civil War?

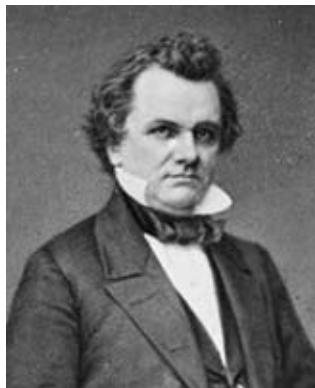
	Issues During the Civil War	Impacts After the Civil War	Connections to Today
Secession			
Slavery			
Civil Liberties			

Resources: People

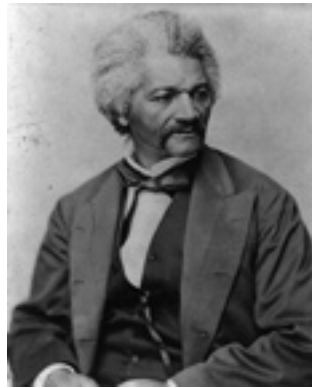
LINCOLN: THE CONSTITUTION AND THE CIVIL WAR



Jefferson Davis
President of the
Confederacy



Stephen Douglas
Illinois Statesman



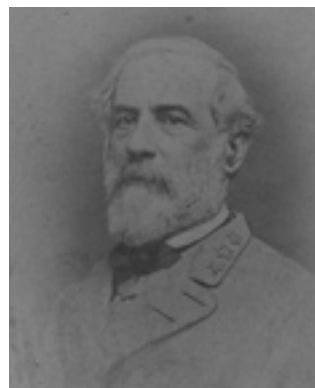
Frederick Douglass
Abolitionist and
Statesman



Ulysses S. Grant
General-in-Chief of
Union Armies



Andrew Johnson
Vice-President of the
United States



Robert E. Lee
General-in-Chief of
Confederate Armies



Rose O'Neal Greenhow
Accused of Treason



Wendell Phillips
Abolitionist



Dred Scott
Former Slave



William H. Seward
Secretary of State of the
United States



Roger Taney
Chief Justice of the
United States



Clement Vallandigham
Accused of Treason



Resources: 1861 Map

LINCOLN: THE CONSTITUTION AND THE CIVIL WAR



Resources: Glossary

LINCOLN: THE CONSTITUTION AND THE CIVIL WAR

civil liberties – protections for citizens from the powers of government, provided by the Constitution, and especially by the Bill of Rights

Confederacy – southern states that seceded from the Union to form their own government: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia

conscription or draft – a government policy requiring citizens to serve in the armed forces

contraband – an escaped slave who fled to or was taken behind Union lines

dissent – an expression of disagreement or opposition, often accompanied by acts of civil disobedience

Dred Scott decision – an 1857 Supreme Court ruling to return Dred Scott to slavery in Missouri, after he had lived in a free state with his master. The court declared the 1820 Missouri Compromise unconstitutional and asserted that blacks--slave as well as free--could never become United States citizens

inauguration – a ceremony in which an elected or appointed official formally assumes office

insurrection – armed resistance to an established government

Fugitive Slave Act – part of a group of laws known as the “Compromise of 1850” requiring law enforcement officials to arrest suspected runaway slaves and providing for punishment of anyone who assisted runaway slaves

Kansas-Nebraska Act – an act passed by Congress in 1854 establishing the territories of Kansas and Nebraska and allowing each territory to decide for itself whether to allow slavery within its borders

loyal slave states or border states – states that allowed slavery, but did not secede: Delaware, Maryland, Missouri, and Kentucky

martial law – a system in which normal administration of justice is controlled by the military

Missouri Compromise – an 1820 agreement that permitted Missouri to enter the Union as a slave state, but prohibited the expansion of slavery into new territories north of 36°30’ latitude

ordinance – a law

popular sovereignty – the right, advocated by Stephen Douglas, of residents of a territory of the United States to make their own laws, especially in determining whether to permit slavery within their territory

repeal – the removal or reversal of a law

Rule of Law – the principle that a government’s authority must conform with written laws, which were adopted through an established procedure, in order to protect civil liberties

secession – formal withdrawal from the United States

sovereign – independent and autonomous

Union – the United States, refers specifically during the Civil War to the North or the states that did not secede

writ of habeas corpus – a provision in the Constitution that protects citizens against arbitrary arrest by allowing a judge to determine whether the arrest is lawful

Resources: Timeline 1787–1860

LINCOLN: THE CONSTITUTION AND THE CIVIL WAR

- 1787** The Constitution is ratified, leaving the problem of slavery unsolved
- 1793** Congress enacts the Fugitive Slave Act
- 1808** Congress bans the importation of slaves
- 1820** Missouri is admitted to the Union as a slave state under a compromise that prevents the further extension of slavery north of 36°30' latitude
- 1845** Texas is admitted as a slave state
- 1846** Representative David Wilmot proposes that territory acquired from Mexico should remain free of slavery
- 1849** Some southern states threaten secession if Wilmot Proviso is adopted
- 1850** Under Henry Clay's compromise, CA is admitted as a free state; the slave trade is abolished in DC; Utah, New Mexico, Nevada and Arizona territories are organized without mention of slavery; and the Fugitive Slave Act is strengthened
- 1852** Harriet Beecher Stowe publishes Uncle Tom's Cabin
- 1854** The Kansas-Nebraska Act introduces the idea of "popular sovereignty"

Lincoln becomes a leader within the newly formed Republican party, which opposes the extension of slavery into new territories
- 1856** A violent civil conflict erupts in Kansas over the slavery issue
- 1857** In the Dred Scott decision the Supreme Court rules that the Constitution and the Bill of Rights were not intended to apply to African Americans and that the Missouri Compromise was unconstitutional
- 1858** Lincoln gives his "House divided" speech when he accepts the Republican nomination for US Senate
- 1859** John Brown raids Harper's Ferry, taking 60 locals hostage and attempting to capture a federal arsenal in an effort to provoke a slave rebellion – he is captured, tried for treason and hanged
- 1860**
- Apr 23** Southern delegates leave the Democratic National Convention causing a split in the party that leads to the nomination of two separate candidates
- May 18** Lincoln is nominated as the Republican candidate for president
- Nov 6** Lincoln is elected president
- Dec 20** South Carolina secedes

Resources: Timeline 1861

LINCOLN: THE CONSTITUTION AND THE CIVIL WAR

- Jan** Mississippi, Florida, Alabama, Georgia, and Louisiana secede
- Feb 1** Texas secedes
- Feb 4** Delegates of seceded states meet to adopt a constitution, Jefferson Davis is elected president of the Confederate States of America
- Mar 4** Lincoln is inaugurated
- Apr 12** Unarmed resupply ships approach Fort Sumter and are fired upon by South Carolina forces beginning the Civil War – the first battle is a Confederate victory
- Apr 15** Lincoln calls for 75,000 state militamen to suppress the rebellion and calls for volunteers to enlist in the Union army
- Apr 17** Virginia secedes
- Apr 19** Union troops arrive in Baltimore to protect Washington, DC – they are attacked by a mob, and four soldiers and a dozen citizens are killed
- Lincoln imposes blockade on southern ports
- Apr 27** Lincoln suspends the writ of habeas corpus between Philadelphia and Washington
- May 6** Arkansas and Tennessee secede
- May 13** Martial law is declared in Maryland
- John Merryman is arrested for allegedly destroying railroad bridges in Baltimore; Justice Taney later rules that only Congress can suspend habeas corpus
- May 21** North Carolina secedes
- Jun 20** West Virginia is created when its residents wish to remain in the Union
- Jul 4** Congress comes into session and receives Lincoln’s explanation of his actions since April
- Jul 21** Battle of Bull Run – 2702 Union, 1982 Confederate casualties - Confederate victory
- Aug 6** Congress passes the First Confiscation Act which declares that runaway or captured slaves can not be returned to their masters if they are used by their masters for military purposes
- Aug 16** Lincoln declares the Confederate states to be in a state of insurrection
- Nov 8** The Trent Affair begins - two Confederate officials sailing toward England are seized by the U.S. Navy. England, the leading world power, demands their release, threatening war.

Resources: Timeline 1862–1863

LINCOLN: THE CONSTITUTION AND THE CIVIL WAR

1862

- Mar 8** Ironclad warships battle for the first time, forever changing naval warfare
- Apr 6** Battle of Shiloh – 13,047 Union, 10,694 Confederate casualties after two days - Union victory
- Apr 16** Congress passes a law freeing slaves in the District of Columbia and compensating slaveowners for their loss
- May** Stonewall Jackson's troops threaten to capture Union government in Washington
- Jun 19** Congress bans slavery in the territories without compensation to slaveowners
- Jul 2** Union troops forced to abandon campaign on southern capital of Richmond under attacks from troops of Robert E. Lee
- Jul 14** Lincoln's request for a bill compensating owners for slave emancipation is rejected by Congressmen
- Jul 17** Second Confiscation Act frees slaves who have masters in the Confederate army
- Aug 29** Second Battle of Bull Run – 16,054 Union, 9,197 Confederate casualties after two days - Confederate victory
- Sep 17** Battle of Antietam – 12,410 Union, 13,724 Confederate casualties in one day - Union victory
- Sep 22** Lincoln issues preliminary Emancipation Proclamation
- Sep 24** Lincoln suspends the writ of habeas corpus throughout the United States
- Dec 13** Battle of Fredericksburg – 13,000 Union, 5,000 Confederate casualties after three days - Confederate victory

1863

- Jan 1** Emancipation Proclamation takes effect, freeing three million enslaved people behind enemy lines
Lincoln authorizes enrollment of freed slaves in the Union army and navy
- Mar 3** Congress establishes the first national draft in history, but draftees could be exempted from service by paying \$300 or providing a substitute
- May 1** Battle of Chancellorsville – 17,278 Union, 12,821 Confederate casualties after four days - Confederate victory
- May 10** Death of Stonewall Jackson
- Jul 1** Battle of Gettysburg – 23,049 Union, 28,063 Confederate casualties after three days - Union victory

Resources: Timeline 1863–1870

LINCOLN: THE CONSTITUTION AND THE CIVIL WAR

1863

- Jul 4** Capture of Vicksburg and Port Hudson open Mississippi River to Union commerce and cuts Confederacy in two
- Jul 13** Anti-draft riots in New York City result in the deaths of at least 100 people
- Aug 10** Lincoln meets with Frederick Douglass, who pushes for full equality for black Union troops
- Sep 19** Battle of Chickamauga – 16,170 Union, 18,454 Confederate casualties after two days - Confederate victory
- Nov 19** Lincoln delivers Gettysburg Address at the dedication of the national military cemetery
- Nov 23** Battle of Chattanooga – 5,616 Union, 8,684 Confederate casualties after three days - Union victory

1864

- Sep 2** Sherman's troops capture Atlanta
- Nov 8** Lincoln is re-elected and southern hopes for political change vanish
- Dec 21** Sherman captures Savannah, GA

1865

- Jan 31** Congress passes the 13th Amendment and sends it to the states for ratification
- Feb 3** Lincoln meets with Confederate Vice-President Alexander Stephens to discuss peace, but no agreement is reached
- Mar 4** Lincoln's second inauguration
- Apr 9** Lee surrenders the Confederate army at Appomattox
- Apr 14** Lincoln is assassinated
- Apr 18** Johnston surrenders Confederate army in North Carolina
- May** Remaining Confederate forces surrender and the Civil War ends
- Dec 6** 13th Amendment is ratified abolishing slavery everywhere in the United States
- 1868** The 14th Amendment grants citizenship to anyone born in the United States
- 1870** The 15th Amendment guarantees male citizens the right to vote regardless of "race, color, or previous condition of servitude"

