## Compelling Question:
**Who REALLY won the Civil War?**

<table>
<thead>
<tr>
<th>Supporting Question I</th>
<th>Supporting Question II</th>
<th>Supporting Question III</th>
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<tr>
<td><strong>What were the social, political, and economic conditions of the Northern and Southern States prior to the Civil War?</strong></td>
<td><strong>How did the Compromise of 1850 and the Kansas-Nebraska Act impact the social and political climate prior to the Civil War?</strong></td>
<td><strong>How did major battles, such as The Battle of Gettysburg, influence the outcome of the Civil War?</strong></td>
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<th>Historical Sources</th>
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<tbody>
<tr>
<td>- The Declaration of Causes of Seceding States – South Carolina (excerpt)</td>
<td>- Missouri Compromise (excerpt)</td>
<td>- Robert E. Lee’s Letter to his Wife – 1863 (excerpt)</td>
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<td>- President Lincoln’s First Inaugural Address (excerpt)</td>
<td>- Compromise of 1850 (excerpt)</td>
<td>- The Gettysburg Address</td>
</tr>
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<td>- The Constitution of the Confederate States of America (excerpt)</td>
<td>- Kansas-Nebraska Act (excerpt)</td>
<td>- Recollections of the Battle of Perryville (excerpt)</td>
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<tr>
<th>Formative Performance Task I</th>
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<th>Formative Performance Task III</th>
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<tr>
<td><strong>Identify evidence that shows how the economic conditions of the Northern and Southern States were alike and different prior to the Civil War.</strong></td>
<td><strong>Identify evidence that shows how the Compromise of 1850 and the Kansas-Nebraska Act impacted the social and political climate of the United States prior to the Civil War.</strong></td>
<td><strong>Identify evidence that shows how major battles, such as The Battle of Gettysburg, influenced the outcome of the Civil War.</strong></td>
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## Summative Performance Task:
Students will use their understanding of the social, political, economic conditions, and important documents of the pre-Civil War era along with the important battles that occurred during the war to write and give an oral report to answer the question of who really won the Civil War.
Overview

This module integrates skills from the 5th Grade North Carolina Social Studies Essential Standards and the 5th Grade Common Core State Standards for English Language Arts. It utilizes primary sources from the Library of Congress and concludes in a summative assessment task that requires students to choose a Civil War “winner” and to support their choice with facts and evidence in the format of an oral debate. This module will strengthen Social Studies content knowledge, as well as provide students with valuable practice applying reading, writing and inquiry skills.

The full instructional module should take 90-120 hours to complete. Information is included to assist teachers in implementing the module including: additional online instructional resources, important background knowledge and vocabulary, NC Essential Standards, Common Core State Standards, and a summative assessment rubric. The instructional cycle in this module includes:

- Compelling Question and Background
- Supporting Questions and Formative Performance Tasks
- Summative Performance Task

In addition, the module includes several primary documents for each formative performance task to support student thinking and inquiry.

Compelling Question and Background

Who REALLY won the Civil War?

The information and resources in this section should be shared with students prior to beginning work on the module to ensure students have sufficient foundational knowledge and vocabulary to achieve success. It is also important to note that students will require support in reading primary sources as the reading level is higher than that of an average fifth grader. Links to several websites that support primary document reading are included for this purpose.

It is important for students to understand the economic, social and political climate of the United States prior to the Civil War; in particular the economic differences between the Northern States and Southern States. Students should understand that improvements in transportation and manufacturing encouraged those in the North to move to urban areas. The primary source of income and wealth for the Northern States was focused on transportation and manufacturing. However, in the Southern States the focus remained on rural plantations therefore the income and wealth was derived from farming and crop production. It was because of this reliance on agriculture that Southern States continued to support slavery: the primary workforce on plantations throughout the South. Students should
also understand that citizens of Northern states supported the rights of the Union as a whole while Southern states showed strong support for individual states’ rights.

**Resources to Introduce the Module**


**Teacher Resources for Reading Primary Documents**

Website: [http://teachinghistory.org/teaching-materials/teaching-guides/25690](http://teachinghistory.org/teaching-materials/teaching-guides/25690)

Website: [http://www.learnnc.org/lp/pages/745](http://www.learnnc.org/lp/pages/745)

Website: [http://www.loc.gov/teachers/usingprimarysources/guides.html](http://www.loc.gov/teachers/usingprimarysources/guides.html)

**Important Vocabulary and Background Concepts**

- economic factors
- political factors
- social factors
- Northern States
- Southern States
- agriculture
- secession
- The United States Constitution – 1960
- census
- states’ rights
- urban
- industrialization
- transportation
- manufacture

**Glossary of Civil War Terms**

[http://www.civilwar.org/education/history/glossary/glossary.html](http://www.civilwar.org/education/history/glossary/glossary.html)

**C3 Framework connections**

Students will be responding to a compelling question and using primary documents to identify evidence to support their inquiry.
North Carolina Essential Standards connections

5.H.1.3 Analyze the impacts of major conflicts, battles and wars on the development of our nation through Reconstruction.

Common Core State Standards for English Language Arts connections

RI.5.2 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Supporting Questions and Formative Performance Tasks

Supporting Question 1

What were the economic, social and political conditions of the Northern and Southern States prior to the Civil War?

For students to successfully complete the formative assessment task associated with this supporting question it is important that they have a good understanding of the economic, political and social conditions of both the Northern and Southern states prior to the Civil War. Students will examine the following documents as they consider this supporting question: The Declaration of Causes of Seceding States – South Carolina (excerpt), President Lincoln’s First Inaugural Address (excerpt) and The Constitution of the Confederate States of America (excerpt). The documents are intended to give students a look at two different perspectives in the time leading up to the Civil War: those in Northern States who were anti-slavery and pro-Union rights and those in Southern States who were pro-slavery, and pro-states’ rights.

Supporting Question 2

How did the Missouri Compromise, the Compromise of 1850 and the Kansas-Nebraska Act impact the social and political climate prior to the Civil War?

In order to answer this supporting question students will read an analyze important documents prior to the Civil War including: the Missouri Compromise, the Compromise of 1850 and the Kansas-Nebraska Act. The documents are intended to give students an understanding of the events that led up to the war, in particular the laws being passed about which states would be slave states, and which states would be free states. The documents also help to show the importance of decisions being made for the Union as a whole versus the importance of states’ having the right to make decisions for themselves.
Supporting Question 3

How did major battles, such as The Battle of Gettysburg, influence the outcome of the Civil War?

The major battles of the Civil War will help students to see the direction the war took after it started in 1861. Understanding how the battles influenced the outcome is an important part of determining who actually won the war. Students will examine the following primary documents in order to decide the influence of the battles: Robert E. Lee’s Letter to his Wife (excerpt), The Gettysburg Address, and Recollections of the Battle of Perrysville (excerpt). The documents are intended to give students an opportunity to examine different perspectives during and following important battles: those who believed the battles were a failure, those who participated in the battles and those who believed the battles were a success.

Summative Performance Task

Scoring Rubric for Oral Debate

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Shows a full understanding of the topic. Answers the question “Who REALLY won the Civil War?”</td>
<td>Shows a good understanding of the topic. Answers the question “Who REALLY won the Civil War?”</td>
<td>Shows a good understanding of parts of the topic. Partially answers the question “Who REALLY won the Civil War?”</td>
<td>Does not seem to understand the topic very well. Does not answer the question “Who REALLY won the Civil War?”</td>
</tr>
<tr>
<td>Uses Complete Sentences</td>
<td>Always (99-100% of time) speaks in complete sentences.</td>
<td>Mostly (80-98%) speaks in complete sentences.</td>
<td>Sometimes (70-80%) speaks in complete sentences.</td>
<td>Rarely speaks in complete sentences.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.</td>
<td>Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.</td>
<td>Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.</td>
<td>Uses several (5 or more) words or phrases that are not understood by the audience.</td>
</tr>
<tr>
<td>Stays on Topic</td>
<td>Stays on topic all (100%) of the time.</td>
<td>Stays on topic most (99-90%) of the time.</td>
<td>Stays on topic some (89%-75%) of the time.</td>
<td>It was hard to tell what the topic was.</td>
</tr>
<tr>
<td>Posture and Eye Contact</td>
<td>Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.</td>
<td>Stands up straight and establishes eye contact with everyone in the room during the presentation.</td>
<td>Sometimes stands up straight and establishes eye contact.</td>
<td>Slouches and/or does not look at people during the presentation.</td>
</tr>
</tbody>
</table>
The Declaration of Causes of Seceding States – South Carolina (excerpt)

The ends for which the Constitution was framed are declared by itself to be "to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity."

These ends it endeavored to accomplish by a Federal Government, in which each State was recognized as an equal, and had separate control over its own institutions. The right of property in slaves was recognized by giving to free persons distinct political rights, by giving them the right to represent, and burthening them with direct taxes for three-fifths of their slaves; by authorizing the importation of slaves for twenty years; and by stipulating for the rendition of fugitives from labor.

We affirm that these ends for which this Government was instituted have been defeated, and the Government itself has been made destructive of them by the action of the non-slaveholding States. Those States have assume the right of deciding upon the propriety of our domestic institutions; and have denied the rights of property established in fifteen of the States and recognized by the Constitution; they have denounced as sinful the institution of slavery; they have permitted open establishment among them of societies, whose avowed object is to disturb the peace and to eloign the property of the citizens of other States. They have encouraged and assisted thousands of our slaves to leave their homes; and those who remain, have been incited by emissaries, books and pictures to servile insurrection.

For twenty-five years this agitation has been steadily increasing, until it has now secured to its aid the power of the common Government. Observing the *forms* [emphasis in the original] of the Constitution, a sectional party has found within that Article establishing the Executive Department, the means of subverting the Constitution itself. A geographical line has been drawn across the Union, and all the States north of that line have united in the election of a man to the high office of President of the United States, whose opinions and purposes are hostile to slavery. He is to be entrusted with the administration of the common Government, because he has declared that that "Government cannot endure permanently half slave, half free," and that the public mind must rest in the belief that slavery is in the course of ultimate extinction.

This sectional combination for the submersion of the Constitution, has been aided in some of the States by elevating to citizenship, persons who, by the supreme law of the land, are incapable of becoming citizens; and their votes have been used to inaugurate a new policy, hostile to the South, and destructive of its beliefs and safety.

On the 4th day of March next, this party will take possession of the Government. It has announced that the South shall be excluded from the common territory, that the judicial tribunals shall be made sectional, and that a war must be waged against slavery until it shall cease throughout the United States.

The guaranties of the Constitution will then no longer exist; the equal rights of the States will be lost. The slaveholding States will no longer have the power of self-government, or self-protection, and the Federal Government will have become their enemy.
Sectional interest and animosity will deepen the irritation, and all hope of remedy is rendered vain, by the fact that public opinion at the North has invested a great political error with the sanction of more erroneous religious belief.

We, therefore, the People of South Carolina, by our delegates in Convention assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, have solemnly declared that the Union heretofore existing between this State and the other States of North America, is dissolved, and that the State of South Carolina has resumed her position among the nations of the world, as a separate and independent State; with full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent States may of right do.

Adopted December 24, 1860

Reference: http://www.civilwar.org/education/history/primarysources/declarationofcauses.html#South_Carolina
President Lincoln’s First Inaugural Address (excerpt)
March 4, 1861
Abraham Lincoln

Abraham Lincoln delivered his First Inaugural Address to a fractured nation. Seven states had already seceded; Lincoln used his speech to argue for their return.

Washington D.C.

Fellow-Citizens of the United States:

In compliance with a custom as old as the Government itself, I appear before you to address you briefly and to take in your presence the oath prescribed by the Constitution of the United States to be taken by the President "before he enters on the execution of this office."

I do not consider it necessary at present for me to discuss those matters of administration about which there is no special anxiety or excitement. Apprehension seems to exist among the people of the Southern States that by the accession of a Republican Administration their property and their peace and personal security are to be endangered. There has never been any reasonable cause for such apprehension. Indeed, the most ample evidence to the contrary has all the while existed and been open to their inspection. It is found in nearly all the published speeches of him who now addresses you. I do but quote from one of those speeches when I declare that- I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so...

... One section of our country believes slavery is right and ought to be extended, while the other believes it is wrong and ought not to be extended. This is the only substantial dispute. The fugitive-slave clause of the Constitution and the law for the suppression of the foreign slave trade are each as well enforced, perhaps, as any law can ever be in a community where the moral sense of the people imperfectly supports the law itself. The great body of the people abide by the dry legal obligation in both cases, and a few break over in each. This, I think, can not be perfectly cured, and it would be worse in both cases after the separation of the sections than before. The foreign slave trade, now imperfectly suppressed, would be ultimately revived without restriction in one section, while fugitive slaves, now only partially surrendered, would not be surrendered at all by the other.

Physically speaking, we can not separate. We can not remove our respective sections from each other nor build an impassable wall between them. A husband and wife may be divorced and go out of the presence and beyond the reach of each other, but the different parts of our country can not do this. They can not but remain face to face, and intercourse, either amicable or hostile, must continue between them. Is it possible, then, to make that intercourse more advantageous or more satisfactory after separation than before? Can aliens make treaties easier than friends can make laws? Can treaties be more faithfully enforced between aliens than laws can among friends? Suppose you go to war, you can not fight always; and when, after much loss on both sides and no gain on either, you cease fighting, the identical old questions, as to terms of intercourse, are again upon you.

Reference: http://www.civilwar.org/education/history/primarysources/lincolninaugural1.html
The following is the constitution that was created by the Confederate States of America in 1861. While much of it is similar to the Constitution of the United States of America, there are important differences.

We, the people of the Confederate States, each State acting in its sovereign and independent character, in order to form a permanent federal government, establish justice, insure domestic tranquillity, and secure the blessings of liberty to ourselves and our posterity--invoking the favor and guidance of Almighty God--do ordain and establish this Constitution for the Confederate States of America.

ARTICLE I

Section 1. All legislative powers herein delegated, shall be vested in a Congress of the Confederate States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of members chosen every second year by the people of the several States, and the electors in each State shall be citizens of the Confederate States, and have the qualifications requisite for electors of the most numerous branch of the State Legislature; but no person of foreign birth, not a citizen of the Confederate States, shall be allowed to vote for any officer, civil or political, State or Federal.

No Person shall be a Representative who shall not have attained to the age of twenty-five Years and be a citizen of the Confederate States, and who shall not, when elected, be an inhabitant of that State in which he shall be chosen. Representatives and direct taxes shall be apportioned among the several States which may be included within this Confederacy, according to their respective numbers, which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three-fifths of all slaves. The actual enumeration shall be made within three years after the first meeting of the Congress of the Confederate States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of Representatives shall not exceed one for every fifty thousand, but each State shall have at least one Representative; and until such enumeration shall be made, the State of South Carolina shall be entitled to choose six; the State of Georgia ten; the State of Alabama nine; the State of Florida two; the State of Mississippi seven; the State of Louisiana six; and the State of Texas six.

Section 9. The importation of negroes of the African race from any foreign country other than the slaveholding States or territories of the United States of America, is hereby forbidden; and Congress is required to pass such laws as shall effectually prevent the same. Congress shall also have power to prohibit the introduction of slaves from any State not a member of, or Territory not belonging to this Confederacy. The privilege of the writ of habeas corpus shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it. No bill of attainder or ex post facto law, or law denying or impairing the right of property in negro slaves shall be passed.

Reference: [http://www.civilwar.org/education/history/primarysources/csconstitution.html](http://www.civilwar.org/education/history/primarysources/csconstitution.html)
The Missouri Compromise (excerpt)

In 1820, the new state of Missouri, formerly part of the Louisiana Territory, sought admission to the Union. With Missouri as a slaveholding state, it was feared that admission would tip the tenuous balance in the Senate in favor of pro-slavery interests. In order to prevent a crisis, the following compromise was agreed upon, admitting Missouri as a slaveholding state and creating the state of Maine, formerly part of Massachusetts, as a free state. Furthermore, the compromise provided that all new states below the 36°30' parallel (the southern border of Missouri) would permit slavery, while all new states above the parallel would prohibit the institution. The uneasy balance in the Senate was maintained, and a national crisis was averted. Thomas Jefferson, however, wrote shortly after that the Missouri question, "like a fire bell in the night, awakened and filled me with terror. I considered it at once as the knell of the Union."

An Act to authorize the people of the Missouri territory to form a constitution and state government, and for the admission of such state into the Union on an equal footing with the original states, and to prohibit slavery in certain territories.

Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, That the inhabitants of that portion of the Missouri territory included within the boundaries herein after designated, be, and they are hereby, authorized to form for themselves a constitution and state government, and to assume such name as they shall deem proper; and the said state, when formed, shall be admitted into the Union, upon an equal footing with the original states, in all respects whatsoever.

SEC. 2. And be it further enacted, That the said state shall consist of all the territory included within the following boundaries, to wit: Beginning in the middle of the Mississippi river, on the parallel of thirty-six degrees of north latitude; thence west, along that parallel of latitude, to the St. Francois river; thence up, and following the course of that river, in the middle of the main channel thereof, to the parallel of latitude of thirty-six degrees and thirty minutes; thence west, along the same, to a point where the said parallel is intersected by a meridian line passing through the middle of the mouth of the Kansas river, where the same empties into the Missouri river, thence, from the point aforesaid north, along the said meridian line, to the intersection of the parallel of latitude which passes through the rapids of the river Des Moines, making the said line to correspond with the Indian boundary line; thence east, from the point of intersection last aforesaid, along the said parallel of latitude, to the middle of the channel of the main fork of the said river Des Moines; thence down arid along the middle of the main channel of the said river Des Moines, to the mouth of the same, where it empties into the Mississippi river; thence, due east, to the middle of the main channel of the Mississippi river; thence down, and following the course of the Mississippi river, in the middle of the main channel thereof, to the place of beginning: Provided, The said state shall ratify the boundaries aforesaid. And provided also, That the said state shall have concurrent jurisdiction on the river Mississippi, and every other river bordering on the said state so far as the said rivers shall form a common boundary to the said state; and any other state or states, now or hereafter to be formed and bounded by the same, such rivers to be common to both; and that the river Mississippi, and the navigable rivers and waters leading into the same, shall be common highways, and forever free, as well to the inhabitants of the said state as to other citizens of the United States, without any tax, duty impost, or toll, therefore, imposed by the said state.

SEC. 3. And be it further enacted, That all free white male citizens of the United States, who shall have arrived at the age of twenty-one years, and have resided in said territory: three months previous to the day of election, and all other persons qualified to vote for representatives to the general assembly of the
said territory, shall be qualified to be elected and they are hereby qualified and authorized to vote, and choose representatives to form a convention...

(SEC 4-7 omitted from the excerpt)

SEC. 8. And be it further enacted. That in all that territory ceded by France to the United States, under the name of Louisiana, which lies north of thirty-six degrees and thirty minutes north latitude, not included within the limits of the state, contemplated by this act, slavery and involuntary servitude, otherwise than in the punishment of crimes, whereof the parties shall have been duly convicted, shall be, and is hereby, forever prohibited: Provided always, That any person escaping into the same, from whom labour or service is lawfully claimed, in any state or territory of the United States, such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labour or service as aforesaid.

APPROVED, March 6, 1820

Reference:  http://www.civilwar.org/education/history/primarysources/the-missouri-compromise.html
The Compromise of 1850 (excerpt)

The Compromise of 1850 was a set of laws passed dealing with the controversial issue of slavery. Below are the resolutions created by Senator Henry Clay to bring forth a compromise on the matter. As part of the compromise California entered the Union as a free state, the trading of slaves was abolished in Washington, DC, an amendment was made to the fugitive slave act, a territorial government was established in Utah, and the boundary between Texas and New Mexico was established.

It being desirable, for the peace, concord, and harmony of the Union of these States, to settle and adjust amicably all existing questions of controversy between them arising out of the institution of slavery upon a fair, equitable and just basis: therefore,

1. Resolved, That California, with suitable boundaries, ought, upon her application to be admitted as one of the States of this Union, without the imposition by Congress of any restriction in respect to the exclusion or introduction of slavery within those boundaries.

2. Resolved, That as slavery does not exist by law, and is not likely to be introduced into any of the territory acquired by the United States from the republic of Mexico, it is inexpedient for Congress to provide by law either for its introduction into, or exclusion from, any part of the said territory; and that appropriate territorial governments ought to be established by Congress in all of the said territory, not assigned as the boundaries of the proposed State of California, without the adoption of any restriction or condition on the subject of slavery.

3. Resolved, That the western boundary of the State of Texas ought to be fixed on the Rio del Norte, commencing one marine league from its mouth, and running up that river to the southern line of New Mexico; thence with that line eastwardly, and so continuing in the same direction to the line as established between the United States and Spain, excluding any portion of New Mexico, whether lying on the east or west of that river.

4. Resolved, That it be proposed to the State of Texas, that the United States will provide for the payment of all that portion of the legitimate and bona fide public debt of that State contracted prior to its annexation to the United States, and for which the duties on foreign imports were pledged by the said State to its creditors, not exceeding the sum of dollars, in consideration of the said duties so pledged having been no longer applicable to that object after the said annexation, but having thenceforward become payable to the United States; and upon the condition, also, that the said State of Texas shall, by some solemn and authentic act of her legislature or of a convention, relinquish to the United States any claim which it has to any part of New Mexico.

5. Resolved, That it is inexpedient to abolish slavery in the District of Columbia whilst that institution continues to exist in the State of Maryland, without the consent of that State, without the consent of the people of the District, and without just compensation to the owners of slaves within the District.

6. But, resolved, That it is expedient to prohibit, within the District, the slave trade in slaves brought into it from States or places beyond the limits of the District, either to be sold therein as merchandise, or to be transported to other markets without the District of Columbia.

7. Resolved, That more effectual provision ought to be made by law, according to the
requirement of the constitution, for the restitution and delivery of persons bound to service or labor in any State, who may escape into any other State or Territory in the Union. And,

8. Resolved, That Congress has no power to promote or obstruct the trade in slaves between the slaveholding States; but that the admission or exclusion of slaves brought from one into another of them, depends exclusively upon their own particular laws.

The Kansas-Nebraska Act (excerpt)
AN ACT TO ORGANIZE THE TERRITORIES OF NEBRASKA AND KANSAS
MAY 30, 1854

The Kansas-Nebraska Act allowed for new territories to decide if they were a free or slave state by popular sovereignty. The Kansas-Nebraska Act undid the compromise that was made in the Missouri Compromise, which designated a line of latitude to be the separation of free and slave states. The Kansas-Nebraska act reignited the disagreement between pro and anti slavery factions. Fighting and violent events would become so terrible that it was termed, Bleeding Kansas.

SEC. 32. And be it further enacted, That a delegate to the House of Representatives of the United States, to serve for the term of two years, who shall be a citizen of the United States, may be elected by the voters qualified to elect members of the Legislative Assembly, who shall be entitled to the same rights and privileges as are exercised and enjoyed by the delegates from the several other Territories of the United States to the said House of Representatives, but the delegate first elected shall hold his seat only during the term of the Congress to which he shall be elected. The first election shall be held at such time and places, and be conducted in such manner, as the Governor shall appoint and direct; and at all subsequent elections, the times, places, and manner of holding the elections shall be prescribed by law. The person having the greatest number of votes shall be declared by the Governor to be duly elected, and a certificate thereof shall be given accordingly. That the Constitution, and all laws of the United States which are not locally inapplicable, shall have the same force and effect within the said Territory of Kansas as elsewhere within the United States, except the eighth section of the act preparatory to the admission of Missouri into the Union, approved March sixth, eighteen hundred and twenty, which, being inconsistent with the principle of non-intervention by Congress with slavery in the States and Territories, as recognized by the legislation of eighteen hundred and fifty, commonly called the Compromise Measures, is hereby declared inoperative and void; it being the true intent and meaning of this act not to legislate slavery into any Territory or State, nor to exclude it therefrom, but to leave the people thereof perfectly free to form and regulate their domestic institutions in their own way, subject only to the Constitution of the United States: Provided, That nothing herein contained shall be construed to revive or put in force any law or regulation which may have existed prior to the act of sixth of March, eighteen hundred and twenty, either protecting, establishing, prohibiting, or abolishing slavery.

Robert E. Lee’s Letter to His Wife (excerpt)
July 12, 1863
Robert E. Lee

The following is a letter from Robert E. Lee to his wife. The letter was written somewhere near Hagerstown, Maryland following the Battle of Gettysburg.

The consequences of war are horrid enough at best, surrounded by all the ameliorations of civilization and Christianity. I am very sorry for the injuries done the family at Hickory Hill, and particularly that our dear old Uncle Williams, in his eightieth year, should be subjected to such treatment. But we cannot help it, and must endure it. You will, however, learn before this reaches you that our success at Gettysburg was not so great as reported—in fact, that we failed to drive the enemy from his position, and that our army withdrew to the Potomac. Had the river not unexpectedly risen, all would have been well with us; but God, in His all-wise providence, willed otherwise, and our communications have been interrupted and almost cut off. The waters have subsided to about four feet, and, if they continue, by tomorrow, I hope, our communications will be open. I trust that a merciful God, our only hope and refuge, will not desert us in this hour of need, and will deliver us by His almighty hand, that the whole world may recognise His power and all hearts be lifted up in adoration and praise of His unbounded loving-kindness. We must, however, submit to His almighty will, whatever that may be. May God guide and protect us all is my constant prayer.

The Gettysburg Address
November 19, 1863
Abraham Lincoln

This is the only known photograph of Abraham Lincoln delivering the Gettysburg Address. (Library of Congress)

Following the Battle of Gettysburg Abraham Lincoln gave the Gettysburg Address during the dedication of the cemetery for Union soldiers who fought and died in the battle. In the address Lincoln expressed the great need for Americans to remember the sacrifice made by these soldiers.

Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that "all men are created equal."

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met on a great battle field of that war. We have come to dedicate a portion of it, as a final resting place for those who died here, that the nation might live. This we may, in all propriety do. But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow, this ground—The brave men, living and dead, who struggled here, have hallowed it, far above our poor power to add or detract. The world will little note, nor long remember what we say here; while it can never forget what they did here.

It is rather for us, the living, we here be dedicated to the great task remaining before us —that, from these honored dead we take increased devotion to that cause for which they here, gave the last full measure of devotion—that we here highly resolve these dead shall not have died in vain; that the nation, shall have a new birth of freedom, and that government of the people by the people for the people, shall not perish from the earth.

Reference: http://www.civilwar.org/education/history/primarysources/gettysburg-address.html
Recollections of the Battle of Perryville
1882
Pvt. Samuel Rush Watkins

The following is an excerpt from "Co. Aytch: A Side Show of the Big Show", a memoir written by Private Sam Watkins of his experiences serving in the First Tennessee Regiment, Company H. Watkins, a native of Columbia, Tennessee, enlisted in the spring of 1861 at the age of 21 and fought in every major battle of the Army of Tennessee, including Shiloh, Perryville, Stones River, Chickamauga, Missionary Ridge, Kennesaw Mountain, Franklin and Nashville. Of the 1,200 men who fought in the First Tennessee, Watkins was one of only 65 who survived to surrender to Gen. William Tecumseh Sherman in North Carolina in 1865.

I was in every battle, skirmish and march that was made by the First Tennessee Regiment during the war, and I do not remember of a harder contest and more evenly fought battle than that of Perryville...

I stood picket in Perryville the night before the battle -- a Yankee on one side of the street, and I on the other. We got very friendly during the night, and made a raid upon a citizen’s pantry, where we captured a bucket of honey, a pitcher of sweet milk, and three or four biscuit. The old citizen was not at home – he and his whole household had gone visiting, I believe. In fact, I think all of the citizens of Perryville were taken with a sudden notion of promiscuous calling about this time; at least they were not at home to all callers.

At length the morning dawned. Our line was drawn up on one side of Perryville, the Yankee army on the other. The two enemies that were soon to meet in deadly embrace seemed to be eyeing each other. The blue coats lined the hillside in plain view. You could count the number of their regiments by the
number of their flags. We could see the huge war dogs frowning at us, ready at any moment to belch forth their fire and smoke, and hurl their thunderbolts of iron and death in our very midst...

...I cannot tell the one-half, or even remember at this late date, the scenes of blood and suffering that I witnessed on the battlefield of Perryville. But its history, like all the balance, has gone into the history of the war, and it has been twenty years ago, and I write entirely from memory.