

WITNESS FOR FREEDOM

**A Curriculum Guide for Using Primary Documents
to teach Abolitionist History**

By Wendy Kohler and Gaylord Saulsberry

Published by The Five College Public School Partnership
97 Spring Street, Amherst, MA 01002

ACKNOWLEDGMENTS

The Witness for Freedom project began in 1995 with the vision of Christine Compston, then Director of the National History Education Network. She approached Mary Alice Wilson at the Five College Public School Partnership with the idea of developing an institute for social studies teachers that would introduce them to the documents recently published by C. Peter Ripley in *Witness for Freedom: African American Voices on Race, Slavery, and Emancipation*. Together they solicited the participation of David Blight, Professor of History at Amherst College, and author of *Frederick Douglass' Civil War: Keeping Faith in Jubilee*. The Witness for Freedom Summer Institute was held in 1996 under their direction and involved twenty teachers from Western Massachusetts. The project was made possible by a grant from the National Historical Publications and Records Commission of the National Archives with additional support from the Nan and Matilda Heydt Fund of the Community Foundation of Western Massachusetts.

The publication of this guide by Wendy Kohler and Gaylord Saulsberry of the Amherst Public Schools offers specific guidance for Massachusetts teachers and district personnel concerned with aligning classroom instruction with the state curriculum frameworks.

The Five College Public School Partnership thanks all of the above for their involvement in this project. Additional copies of this guide and the Witness for Freedom Handbook for Professional Development are available from the Five College Public School Partnership, 97 Spring Street, Amherst, MA 01002. (413-256-8316)

M. Sue Thrasher, Coordinator
Five College Public School Partnership

PREFACE

The task of developing a curriculum guide for the Witness for Freedom Project for Five Colleges, Incorporated presented a somewhat daunting challenge. We were asked to design a guide that would demonstrate how primary texts centering on the role of African Americans in the abolitionist movement and in emancipation can be used in the classroom in a way that is aligned with the Massachusetts History and Social Sciences Curriculum Framework. To be sure, primary source documents can and should be an integral part of the classroom experience for all students of history at any age. Equally evident, upon reviewing the Framework itself, is the emphasis on “engaging students in the acquisition of skills and methods of learning, study, reasoning, and expression through concentration on important subject matter content.” (Framework, 1997, p. 7)

The challenge comes in aligning subject matter and the grade-level specifications for “scope and sequence” with the texts themselves. The selected texts for this guide include two autobiographical narratives, *Narrative of the Life of Frederick Douglass, an American Slave*, and *Incidents in the Life of a Slave Girl* (Harriet A. Jacobs), as well as two anthologies, *Witness for Freedom* (ed. C. Peter Ripley, University of North Carolina Press, 1993) and *Free at Last* (eds. Ira Berlin, Barbara J. Fields, Steven F. Miller, Joseph P. Reidy, and Leslie S. Rowland, The New Press, 1992). All of these texts require close and careful readings. Many are written with a level of sophistication and density that could pose difficulties for secondary students, not just those studying United States history at the eighth grade level, but at the high school level as well. All of these texts, however, are worthy of study and consideration by secondary students. The History and Social Sciences Curriculum Framework, in its most current draft, specifies that the study of United States history prior to 1877 occur in the eighth grade. Hence, in designing a curriculum guide, we needed to align these readings with the Learning Standards Components (Core Knowledge and Skills) listed under the grade span 5-8.

When we looked at the Learning Strands, the Learning Standards, and especially the Learning Standards Components of Core Knowledge and Skills, we were pleased to find how aptly they support the critical importance of the study of African American history and culture. We applaud the Framework authors for drafting Learning Strands and accompanying Learning Standards that so aptly identify critical elements of the study of history and the social sciences. While we are concerned that the texts under examination here are rigorous, we do believe that organizing their study around the Learning Standards Components identified currently under grades 5-8 is most appropriate. *Even if these materials are utilized at higher grade levels, we recommend that the learning standards components grades 5-8 provide the thematic and organizing strategies for instruction.*

The use of these primary sources in the classroom can provide the student with his/her first real introduction to the authentic voice of African-America. This voice can be clear, distinctive, and inspirational if heard with trained ears. These ears must have an acute sensitivity to several aspects of the voice’s character. The voice is the historical voice of the African-American speaking for him/herself, as change agents, in the way that

best befit the time in which the work was constructed. The voice has a pro-active, participant timber to it, the tone of which is the quest for liberation, self-definition, and the elevation of all humanity. This voice seeks to make ridiculous the tenets of oppression responsible for the condition of the race at the time of the text. To assist students in uncovering this voice, the teacher must provide the essential tools for understanding these documents. In addition to a sound rooting in the history of the period, the teacher must train students' ears to hear:

1. the purpose of the work;
2. the audience for whom the work was written;
3. the historical content/evidence provided by the work;
4. the format of the work; and
5. the tone and mood of the work.

Armed with an understanding of these essential elements, the student has the privileged opportunity to hear the authentic voice of African-America. In addition to the eloquence of the voice to be heard, these primary sources provide the student and the teacher with the opportunity to develop skills essential to the broader goals of social studies education. These documents provide fertile instructional practice in the following skills. These skills are also embedded in the state assessment system of social studies.

1. understanding historical context
2. evaluation of historical evidence
3. identification of point of view
4. identification of bias
5. use of multiple sources to validate an historical perspective
6. use of print, artifacts, and non-print material to confirm the authenticity of text-based material
7. comparison of historical perspectives

The guide that follows is by no means comprehensive in the attention it pays to the documents themselves or to the Framework which guides our study. Rather, our intent is to provide teachers with a springboard from which to launch their own instructional endeavors matched to the Framework. The exercises that follow do not cover all chapters and aspects of each text indicated. What follows are templates that can be used by teachers to fashion their own lessons as best fits the students with whom they work. What follows is a guide to an enormously rich selection of texts, texts which dramatically document how African-Americans served as change agents to effect their own liberation.

Wendy Kohler
Amherst, Massachusetts

Gaylord Saulsberry
October 1999

WITNESS FOR FREEDOM

Learning Standard 1: Chronology and Cause. Students will understand the chronological order of historical events and recognize the complexity of historical cause and effect, including the interaction of forces from different spheres of human activity, the importance of ideas, and of individual choices, actions, and character.

CORE KNOWLEDGE AND SKILLS	READINGS	TEACHING PROMPTS
<p>Students understand multiple causes, how forces from different spheres of life can cause or shape an event.</p>	<p>Violence or Non-Violence?</p> <ul style="list-style-type: none"> • “What Are Moral Means Good For?” (Augustus W. Hanson, p.162) • “An Appeal for Violence,” (Henry Highland Garnet, p.165) • “Lobbying the Legislature,” (Stephen Myers, p.156) • “The Underground Railroad,” (Joseph C. Bustill, p. 139) 	<ul style="list-style-type: none"> • What does “perspective” mean? • What are the differences in the perspectives found in these texts? • Can you hypothesize as to why these perspectives are different? • How do differing perspectives impact historical events?
<p>Students understand the power of ideas behind important events.</p>	<p>Black Abolitionism</p> <ul style="list-style-type: none"> • “An Address to the Massachusetts General Colored Association,” (David Walker, p. 38) • “An Extraordinary Event,” (John Mercer Langston, p. 146) • “Why We Should Have a Paper,” (Samuel E. Cornish, p. 129) • “A Woman’s Place,” (Sojourner Truth, p. 101) 	<ul style="list-style-type: none"> • What is the main idea of each reading? What point is the author trying to make? • What does it mean to be a “change agent”? • What are some of the ways that Blacks acted on their own behalf in support of abolition?

<p>Students recognize the importance of individual choices, action, and character.</p>	<p>Risking Personal Safety by Defying Racist Practices</p> <ul style="list-style-type: none"> • “Segregated Streetcars,” (Elizabeth Jennings, p. 60) • “Your Obedient Servant,” (John Roberts, p. 70) • “Kidnapping in the City of New York,” (David Ruggles, p. 135) • “The Rescue of Lucy Faggins,” (William C. Nell, p. 137) 	<ul style="list-style-type: none"> • Identify some of the dangers that slaves and free blacks took in the cause of freedom. • Describe some of the character traits each of these authors reveal through their writings. How is “character” reflected in “choice” and “action”?
--	---	---

Learning Standard 2: Historical Understanding. Students will understand the meaning, implications, and import of historical events, while recognizing the contingency and unpredictability of history – how events could have taken other directions – by studying past ideas as they were thought, and past events as they were lived, by people of the time.

CORE KNOWLEDGE AND SKILLS	READINGS	TEACHING PROMPTS
<p>Students understand how people in the past could believe themselves justified in excluding others from their community or privileges.</p>	<p>The Colonization Controversy</p> <ul style="list-style-type: none"> • “Our Present Homes,” (Forten and Parrott, p. 29) • “Justice and Humanity,” (Shadd, Spencer, and Thomas, p. 33) • “The Union Missionary Society,” (Lewis Woodson, p. 110) • “Come to Canada,” (Mary Jane Robinson, p. 188) • “Call for a Black Nationality,” (Martin R. Delany, p. 195) • “Thoughts on Hayti,” (James T. Holly, p. 197) 	<ul style="list-style-type: none"> • What was the author’s purpose in each of these readings? • Who was his/her audience? • Which arguments or positions do you find the most persuasive, and why? • Look to other sources to compare the various points of view of White Americans on colonization to the Black points of view illustrated by these readings.
<p>Students recognize the contingency of history and how it must be taken into account when passing judgment on people and actions of the past.</p>	<p>The Fugitive Slave Law</p> <ul style="list-style-type: none"> • “African Americans Respond to the Fugitive Slave Law,” (Pennsylvania Freemen, p. 179) • “Who Are the Murderers?” (William T. Watkins, p. 182) • “A Good Revolver,” (Frederick Douglass, p. 183) 	<ul style="list-style-type: none"> • How did these authors justify violent action? What specific events or actions were they reacting to? • What were the arguments against the use of violence? • Chart the <i>underlying causes</i> or reasons why The Fugitive Slave Law was enacted. Then identify the <i>effects</i> or impact of that law and the specific responses to the law.

	<p>Lincoln and the Emancipation Proclamation</p> <ul style="list-style-type: none"> • “Less Than Complete Freedom,” (James H. Hudson, p. 221) • “The Day of Jubilee?” (Frederick Douglass, p. 223) • “The Present – and Its Duties,” (Robert Hamilton, p. 225) • “A Defender of Slavery?” (Philip A. Bell, p. 228) • “The Best Choice Available,” (J.W.C. Pennington, p. 230) • “John C. Fremont, A Better Choice,” (“Africano,” p. 232) 	<ul style="list-style-type: none"> • Identify what the Emancipation did accomplish and what it did not accomplish. • What did these Black authors identify as the responsibility of free Blacks after this “emancipation”? • Given the <i>historical context</i>, what are the arguments in support of Lincoln and his actions and what are the arguments that can be posed in criticism of his position and actions?
--	---	--

Learning Standard 3: Research, Evidence, and Point of View. Students will acquire the ability to frame questions that can be answered by historical study and research; to collect, evaluate, and employ information from primary and secondary sources, and to apply it in oral and written presentations. They will understand the many kinds and uses of evidence; and by comparing competing historical narratives, they will differentiate historical fact from historical interpretation and from fiction.

CORE KNOWLEDGE AND SKILLS	READINGS	TEACHING PROMPTS
Students explain differences in the points of view in historical accounts of controversial events.	Slave Narratives <ul style="list-style-type: none"> • “Slavery in Kentucky,” (Lewis G. Clarke, p. 82) • “A Thousand Miles to Freedom,” (William Craft, p. 85) • “Slave Life – A Woman’s Story,” (Harriet Jacobs, p. 89) • “Narrative of Tom Wilson,” p. 93) 	<ul style="list-style-type: none"> • Identify specific pieces of evidence in each of these narratives that describe the lives of slaves. • Compare the points of view of the slaves about slave life to various points of view of White Americans (including abolitionists and slave owners). • Explain the difference between fact and opinion and give examples.

Learning Standard 4: Society, Diversity, Commonality, and the

Individual. As a vast nation, the overwhelming majority of whose population derives from waves of immigration from many lands, the United States has a citizenry that exhibits a broad diversity in terms of race, ethnic traditions, and religious beliefs. The history of the United States exhibits perhaps the most important endeavor to establish a civilization founded on the principles that all people are created equal, that it is the purpose of government to secure the inalienable rights of all individuals, and that government derives “its just powers from the consent of the governed.” It is also true, however, that federal, state, and local governments, as well as the people themselves, have often fallen short in practice of actualizing these high ideals, the most egregious violation being the acceptance of slavery in some states until the Civil War. Students should be expected to learn of the complex interplay that has existed from the beginning of our country between American ideals and American practice in the pursuit of realizing the goals of the Declaration of Independence for all people. While attending to the distinct contributions that immigrants from various lands and of various creeds, along with Native Americans, have made to our nationhood, students should be taught above all the importance of our common citizenship and the imperative to treat all individuals with the respect for their dignity called for by the Declaration of Independence.

CORE KNOWLEDGE AND SKILLS	READINGS	TEACHING PROMPTS
<p>Students learn the nature of stereotyping, commonly from racial, ethnic, religious identifications; they learn the reasons stereotypes are logically and factually mistaken, and the reasons stereotyping is morally wrong. They consider the capacity of determined individuals sometimes to achieve success even amidst adversity and in the face of unjust treatment.</p>	<p>Moral Reform</p> <ul style="list-style-type: none"> • “By Moral Suasion Alone,” (Convention Minutes, p. 49) • “Responsibility of Colored People in the Free States,” (Samuel E. Cornish, p. 51) • “Hints about Prejudice,” (Samuel E. Cornish, p. 114) • “Professed Friends,” (Samuel Ringgold Ward, p. 116) 	<ul style="list-style-type: none"> • What were some practical, concrete suggestions that Black Americans made in order to combat racial stereotyping? • How did these authors identify the factual and logical mistakes behind racial stereotyping? • According to these authors, what are the actions that White Americans and Black Americans must take in order to combat racial stereotyping?

<p>Students explain the importance of our common citizenship in the United States and imperative of the Declaration of Independence to treat all individuals as equals and with respect for their dignity and rights.</p>	<p>Common Citizenship</p> <ul style="list-style-type: none"> • “Black Leaders and William Lloyd Garrison,” (James Forten, p. 47) • “The Effect of Racial Prejudice,” (Theodore S. Wright, p. 57) • “An Address to the Colored People of the United States,” (Frederick Douglass, p. 127) 	<ul style="list-style-type: none"> • Use the Declaration of Independence as the point of reference. How do these authors write in support of that founding document? • What is the “common heritage” of all Americans? What rights do we have in common?
<p>Drawing on studies in history, geography, and economics, students learn of religious, ethnic, gender, and class persecution, of individual and group achievements despite adversity, of unjust laws and their reform, and of patterns of emigration from other lands in search of liberty and equality.</p>	<p>Black Women Abolitionists</p> <ul style="list-style-type: none"> • “A Woman’s Abolitionism,” (Sarah M. Douglass, p. 96) • “The Anti-Slavery Fair,” (Sarah L. Forten, p. 98) • “A Woman’s Place,” (Sojourner Truth, p. 101) • “Antislavery Poetry,” (Frances Ellen Watkins Harper, p. 102) • “A Woman’s War,” (Harriet Tubman, p. 244) <p>The Black Military Experience</p> <ul style="list-style-type: none"> • “The Meaning of the War,” (Meunomennie L. Maimi, p. 235) • “Bravery and Its Rewards,” (Lewis Douglass and George E. Stephens, p. 240) 	<ul style="list-style-type: none"> • Describe some of the experiences of slave women. How were these experiences different from those of slave men? • What were the strategies and methods that Black women used in order to effect change in status? Were these methods the same as the ones that Black men used? If some of the methods were different, what were the reasons for those differences? • Describe the participation of Black soldiers in the Civil War. • What patterns of inequality existed between Black and White Soldiers? • How did the issue of unequal pay represent (or symbolize) the struggle for justice and equality?

FREE AT LAST
A DOCUMENTARY HISTORY OF SLAVERY, FREEDOM,
AND THE CIVIL WAR

Learning Standard 1: Chronology and Cause. Students will understand the chronological order of historical events and recognize the complexity of historical cause and effect, including the interaction of forces from different spheres of human activity, the importance of ideas, and of individual choices, actions, and character.

CORE KNOWLEDGE AND SKILLS	READINGS	TEACHING PROMPTS
<p>Students understand multiple causes, how forces from different spheres of life can cause or shape an event.</p>	<ul style="list-style-type: none"> • Pages 3-15 • Pages 350-358 	<ul style="list-style-type: none"> • While slave owners were concerned about their property, Union generals were concerned about the impact of African-Americans on the Confederate war effort. Select lines from letters in the series that show the concern of each side. • The Emancipation Proclamation created a dilemma for the “loyal” slave owners. How was the dilemma handled in different areas?

<p>Students understand the power of ideas behind important events.</p>	<ul style="list-style-type: none"> • Pages 86-94 [Pictures] • Page ix [Letter of Annie Davis] 	<ul style="list-style-type: none"> • Participation in the war of liberation was more than an act of civic pride for African-Americans. It was their “Day of Jubilee.” Write a caption for each of the pictures on pages 86-94 that captures this spirit and the attitude of African-Americans toward freedom and participation in the war. • In this short note what ideas about government, freedom and power are expressed?
<p>Students recognize the importance of individual choices, action, and character.</p>	<ul style="list-style-type: none"> • Pages 95-165 	<ul style="list-style-type: none"> • Compare and contrast the reasons given for employing or not employing African-American on a general basis and on a sectional basis.

Learning Standard 2: Historical Understanding. Students will understand the meaning, implications, and import of historical events, while recognizing the contingency and unpredictability of history – how events could have taken other directions – by studying past ideas as they were thought, and past events as they were lived, by people of the time.

CORE KNOWLEDGE AND SKILLS	READINGS	TEACHING PROMPTS
Students understand how people in the past could believe themselves justified in excluding others from their community or privileges.	<ul style="list-style-type: none"> • Pages 508-510 	<ul style="list-style-type: none"> • The ravages of slavery were often eased by the pride connected with the act of enlistment. What life elements changed for these freed men?
Students recognize the contingency of history and how it must be taken into account when passing judgment on people and actions of the past.	<ul style="list-style-type: none"> • Pages 333-434 	<ul style="list-style-type: none"> • How did white northerners continue to justify slavery and what was the response of African-Americans?

Learning Standard 3: Research, Evidence, and Point of View. Students will acquire the ability to frame questions that can be answered by historical study and research; to collect, evaluate, and employ information from primary and secondary sources, and to apply it in oral and written presentations. They will understand the many kinds and uses of evidence; and by comparing competing historical narratives, they will differentiate historical fact from historical interpretation and from fiction.

CORE KNOWLEDGE AND SKILLS	READINGS	TEACHING PROMPTS
Students explain differences in the points of view in historical accounts of controversial events.	<ul style="list-style-type: none"> • Page 180 [Helena, Arkansas] • Pages 183-185 	<ul style="list-style-type: none"> • In 1862, the federal government “promised” protection for all fugitive slaves. How do these documents detail the nature of this “protection” and in what ways was the promise different from the reality?

Learning Standard 4: Society, Diversity, Commonality, and the Individual.

As a vast nation, the overwhelming majority of whose population derives from waves of immigration from many lands, the United States has a citizenry that exhibits a broad diversity in terms of race, ethnic traditions, and religious beliefs. The history of the United States exhibits perhaps the most important endeavor to establish a civilization founded on the principles that all people are created equal, that it is the purpose of government to secure the inalienable rights of all individuals, and that government derives “its just powers from the consent of the governed.” It is also true, however, that federal, state, and local governments, as well as the people themselves, have often fallen short in practice of actualizing these high ideals, the most egregious violation being the acceptance of slavery in some states until the Civil War. Students should be expected to learn of the complex interplay that has existed from the beginning of our country between American ideals and American practice in the pursuit of realizing the goals of the Declaration of Independence for all people. While attending to the distinct contributions that immigrants from various lands and of various creeds, along with Native Americans, have made to our nationhood, students should be taught above all the importance of our common citizenship and the imperative to treat all individuals with the respect for their dignity called for by the Declaration of Independence.

CORE KNOWLEDGE AND SKILLS	READINGS	TEACHING PROMPTS
<p>Students learn the nature of stereotyping, commonly from racial, ethnic, religious identifications; they learn the reasons stereotypes are logically and factually mistaken, and the reasons stereotyping is morally wrong. They consider the capacity of determined individuals sometimes to achieve success even amidst adversity and in the face of unjust treatment.</p>	<ul style="list-style-type: none"> • Pages 169-173 	<ul style="list-style-type: none"> • The exploitation of African-Americans continued in the military. In what ways was this exploitation evident?
<p>Students explain the importance of our common citizenship in the United States and imperative of the Declaration of Independence to treat all individuals as equals and with respect for their dignity and rights.</p>	<ul style="list-style-type: none"> • Pages 538-539 [Letter to the President] 	<ul style="list-style-type: none"> • Once the war was over, African-Americans looked to the benefits of freedom. What issues are raised in this letter that also were raised in the “sacred” document of the republic?

<p>Drawing on studies in history, geography, and economics, students learn of religious, ethnic, gender, and class persecution, of individual and group achievements despite adversity, of unjust laws and their reform, and of patterns of emigration from other lands in search of liberty and equality.</p>	<ul style="list-style-type: none"> • Pages 39-42 	<ul style="list-style-type: none"> • Use the information contained in this petition and using a map of the world, identify those areas suggested as sites for the colonization of African-Americans.
--	---	---

NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS, AN AMERICAN SLAVE

Learning Standard 1: Chronology and Cause. Students will understand the chronological order of historical events and recognize the complexity of historical cause and effect, including the interaction of forces from different spheres of human activity, the importance of ideas, and of individual choices, actions, and character.

CORE KNOWLEDGE AND SKILLS	READINGS	TEACHING PROMPTS
<p>Students understand multiple causes, how forces from different spheres of life can cause or shape an event.</p>	<ul style="list-style-type: none"> • Chapters 4 and 7 • Chapters 1 and 10 	<ul style="list-style-type: none"> • Early in life, Douglass learned the importance of reading and writing. As slaves were prohibited from learning to read and write, how did Douglass succeed in gaining these skills? • Douglass learned the meaning of freedom and dignity from two very different sources. Select words and phrases that show how Douglass gradually learns the meaning of these concepts.

<p>Students understand the power of ideas behind important events.</p>	<ul style="list-style-type: none"> • Chapter 5 	<ul style="list-style-type: none"> • What does the word “home” mean to you? How did Douglass experience and explain the concept of home and how does his explanation match his reality? • What freedom did Douglass achieve when he learned to read? How did this fact advance his understanding of human dignity and plant the seeds for his impending escape? How might you feel if you lost the capacity to read?
<p>Students recognize the importance of individual choices, action, and character.</p>	<ul style="list-style-type: none"> • Chapter 11 	<ul style="list-style-type: none"> • Douglass finds his recounting of his escape an important event as well as a troubling one. What factors did he have to weigh before his escape and before telling this aspect of his story?

Learning Standard 2: Historical Understanding. Students will understand the meaning, implications, and import of historical events, while recognizing the contingency and unpredictability of history – how events could have taken other directions – by studying past ideas as they were thought, and past events as they were lived, by people of the time.

CORE KNOWLEDGE AND SKILLS	READINGS	TEACHING PROMPTS
Students understand how people in the past could believe themselves justified in excluding others from their community or privileges.	<ul style="list-style-type: none"> • Prefaces of William Lloyd Garrison and Wendell Phillips • Chapter 2 	<ul style="list-style-type: none"> • Using these three sets of readings, find examples, images and language that support the principle of exclusion of African-Americans from the general community of humanity.
Students recognize the contingency of history and how it must be taken into account when passing judgment on people and actions of the past.	<ul style="list-style-type: none"> • Appendix 	<ul style="list-style-type: none"> • Having completed his narrative, Douglass assesses it as perhaps being an opponent of religion. How does he attempt to redefine his position on religion?

Learning Standard 3: Research, Evidence, and Point of View. Students will acquire the ability to frame questions that can be answered by historical study and research; to collect, evaluate, and employ information from primary and secondary sources, and to apply it in oral and written presentations. They will understand the many kinds and uses of evidence; and by comparing competing historical narratives, they will differentiate historical fact from historical interpretation and from fiction.

CORE KNOWLEDGE AND SKILLS	READINGS	TEACHING PROMPTS
Students explain differences in the points of view in historical accounts of controversial events.	<ul style="list-style-type: none"> • Preface 	<ul style="list-style-type: none"> • Compare and contrast the views of Phillips and Garrison on the importance of Douglass as speaker and the importance of his work.

Learning Standard 4: Society, Diversity, Commonality, and the

Individual. As a vast nation, the overwhelming majority of whose population derives from waves of immigration from many lands, the United States has a citizenry that exhibits a broad diversity in terms of race, ethnic traditions, and religious beliefs. The history of the United States exhibits perhaps the most important endeavor to establish a civilization founded on the principles that all people are created equal, that it is the purpose of government to secure the inalienable rights of all individuals, and that government derives “its just powers from the consent of the governed.” It is also true, however, that federal, state, and local governments, as well as the people themselves, have often fallen short in practice of actualizing these high ideals, the most egregious violation being the acceptance of slavery in some states until the Civil War. Students should be expected to learn of the complex interplay that has existed from the beginning of our country between American ideals and American practice in the pursuit of realizing the goals of the Declaration of Independence for all people. While attending to the distinct contributions that immigrants from various lands and of various creeds, along with Native Americans, have made to our nationhood, students should be taught above all the importance of our common citizenship and the imperative to treat all individuals with the respect for their dignity called for by the Declaration of Independence.

CORE KNOWLEDGE AND SKILLS	READINGS	TEACHING PROMPTS
<p>Students learn the nature of stereotyping, commonly from racial, ethnic, religious identifications; they learn the reasons stereotypes are logically and factually mistaken, and the reasons stereotyping is morally wrong. They consider the capacity of determined individuals sometimes to achieve success even amidst adversity and in the face of unjust treatment.</p>	<ul style="list-style-type: none"> • Whole text exercise 	<ul style="list-style-type: none"> • Using Douglass’ <i>Narrative</i>, make a chart of the racial perceptions of African-Americans (slave and free) and Euro- Americans (slave owners and non-slave owners). Next to each perception, indicate the source of that stereotype. What purpose did these perceptions serve in the telling of Douglass’ story? Did they help or hinder his mission of recounting his tale and that of other enslaved people?

		<ul style="list-style-type: none">• Douglass often allows the horrors of brutality and sin to speak for themselves or allows them to fall by a natural logic that renders them ridiculous. Find examples so that liberty and justice are the rightful consequences of moral behavior.
--	--	---

INCIDENTS IN THE LIFE OF A SLAVE GIRL
WRITTEN BY HERSELF
Harriet A. Jacobs

Learning Standard 1: Chronology and Cause. Students will understand the chronological order of historical events and recognize the complexity of historical cause and effect, including the interaction of forces from different spheres of human activity, the importance of ideas, and of individual choices, actions, and character.

CORE KNOWLEDGE AND SKILLS	READINGS	TEACHING PROMPTS
Students understand multiple causes, how forces from different spheres of life can cause or shape an event.	Experiences of Prejudice <ul style="list-style-type: none"> • “Prejudice against Color,” (Chapter XXXV, p. 175) • “A Visit to England,” (Chapter XXXVII, p. 183) 	<ul style="list-style-type: none"> • Compare Harriet Jacobs’ experiences as a person of color in the United States to her experiences in England. • How did Harriet’s experiences in England influence her belief in what her rights (and the rights of others) should be in the United States?

<p>Students understand the power of ideas behind important events.</p>	<p>Slavery and Christianity</p> <ul style="list-style-type: none"> • “The Church and Slavery,” (Chapter XIII, p. 68) • “A Visit to England,” (Chapter XXXVII, p. 183) 	<ul style="list-style-type: none"> • What is the main idea of each reading? What are the main points that Harriet is trying to make in each chapter? • How influential does organized religion seem to be in the lives of people at this time? Are you as aware of the influence of formal religion in your lives today?
<p>Students recognize the importance of individual choices, action, and character.</p>	<p>Women in Slavery</p> <ul style="list-style-type: none"> • Letter to Amy Post (Introduction, p. xiii) • Preface (p. 1) • “The New Tie to Life,” (Chapter XI, p. 58) • “Continued Persecutions,” (Chapter XV, p. 80) • “The Flight,” (Chapter XVII, p. 95) • “Months of Peril,” (Chapter XVIII, p. 98) • “The Children Sold,” (Chapter XIX, p. 105) • “The Loophole of Retreat,” (Chapter XXI, p. 114) • “Preparation for Escape,” (Chapter XXIX, p. 148) 	<ul style="list-style-type: none"> • Often when we study slavery we neglect to consider the lives of slave women and the unique struggles they faced as women in bondage. How does the life story of Harriet Jacobs help to inform us about the perils slave women faced? • Harriet Jacobs apologizes for some of the decisions she made and actions she took. We need to study her life in the context of the time and circumstances in which she lived. Harriet Jacobs asks her not to judge her too harshly. What does she mean? Why does she ask this of her readers? • How is “character” reflected in “choice” and “action”?

Learning Standard 2: Historical Understanding. Students will understand the meaning, implications, and import of historical events, while recognizing the contingency and unpredictability of history – how events could have taken other directions – by studying past ideas as they were thought, and past events as they were lived, by people of the time.

CORE KNOWLEDGE AND SKILLS	READINGS	TEACHING PROMPTS
<p>Students understand how people in the past could believe themselves justified in excluding others from their community or privileges.</p>	<p>Justifying Exclusion</p> <ul style="list-style-type: none"> • “The Slave Who Dared to Feel Like a Man,” (Chapter IV, p. 17) • “The Lover,” (Chapter VII, p. 37) 	<ul style="list-style-type: none"> • What was the author’s purpose in each of these chapters? • These chapters about the need to be free and the need to love freely. Compare the sentiments in these chapters to the views of White Americans about the thoughts, feelings, needs, and wants of Black Americans.
<p>Students recognize the contingency of history and how it must be taken into account when passing judgment on people and actions of the past.</p>	<p>Fact vs. Fiction</p> <ul style="list-style-type: none"> • “Childhood,” (Chapter I, p. 5) • “What Slaves Are Taught to Think about the North,” (Chapter VIII, p. 43) • “A Perilous Passage in a Slave Girl’s Life,” (Chapter X, p.53) 	<ul style="list-style-type: none"> • Compare the perspective of Harriet Jacobs to other accounts of slaves. • Look at this first-hand account of slave life. We are all “taught to think” certain things. How do we distinguish fact from fiction? • We are living more than 100 years after Harriet Jacobs led the life of a slave. What tools do we need to use to study the people and actions of the past in order to understand them?

Learning Standard 3: Research, Evidence, and Point of View. Students will acquire the ability to frame questions that can be answered by historical study and research; to collect, evaluate, and employ information from primary and secondary sources, and to apply it in oral and written presentations. They will understand the many kinds and uses of evidence; and by comparing competing historical narratives, they will differentiate historical fact from historical interpretation and from fiction.

CORE KNOWLEDGE AND SKILLS	READINGS	TEACHING PROMPTS
Students explain differences in the points of view in historical accounts of controversial events.	<p>The Treatment of Slaves</p> <ul style="list-style-type: none"> • “The Slaves’ New Year’s Day,” (Chapter III, p.15) • “Important Era in My Brother’s Life,” (Chapter XXVI, p.133) 	<ul style="list-style-type: none"> • Compare the points of view of the slaves about slave life to various points of view of White Americans (including abolitionists and slave owners). • Explain the difference between fact and opinion and give examples.

Learning Standard 4: Society, Diversity, Commonality, and the Individual.

As a vast nation, the overwhelming majority of whose population derives from waves of immigration from many lands, the United States has a citizenry that exhibits a broad diversity in terms of race, ethnic traditions, and religious beliefs. The history of the United States exhibits perhaps the most important endeavor to establish a civilization founded on the principles that all people are created equal, that it is the purpose of government to secure the inalienable rights of all individuals, and that government derives “its just powers from the consent of the governed.” It is also true, however, that federal, state, and local governments, as well as the people themselves, have often fallen short in practice of actualizing these high ideals, the most egregious violation being the acceptance of slavery in some states until the Civil War. Students should be expected to learn of the complex interplay that has existed from the beginning of our country between American ideals and American practice in the pursuit of realizing the goals of the Declaration of Independence for all people. While attending to the distinct contributions that immigrants from various lands and of various creeds, along with Native Americans, have made to our nationhood, students should be taught above all the importance of our common citizenship and the imperative to treat all individuals with the respect for their dignity called for by the Declaration of Independence.

CORE KNOWLEDGE AND SKILLS	READINGS	TEACHING PROMPTS
<p>Students learn the nature of stereotyping, commonly from racial, ethnic, religious identifications; they learn the reasons stereotypes are logically and factually mistaken, and the reasons stereotyping is morally wrong. They consider the capacity of determined individuals sometimes to achieve success even amidst adversity and in the face of unjust treatment.</p>	<p>The Nature of Stereotyping</p> <ul style="list-style-type: none"> • “The Trials of Girlhood,” (Chapter V, p.27) • “Sketches of Neighboring Slaveholders,” (Chapter IX, p. 46) 	<ul style="list-style-type: none"> • On page 29 of Chapter V, Harriet Jacobs writes about two children, one black and the other white, playing together. What predictions does Jacobs make for their futures and why? • Jacobs tells stories, and uses specifics or details to illustrate the nature of stereotyping of slaves by slave owners. List all the specifics you can.

<p>Students explain the importance of our common citizenship in the United States and imperative of the Declaration of Independence to treat all individuals as equals and with respect for their dignity and rights.</p>	<p>Common Citizenship</p> <ul style="list-style-type: none"> • “Another Link to Life,” (Chapter XI, p. 76) • “Christmas Festivities,” (Chapter XXII, p. 118) • “Free at Last,” (Chapter XLI, p. 195) 	<ul style="list-style-type: none"> • In Chapter XI, Harriet Jacobs talks about a chain necklace, and how she “did not like that emblem.” What did she mean? Explain this concern in relation to the Declaration of Independence. • In each of these chapters, Harriet Jacobs (or Linda Brent) talks about dignity, respect, and equal rights. Find specific examples of what freedom means in each of these chapters.
<p>Drawing on studies in history, geography, and economics, students learn of religious, ethnic, gender, and class persecution, of individual and group achievements despite adversity, of unjust laws and their reform, and of patterns of emigration from other lands in search of liberty and equality.</p>	<p>Persecution and Group Achievement</p> <ul style="list-style-type: none"> • “Still in Prison,” (Chapter XXIII, p. 121) • “The Candidate for Congress,” (Chapter XXIV, p. 125) • “Competition in Cuning,” (Chapter XXV, p. 128) 	<ul style="list-style-type: none"> • Each of these chapters illustrates individual and group achievement despite the greatest of adversities. Cite examples of Harriet Jacobs’ courage despite persecution. • In what ways was the discrimination that Harriet Jacobs endured different from the experiences of Frederick Douglass and other male slaves? How does gender persecution factor into her (or Linda Brent’s) story?

EXAMPLES OF INSTRUCTIONAL ACTIVITIES

1. Working with Primary and Secondary Sources

Concept

- Understanding primary and secondary sources

Skills

- Organizing materials
- Classifying materials
- Interpreting evidence
- Evaluating evidence

Materials

- Selected readings from primary source texts
- Primary source “evidence packet”
- Secondary readings (selected by teacher)

Activities

- Students formulate working definitions of primary and secondary sources.
- Students work in groups with evidence packets, identifying and classifying each piece of evidence.
- Students in these groups also read, classify and identify variety of other primary and secondary texts selected by teacher.
- Students evaluate evidence and determine reliability.
- Students write summary and/or pattern generalizations, supported by at least 2 specific pieces of evidence, based on their analysis of these primary and secondary sources.

Methods of Assessment

- Small group work
- Individual student contributions to group
- Oral presentations
- Written generalizations

EVIDENCE PACKET DOCUMENT LIST

1. Title page, *Narrative of the Life of Frederick Douglass, an American Slave*
2. Title page, *Incidents in the Life of a Slave Girl*
3. Title page, *Our Nig; or, Sketches from the Life of a free Black*
4. Title page, *History of Mary Prince, a West Indian Slave*
5. Title page, *A Description of William Wells Brown's Original Panoramic Views of the Scenes in the Life of an American Slave*
6. Harriet Jacobs' receipt acknowledging payment of \$100 for the purchase of "Linda"
7. Scale drawing of Jacobs' hiding place
8. Dr. Norcom's note of repayment to his daughter for two slaves
9. Advertisement for the capture of Harriet Jacobs
10. Deathbed codicil of Margaret Horniblow, Jacobs' first mistress
11. Harriet Jacobs in 1894
12. Recruitment poster for Black troops
13. Martin R. Delany in Civil War uniform
14. Henry Highland Garnet
15. John Mercer Langston
16. Poster announcing the seizure of a fugitive slave
17. Francis Ellen Watkins Harper
18. Advertisement for a Black women's fair
19. Ellen Craft in disguise
20. Black troops at the battle of Milliken's Bend
21. Anti-Colonization and Woman's Rights ticket

2. People and Place: Understanding Lives in Their Contexts

Concepts

- Biography as history
- Understanding the relationship of time and place
- Understanding point of view
- Understanding cause and effect

Skills

- Collecting data
- Evaluating sources
- Making time lines

Materials

- Selected readings from primary source texts
- Secondary readings (selected by teacher)

Activities

- Students construct a time line.
- Students list sources they will use to fill in time line.
- Students identify key events and the people involved in those events.
- Students place events on time line.
- Students identify the roles of specific individuals and of groups in the events of history.

Methods of Assessment

- Small group work
- Individual student contributions to group
- Contributions to full class discussions
- Essays on the role of African-Americans as agents of change

WITNESS FOR FREEDOM A SELECTED BIBLIOGRAPHY

David W. Blight
Amherst College, Amherst, Massachusetts

- Aaron, Daniel. *The Unwritten War: American Writers and the Civil War*. New York: Knopf, 1973.
- Abrahamson, Paul R. *Generational Change in American Politics*. Lexington, MA: Lexington Books, 1975.
- Agnew, Jean-Christophe. *Worlds Apart: The Market and the Theater in Anglo-American Thought, 1550-1750*. Cambridge: Harvard University Press, 1986.
- Anbinder, Tyler. *Nativism and Slavery: The Northern Knownothings and the Politics of the 1850s*. New York: Oxford University Press, 1992.
- Baker, Jean H. *Affairs of Party: The Political Culture of the Mid-Nineteenth Century Democrats*. Ithaca: Cornell University Press, 1984.
- Belz, Herman. *A New Birth of Freedom: The Republican Party and Freedmen's Rights, 1861-1866*. Westport, CT: Greenwood Press, 1976.
- Berlin, Ira. "Emancipation and Its Meaning in American Life." *Reconstruction* 2 (1994): 41-44.
- _____. et al., eds. *Freedom: A Documentary History of Emancipation*. 4 vols. New York: Cambridge University Press, 1982-1993. *The Black Military Experience* (1982); *The Destruction of Slavery* (1985); *The Wartime Genesis of Free Labor: The Lower South* (1991); *The Wartime Genesis of Free Labor: The Upper South* (1993).
- _____. Fields, Barbara J., Miller Steven F., Reidy, Joseph P., and Rowland, Leslie S., eds. *Free At Last: A Documentary History of Slavery, Freedom, and the Civil War*. New York: The New Press, 1992.
- _____. *Slaves No More: Three Essays on Emancipation and the Civil War*. New York: Cambridge University Press, 1992.
- Bernstein, Iver. *The New York City Draft Riots: Their Significance for American Society and Politics in the Age of the Civil War*. New York: Oxford University Press, 1990.

- Blackett, R. J. M., ed. *Thomas Morris Chester: Black Civil War Correspondent*. Baton Rouge: Louisiana State University Press, 1989.
- Blight, David W. *Frederick Douglass' Civil War: Keeping Faith in Jubilee*. Baton Rouge: Louisiana State University Press, 1989.
- _____. *Race and Reunion: The American Civil War in American Memory, 1863-1915*. Cambridge: Harvard University Press, 2000.
- Blue, Frederick J. *The Freesoil Party: Third Party Politics, 1848-1854*. Urbana: University of Illinois Press, 1973.
- Bodnar, John. *Public Memory, Commemoration, and Patriotism in the Twentieth Century*. Princeton: Princeton University Press, 1992.
- Brown, Charles H. *Agents of Manifest Destiny: The Lives and Times of the Filibusters*. Chapel Hill: University of North Carolina Press, 1980.
- Buck, Paul H. *The Road to Reunion, 1865-1900*. New York: Random House, 1937.
- Burnham, Walter D. *Critical Elections and the Mainsprings of American Politics*. New York: Norton, 1970.
- Crofts, Daniel. *Reluctant Confederates: Upper South Unionists in the Secession Crisis*. Chapel Hill: University of North Carolina Press, 1989.
- Curtin, Philip D. *The Image of Africa: British Ideas and Actions, 1780-1850*. Madison: University of Wisconsin Press, 1964.
- Davis, David Brion. *The Slave Power Conspiracy and the Paranoid Style*. Baton Rouge: Louisiana State University Press, 1969.
- Davis, Susan G. *Parades and Power: Street Theater in Nineteenth Century Philadelphia*. Philadelphia: Temple University Press, 1986.
- Dillon, Merton L. *The Abolitionists: The Growth of a Dissenting Minority*. New York: Norton, 1979.
- Donald, David Herbert. *Lincoln*. New York: Simon and Schuster, 1995.
- Du Bois, W. E. B. *Black Reconstruction: An Essay Toward a History of the Part Which Black Folk Played in the Attempt to Reconstruct Democracy in America, 1860-1880*. New York: Atheneum, 1935.
- Fehrenbacher, Don E. *The Dred Scott Case: Its Significance in American Law and Politics*. New York: Oxford University Press, 1978.

- Fields, Barbara J. *Slavery and Freedom on the Middle Ground: Maryland During the Nineteenth Century*. New Haven: Yale University Press, 1985.
- Finkelman, Paul. *An Imperfect Union: Slavery, Federalism, and Comity*. Chapel Hill: University of North Carolina Press, 1981.
- Foner, Eric. *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party Before the Civil War*. New York: Oxford University Press, 1970.
- _____. "The Causes of the American Civil War: Recent Interpretations and New Directions." *Civil War History* (September, 1974): 197-214.
- _____. *Reconstruction: America's Unfinished Revolution, 1863-1877*. New York: Harper & Row, 1988.
- Forgie, George. *Patricide in a House Divided: A Psychological Portrait of Lincoln and His Age*. Chapel Hill: University of North Carolina Press, 1979.
- Foster, Gaines M. *Ghosts of the Confederacy: Defeat, the Lost Cause, and the Emergence of the New South*. New York: Oxford University Press, 1987.
- Franklin, John Hope. *The Emancipation Proclamation*. Garden City, NY: Doubleday, 1963.
- Fredrickson, George M. *The Black Image in the White Mind: The Debate on Afro-American Character and Destiny, 1817-1914*. New York: Harper & Row, 1971.
- Freehling, William W. *Prelude to Civil War: The Nullification Controversy in South Carolina, 1816-1836*. New York: Harper & Row, 1965.
- Gerteis, Louis S. *From Contraband to Freedman: Federal Policy Toward Southern Blacks, 1861-1865*. Westport, CT: Greenwood Press, 1973.
- Gienapp, William E. *The Origins of the Republican Party, 1852-1856*. New York: Oxford University Press, 1987.
- Glatthaar, Joseph T. *Forged in Battle: The Civil War Alliance of Black Soldiers and White Officers*. New York: The Free Press, 1990.
- Grimsted, David. *Melodrama Unveiled: American Theater and Culture, 1800- 1850*. Chicago: University of Chicago Press, 1968.
- Higginson, Thomas Wentworth. *Army Life in a Black Regiment*. 1870; rpr. New York: Collier Books, 1962.
- Huggins, Nathan I. *Black Odyssey: The African-American Ordeal in Slavery*. New York: Vintage, 1990.

- Holt, Michael F. *Political Parties and American Political Development From the Age of Jackson to the Age of Lincoln*. Baton Rouge: Louisiana States University Press, 1992.
- Horsman, Reginald. *Race and Manifest Destiny: The Origins of American Racial Anglo-Saxonism*. Cambridge: Harvard University Press, 1981.
- Howard, Victor B. *Black Liberation in Kentucky: Emancipation and Freedom, 1862-1884*. Lexington: University of Kentucky Press, 1983.
- Howe, Daniel Walker. *The Political Culture of the American Whigs*. Chicago: University of Chicago Press, 1979.
- Hyman, Harold M. *A More Perfect Union: The Impact of the Civil War and Reconstruction on the Constitution*. New York: Knopf, 1973.
- Kammen, Michael. *Mystic Chords of Memory: The Transformation of Tradition in American Culture*. New York: Knopf, 1991.
- Knupfer, Peter B. *The Union As It Is: Constitutional Unionism and Sectional Compromise, 1787-1861*. Chapel Hill: University of North Carolina Press, 1991.
- Kraditor, Aileen S. *Means and Ends in American Abolitionism: Garrison and His Critics on Strategy and Tactics, 1834-1850*. New York: Pantheon, 1969.
- Kraut, Alan M., ed. *Crusaders and Compromisers: Essays on the Relationship of the Antislavery Struggle to the Antebellum Party System*. Westport, CT: Greenwood Press, 1983.
- Levine, Lawrence W. *Highbrow/Lowbrow: The Emergence of Cultural Hierarchy in America*. Cambridge: Harvard University Press, 1988.
- Linderman, Gerald. *Embattled Courage: The Experience of Combat in the Civil War*. New York: The Free Press, 1987.
- Linenthal, Edward T. *Sacred Ground: Americans and Their Battlefields*. Urbana: University of Illinois Press, 1991.
- Litwack, Leon F. *Been in the Storm So Long: The Aftermath of Slavery*. New York: Knopf, 1979.
- Lott, Eric. *Love and Theft: BlackFace Minstrelsy and the American Working Class*. New York: Oxford University Press, 1993.

- Maizlish, Stephen, and Kushma, John, eds. *Essays on Antebellum Politics, 1840-1860*. College Station: Pennsylvania State University Press, 1982.
- May, Robert E. *The Southern Dream of a Caribbean Empire, 1854-1861*. Baton Rouge: Louisiana State University Press, 1973.
- McFeely, William S. *Grant: A Biography*. New York: Norton, 1981.
- _____. *Frederick Douglass*. New York: Norton, 1991.
- McManus, Michael J. "A Redeeming Spirit is Busily Engaged': Political Abolitionism and Wisconsin Politics, 1840-1861." Ph. D. dissertation, University of Wisconsin, 1991.
- McPherson, James M. *The Struggle for Equality: Abolitionists and the Negro in the Civil War and Reconstruction*. Princeton: Princeton University Press, 1964.
- _____. *The Negro's Civil War: How American Negroes Felt and Acted During the War for the Union*. New York: Vintage, 1965.
- _____. *Battle Cry of Freedom: The Civil War Era*. New York: Oxford University Press, 1988.
- _____. "Who Freed the Slaves?" *Reconstruction* 2 (1994): 35-41.
- Morgan, Lynda. *Emancipation in Virginia's Tobacco Belt, 1850-1870*. Athens: University of Georgia Press, 1992.
- Morris, Thomas D. *The Personal Liberty Laws of the North, 1780-1860*. Baltimore: Johns Hopkins University Press, 1974.
- Nagel, Paul C. *One Nation Indivisible: The Union in American Thought, 1776- 1861*. New York: Oxford University Press, 1964.
- Perry, Lewis. *Radical Abolitionism: Anarchy and the Government of God in Antislavery Thought*. Ithaca: Cornell University Press, 1973.
- Perry, Lewis, and Fellman, Michael, eds. *Antislavery Reconsidered: New Perspectives on the Abolitionists*. Baton Rouge: Louisiana State University Press, 1979.
- Potter, David M. *The Impending Crisis, 1848-1861*. New York: Harper & Row, 1976.
- Quarles, Benjamin. *The Negro in the Civil War*. Boston: Little-Brown, 1953.
- Ripley, C. Peter, et al., eds., *The Black Abolitionist Papers*. 5 vols. Chapel Hill: University of North Carolina Press, 1985-1992.

- _____. *Slaves and Freedmen in Civil War Louisiana*. Baton Rouge: Louisiana State University Press, 1976.
- Roediger, David R. *The Wages of Whiteness: Race and the Making of the American Working Class*. London: Verso Books, 1991.
- Samuels, Richard J., ed. *Political Generations and Political Development*. Lexington, MA: Lexington Books, 1976.
- Sellers, Charles. *The Market Revolution: Jacksonian America, 1815-1846*. New York: Oxford University Press, 1991.
- Sewell, Richard H. *Ballots for Freedom: Antislavery Politics in the United States, 1837-1860*. New York: Norton, 1976.
- _____. *John P. Hale and the Politics of Abolition*. Cambridge: Harvard University Press, 1965.
- _____. *A House Divided: Sectionalism and the Civil War, 1848-1865*. Baltimore: Johns Hopkins University Press, 1988.
- Silber, Nina. *The Romance of Reunion: Northerners and the South, 1865-1900*. Chapel Hill: University of North Carolina Press, 1993.
- Silbey, Joel. *The Partisan Imperative: The Dynamics of American Politics Before the Civil War*. New York: Oxford University Press, 1985.
- Simpson, Brooks D. *Let Us Have Peace: Ulysses S. Grant and the Politics of War and Reconstruction, 1861-1868*. Chapel Hill: University of North Carolina Press, 1991.
- Smith, John David. *An Old Creed for the New South: Proslavery Ideology and Historiography, 1865-1918*. Westport, CT: Greenwood Press, 1985.
- Stampp, Kenneth M. *The Imperiled Union: Essays on the Background of the Civil War*. New York: Oxford University Press, 1980.
- Stewart, James Brewer. *Holy Warriors: The Abolitionists and American Slavery*. New York: Hill and Wang, 1976.
- Thelen, David, ed. *Memory in American History*. Bloomington: Indiana University Press, 1991.
- Thomas, John L., ed. *Abraham Lincoln and the American Political Tradition*. Amherst: University of Massachusetts Press, 1986.

- Toplin, Robert Brent, ed. *Ken Burns's The Civil War: Historians Respond*. New York: Oxford University Press, 1986.
- Vorenberg, Michael. "Abraham Lincoln and the Politics of Black Colonization." *Journal of the Abraham Lincoln Association* 14 (1993): 23-45.
- Walters, Ronald G. *The Antislavery Appeal: American Abolitionism After 1830*. Baltimore: Johns Hopkins University Press, 1976.
- Wiggins, William H. *O Freedom!: Afro-American Emancipation Celebrations*. Nashville: University of Tennessee Press, 1987.
- Williams, George W. *A History of the Negro Troops in the War of the Rebellion, 1861-1865*. New York: Harper and Brothers, 1888.
- Williamson, Joel. *The Crucible of Race: Black-White Relations in the American South Since Emancipation*. New York: Oxford University Press, 1984.
- Wittke, Carl. *Tambo and Bones: A History of the American Minstrel Stage*. New York: Greenwood Press, 1968.