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**SEWARD**  
**HOUSE MUSEUM**

**7<sup>th</sup> and 8<sup>th</sup> Grade Resource Kit**

# Seward House Museum Teacher Resource Kit





# SEWARD HOUSE MUSEUM

Dear Teachers,

We welcome you and your class to the Seward House Museum. By visiting the Museum, your class will step back in time to the 19<sup>th</sup> century, walking through the same halls that William Henry Seward and his family did as they lived through one of the most tumultuous times in American history. Education reform was a key component of Seward's platform when he served as a New York State Governor. We're happy to continue in that legacy by opening the doors of his house to the many school groups who visit.

As the students move through the house, they'll hear stories about early settlement in the Auburn community; early progressive movements that shaped the nation; the crisis of the Civil War; territorial expansion and geography's impact on the American experience. They'll also learn how the Seward family shaped, or were influenced by these crucial historic developments. By exploring these issues along with the physical collection the Seward family left behind, students should emerge with an enhanced understanding of the era.

The four generations of the Seward family who lived in the house were each unique, and their experiences tie-in to many of the major themes covered throughout the New York State Social Studies framework. We have created this resource kit to be used within both 7<sup>th</sup> and 8<sup>th</sup> grade classrooms to address local community histories within the more general western hemisphere narrative.

We invite you to utilize the sections that are relevant to your curriculum. The hope is that this resource kit will complement the work you are doing in your classroom and will help provide your students with the historical context that makes a visit to the Seward House worthwhile. Please feel free to contact us directly with any questions, or to make plan to schedule or customize your tour.

Thank you for choosing to utilize the Seward House Museum in your curriculum, and we look forward to your visit!

Yours sincerely,

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## Tour Focus

**The tour will cover the following:**

- William Henry Seward, his wife Frances, and their family.
- The political career, connections, and achievements of William Seward.
- The physical collections housed in the Museum; including texts, art, and the architectural design.
- Individuals who influenced William Seward and his family and shaped the 19<sup>th</sup> century.
- The geographic, social, technological, economic, and political changes during the Seward family's lifetime.

## Museum Guidelines

While striving to provide an enjoyable experience for all visitors to the Seward House Museum, preservation of its collection is the top priority. The collection of the Seward House is unique, in that almost everything on display is original to the four generations of the Seward family that lived in the house. These items are not recreations, and are part of the history your class will be discussing.

Museum rules must be obeyed to preserve the Seward's historic interior.

**Some important rules to share with young visitors before the visit are as follows:**

- For the safety and durability of the collections visitors are asked not to touch or handle any artifacts. This includes the use of historic furniture.
- We also ask visitors to please not lean against door-frames or bookcases.
- Groups are asked to stay with their tour guide at all times. If a student needs to leave the tour for any reason, we ask that they inform their docent so a Museum escort can be provided to safely guide them out, and return them after to their group.
- Please don't bring any outside food or drinks inside the Museum.
- Large bags and backpacks are not permitted into the Museum. Please leave bags in the designated bag space within the Museum's gift shop or at the Equal Rights Heritage Center. The Museum does not assume responsibility for personal items left in the gift shop.
- The Museum invites visitors to take interior photographs while on tour. We ask that guests turn off their flash and do not disrupt the tour or docent by taking pictures.
- While the Museum invites visitors to use their cell phone as a camera, we ask that NO calls are made/or received from inside the Museum. All visitors should silence their ring- tones before beginning the guided tour.
- Lunches can be left on the bus, at the Equal Rights Heritage Center, or at the front desk of the Museum. Teachers may choose a picnic style lunch at either location.

## Student Goals

### Our goals for your students are as follows:

- Students will know the Seward family and their role in local, state, and national history.
- Students will know the surrounding historical context that shaped the Seward family experience, including: slavery, women's rights, the Civil War; as well as geographic, political, technological and social changes happening in the United States.
- Students will know the various historical figures (names and positions) associated with the Seward family who appear in New York social studies curriculum.

### Format of the lesson plans:

The resource kit has three lesson plans to guide your visit to the Seward House using the national and state standards. The first, titled "Pre-visit," is designed to be used to build up context to help provide your students with background information about the family and their times. The second, titled "The Tour", includes information on the tour itself and how the narrative fits within 7<sup>th</sup> and 8<sup>th</sup> grade curriculum. And lastly, the "Post-visit" lesson plan includes an activity to tie together the context with the tour.

Each of the three lessons will be formatted as such:

1. **Introduction:** A general introduction to the lesson plan and how it is relevant to your tour experience.
2. **Objective:** The knowledge or experience the student will gain from participating in the lesson.
3. **Grade level, time requirement, materials, vocabulary, and subject:** General information for your planning purposes.
4. **Standards:** How the lesson ties in to both Common Core literacy standards, and NYS Social Studies Framework.
5. **Procedures:** A step-by-step guide on how the lesson will work.
6. **Assessment:** An overview of how teachers will be able to assess students understanding.
7. **Extension/Enrichment/ Differentiation:** Additional activities for high-achieving students, or ways to supplement the information from the lesson, along with changes that can be made to the lesson to target students' strengths' of all levels.
8. **Any Worksheets Included in the Lesson:** The print outs for the activities detailed in the Procedures.



## Pre-Visit Lesson Plan

### Introduction

These activities are designed to engage students in reading informational texts to help them understand the political changes occurring in the 19<sup>th</sup> Century, and to provide them with background knowledge about the Seward Family. Specifically, this lesson will focus on the pre- and post- war years of the 19<sup>th</sup> century, looking at the causes and results of the Civil War. After visiting the Museum following participating in pre-visit activities, students will be able to pose thoughtful questions and engage in critical historical inquiry. The activities are ordered and structured in a manner that allows students to learn in the zone of proximal development, with each subsequent activity building off the previous.

### Objective

By learning about the Seward Family and the political climate leading to the American Civil War and the difficulties after, students will be able to explain how the 19<sup>th</sup> Century was a time of radical social, political, and economic change, which was shaped by several important historic actors.

|  |   |
|--|---|
| <b>Grade Level:</b> 7-8  | <b>Time Requirement:</b> 1-2 class periods, or 80 minutes   |
| <b>Resources:</b>  | <b>Focus:</b> 19 <sup>th</sup> Century and the Seward Family, Sectional tensions and the Civil War, and the aftermath of the war. |
| <b>Vocab:</b> Secretary of State, Territory, Underground Railroad, Union Army, Confederate Army, U.S. Senator, Reconstruction, Tumult, Sovereign, Secede/secession, Reconstruction Act of 1867, Radical Republicans, 13th Amendment, Black Codes, Ku Klux Klan New State Constitution. |   |

## Standards covered in pre-visit activities

### NYS Framework for Social Studies

**7.8 Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of states' rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War.**

7.8b As the nation expanded geographically, the question of slavery in new territories and states led to increased sectional tensions. Attempts at compromise ended in failure.

7.8c Perspectives on the causes of the Civil War varied based on geographic region, but the election of a Republican president was one of the immediate causes for the secession of the Southern states.

7.8e The Civil War impacted human lives, physical infrastructure, economic capacity, and governance of the United States.

Students will examine the roles of women, civilians, and free African Americans during the Civil War.

**8.1 Reconstruction: Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans.**

8.1a Different approaches toward and policies for Reconstruction highlight the challenges faced in reunifying the nation.

## Procedures

1. **Print out activity 1:** Activity one, focused on the pre-Civil War Years, will have students investigate the social and political changes happening throughout the 1850s culminating in the raid on Harpers Ferry and Brown's subsequent execution. This worksheet can be used as bell work to quickly introduce students to the buildup of the Civil War and the Federal government's role in increasing tensions.
2. After Activity 1, bring the class back together and have students brainstorm as a group different political approaches that might be taken by leaders amidst these social and political changes following completion of the activity. As they brainstorm, remind them of the different factors at play: the abolition movement, the South's dependency on cotton, the United States expansion west, etc..., challenging them to think of solutions. Once the class has brainstormed some ideas, have them watch this video, <https://www.youtube.com/watch?v=rY9zHNOjGrs&t=90s>, to give them a brief overview of the Civil War and the carnage left behind.
3. **Next, print and hand out activity 2:** Activity two is a primary source, taken from Frederick Seward who served as assistant Secretary of State throughout the Civil War. The primary source demonstrates that those in the North felt that the Civil War would be prevented and that secession could eventually be deterred. The text also demonstrates the fact that within both sections of the United State, there were supporters of the opposing side. Read the text aloud, and then have students answer the questions included in the work sheet. This reading will tie together Activity 1 with the class discussion and video, linking together the concepts both provide, while also providing another check for understanding on the build-up to the Civil War.
4. **Activity 3:** Following activity 1,2, and the Civil War video, define **Reconstruction** as *the post-war years, which attempted reunify the country, the lives lost, dollars spent, cities destroyed, and economic damage that resulted from the war undoubtedly led to lingering resentments between the North and the South. Laws were put in place to protect the formerly enslaved; however, tensions would continue to culminate resulting in practices aimed at subjugating African Americans.* After being introduced to a brief description of Reconstruction, gather the class together and lead an inquiry guided discussion on the end of the Civil War, including questions:
  - What happened to Abraham Lincoln following the war (during your tour of the SHM, this assassination will be explored in-depth)? How might this impact Reconstruction?
  - Based on the animosity between the North and South in the build up to the war, the carnage suffered during, and lastly, the tragic ending of the war with the assassination of Lincoln, do you think tensions continued after the Civil War? If so, what might this have looked like?
5. To conclude the lesson, have students watch this short video:  
<https://study.com/academy/lesson/reconstruction-acts-of-1867-definition-lesson-quiz.html>  
And write a brief, two paragraph response to the prompt for **Activity 3.**



## Assessment

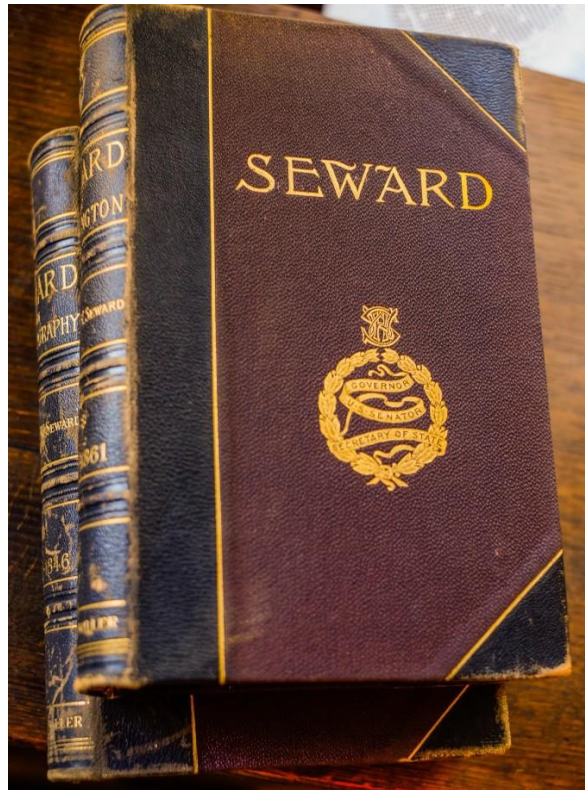
Teachers can assess students' understanding through activity 1, 2, and 3.

## Extension/Enrichment

- Have students explore some of the major political figures of the pre to post-war years.
- Have students look up the Sumner-Brooks affair, and describe out it was representative of the growing tensions.

## Differentiation

- Based on reading levels, teachers can partner strong readers with developing readers. Group activities can also be broken into partners, or done individually.



Name:

Date:

## The Build up to the Civil War

### Compromise of 1850

Disagreements arose over whether land acquired after the Mexican American War would become Slave or Free states. The compromise made in 1850 admitted California as a free state, and decided the territories of New Mexico, Nevada, Arizona, and Utah would be allowed vote whether or not to permit slavery when they applied for statehood. The compromise included the Fugitive Slave Act, which required deputies to help slave owners.

*Looking at the Compromise of 1850, what problems can you see arising from the compromises made? How might this lead to problems in the upcoming years?*

*Why do you think the sectional conflict between the North and South came to a head in in Nebraska? Think about the location and the compromise of 1850.*

### Kansas-Nebraska Act (1854) and Bleeding Kansas (1856)

This act repealed the Missouri Compromise, which said that states north of the latitude 36° 30' would be Free states. This allowed settlers in the territories of Kansas and Nebraska to decide whether they would allow slavery within their borders when they applied for statehood. And in 1856, disagreements over whether slavery should be allowed in Kansas led to violence among settlers.

### Dred Scott Decision (1857)

Dred Scott, a slave, sued for his freedom on the grounds that since his master had taken him to live in free territories, he should be free. The controversial decision of the U.S. Supreme Court stated that no slave or descendant of a slave could be a U.S. citizen. As a non-citizen and a slave viewed as property, Scott was not entitled to file suit. The Court also ruled that Congress had no power to exclude slavery from the territories; therefore, the Missouri Compromise and other legislation limiting slavery were unconstitutional.

*How do you think the Dred Scott Supreme court case added to tensions between the North and South? What impact do you think this had on those involved in the Underground Railroad?*

*Within a year, the Civil War would break out following the raid on Harper's Ferry. How do you think John Brown played a role in escalating the tensions between the North and the south?*

### John Brown's Raid (1859)

John Brown, a prominent figure in the violence of "Bleeding Kansas", and 22 other men raided the town of Harpers Ferry, Virginia, planning to arm slaves and incite a rebellion. Brown and his followers briefly captured hostages, but within 24 hours, Brown was captured and convicted of treason, murder, and conspiracy to incite slave rebellion. He was hanged that December. This raid, in many ways, brought the sectionalism developing between the North and the South to a head.

### “The Month of Suspense”

Taken from Frederick Seward’s autobiography,  
*Reminiscences of a War-time Statesman and Diplomat*  
1916, Pages 145-146

“When Mr. Lincoln had been peaceably inaugurated, it seemed to many both at the North and the South that the worst was now over. There had been no riot or **tumult**. All was decorous and orderly. True, there were several States that declared themselves "**seceded**"; but State after State during the winter had "gone out," and nothing had happened. They had made no hostile demonstration, and none had been made to- wards them. There was a popular feeling that the "seceded" States would simply hold aloof from participating in public affairs, maintain an attitude of sullen defiance, coupled with preparations for military defence, and so would await or make overtures of readjustment.

The people of the North were **incredulous** of Southern threats. That any one should actually make war upon the general government was to them hardly imaginable. Besides there was no immediate reason or provocation. The Republican party had declared that it had no intention of interfering with slavery in the States, and there was now no Territorial issue. The Republican President had been elected and inaugurated, but he was powerless to act while Congress was opposed to him.

Furthermore it was known that there were many differences of opinion among the Northern people. Numerous public men and bodies had declared that it was "unconstitutional" for the Federal Government to "coerce a **sovereign** State." Many of the Northern Democrats were believed to be in sympathy with the South and with slavery; while it was well known that there were many staunch Union men in the Southern States.”

Tumult: A confusion or chaotic disorder.

Seceded: To leave the Union.

Incredulous: Unable to believe.

Sovereign: A state acting independently

When Frederick Seward writes, ““All was decorous and orderly” on paragraph one, line two, what do you think he means by this? Use the surrounding paragraph as context if you’re stuck.

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Based on the reading above, do you think most Northerners though the Civil War would break out? Use quotes from the text to support your answer.

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After reading the last paragraph, what do you think Frederick Seward believed would stop a war between the North and the South from happening?

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## The Tour

### Introduction

Following the classes' introduction to the Seward Family they will visit the Seward House Museum, and will receive a 60-90 minute guided tour through the historic site. Guides will focus on the Seward family, their contributions to the 19<sup>th</sup> century and the historic collections throughout the house. Students will have a chance to ask questions and draw connections throughout.

### Objective

While visiting a preserved, 19<sup>th</sup> century historic house, students will: draw connections to previous learning and ask questions to increase understanding while displaying appropriate listening skills.

|   |  |
|---|--|
| <b><u>Grade Level:</u></b> 7-8  | <b><u>Time Requirement:</u></b> 90 minutes |
| <b><u>Resources:</u></b><br>On-site visit to the Seward House Museum  | <b><u>Focus:</u></b><br>The Seward Family  |
| <b><u>Vocab:</u></b> Abolition, Alaskan Purchase, Brigadier General, Calling Card, Civil War, Commission, Confederate States of America, Diplomat, Emancipation Proclamation, Erie Canal, Governor, Inauguration, Mourning, Perimeter, Secretary of State, Territory, Transcontinental Railroad, Underground Railroad |  |

## Standards covered by the tour

### Common Core Standards

CCSS.ELA-LITERACY.SL.7/8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 and 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7/8.1.C

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

### NYS Framework for Social Studies

**7.7b** Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness of and generate resistance to the institution of slavery.

**7.7c** Women joined the movements for abolition and temperance and organized to advocate for women's property rights, fair wages, education, and political equality.

**7.8 A NATION DIVIDED:** *Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of states' rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War.* (Standards: 1, 3, 4; Themes: TCC, GEO, GOV, ECO)

**7.8b** As the nation expanded geographically, the question of slavery in new territories and states led to increased sectional tensions. Attempts at compromise ended in failure.

**7.8d** The course and outcome of the Civil War were influenced by strategic leaders from both the North and South, decisive battles, and military strategy and technology that utilized the region's geography.

- Students will examine the goals and content of Lincoln's Emancipation Proclamation.

**8.1a** Different approaches toward and policies for Reconstruction highlight the challenges faced in reunifying the nation.

**8.1b** Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.

- Students will examine the Reconstruction amendments (13th, 14th, and 15th) in terms of the rights and protections provided to African Americans.

## Procedures

1. Upon arrival to the Museum, Students will receive an orientation that empowers them in their roles as active listeners and respectful contributors to discussions. Responsibilities include: raising a hand for questions, waiting until their guide is finished speaking to ask or answer questions, listening without interrupting and speaking at an appropriate voice level. Docents will utilize inquiry based learning to ask questions that elicit student responses to historical content and artifacts and draws connections to their prior knowledge. Students are prompted to build on each other's answers to questions and ask their own.
2. From there, Docents will lead the students through the various rooms of the house discussing such topics as:
  - a. The structure of government and responsibilities of government through the chronology of Mr. Seward's political service: State Senator (1830 - 1834), Governor (1839 - 1843), U.S. Senator (1849 – 1861), and Secretary of State (1861 – 1869) **(7.7c)**
  - b. How the Seward family, specifically Frances, fought against the Fugitive Slave Act of 1850 by providing shelter to escaped slaves in the basement kitchen. Along with the family's role in the UGRR, students will learn about WHS's political stances throughout westward expansion **(7.7b and c)**
  - c. Seward's relationship with Harriet Tubman and Margaret Stewart **(7.7b)**
  - d. Students learn about William Seward's beliefs on slavery, and how the institution impacted the 1860 Republican convention and campaign **(7.8b)**
  - e. How Frances Seward was connected to the women's rights movement through acquaintances with Lucretia Mott, Martha Coffin Wright, and Elizabeth Cady Stanton, which will be interpreted throughout the house
  - f. Will Jr.'s service in the Civil War **(7.8d)**
  - g. Students learn about Seward's involvement in historical events, such as the election of Abraham Lincoln, which contributed to the sectional crisis and increased tensions leading to the Civil War and the impact of the Emancipation Proclamation. **(7.8d)**
  - h. Seward's endorsement of and subsequent role in the 13<sup>th</sup> and 14<sup>th</sup> Amendment. **(8.1A/B)**

## Assessment

Teachers can assess students' understanding through questions asked during the tour of the Museum, as well as appropriate behavior throughout.

## Extension/Enrichment

- Pre/post visit lesson plans.
- Have students visit the virtual tour of the Diplomats Gallery at the Museum (<https://www.youvisit.com/tour/seward/diplomatic>) and explore the political figures Seward was familiar with, then hypothesize why Seward had all these portraits.
- Have students pick out one artifact of note that stood out to them in the museum, and have them conduct research on the item on their own.

## Differentiation

- Differentiation can be planned ahead of time with the Museum. Most of our docents are former educators who know how to play to the strengths of visiting students. Differentiation can occur in the form of a modified narrative, access to an accompanying picture book for students who can't visit the second floor, and additional support provided by Museum staff.





## Post-Visit Lesson Plan

### Introduction

After touring the Museum, Students will combine their experience with the knowledge acquired during the pre-visit activities to either create an overview of a primary source, or present their findings to the class. This lesson will highlight the surrounding historic context of the civil War and Reconstruction which the Seward family lived throughout. This lesson will help contextualize their visit to the Museum.

### Objective

Students will demonstrate historical understanding by analyzing a primary source, and then presenting in to the class.

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|---|---|
| <b>Grade Level:</b> 7-8   | <b>Time Requirement:</b> 45-60 minutes  |
| <b>Resources:</b> S.O.A.P.S.T. Primary Source Tool, Primary sources 1-4 | <b>Focus:</b> 19 <sup>th</sup> Century American History, Civil War-Reconstruction |
| <b>Vocab:</b> Battle of Gettysburg, Reconstruction, Civil War           |   |

## Standards covered by the tour

### Common Core Standards

CCSS.ELA-LITERACY.SL.7/8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 and 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7/8.1.C

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

### NYS Framework for Social Studies

**7.7b** Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness of and generate resistance to the institution of slavery.

**7.7c** Women joined the movements for abolition and temperance and organized to advocate for women's property rights, fair wages, education, and political equality.

**7.8 A NATION DIVIDED:** *Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of states' rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War. (Standards: 1, 3, 4; Themes: TCC, GEO, GOV, ECO)*

**7.8b** As the nation expanded geographically, the question of slavery in new territories and states led to increased sectional tensions. Attempts at compromise ended in failure.

**7.8d** The course and outcome of the Civil War were influenced by strategic leaders from both the North and South, decisive battles, and military strategy and technology that utilized the region's geography.

- Students will examine the goals and content of Lincoln's Emancipation Proclamation.

**8.1a** Different approaches toward and policies for Reconstruction highlight the challenges faced in reunifying the nation.

**8.1b** Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.

- Students will examine the Reconstruction amendments (13th, 14th, and 15th) in terms of the rights and protections provided to African Americans.

## Procedures

1. Teachers can begin class by having a discussion with the students about some of the things they learned about at the Museum. Popular topics might be: the Underground Railroad exhibit, the assassination attempt, Seward's relationship with Tubman, or the collection itself. If students are focusing primarily on specific items, ask them guiding questions to place these artifacts in the historical context. This initial introduction can serve as both a refresher, as well as a check for understanding.
2. Revisit the tour room-by-room (in group or as a whole class) and share and record information on a chalkboard/whiteboard/or smart screen. This recorded information can serve as a resource for the students, but will also help reinforce the information they learned during their visit to the Museum.
3. Next, divide your class into four groups, assigning them each one of the subsequent four images/texts (Numbered 1-4). Inform them their job is to research their specific source and present what they find to the class. A worksheet will be provided below to guide students with prompts to focus their report to the class, as well as providing the framework to track their classmates report. Inform them they are to work as a group to fill out the information for their specific source in the S.O.A.P.S.T. Primary Source Tool (filling out the form vertically beneath their assigned number).

*Optional: Using poster boards, have students create a poster detailing their findings to the class. Once they are complete, have students walk around the classroom and answer a short series of questions about each poster outside of their own like a gallery walk through.*

4. After sufficient time, gather the class together and ask each group to report their findings in front of the class. Have them go through by each category they filled out in their worksheet so that their classmates can respectively fill out the corresponding box.
5. Have each student complete filling out the S.O.A.P.S.T. Primary Source Tool worksheet with the information presented to them by their classmates.

## Assessment

Teachers can assess students' understanding through the completed worksheets, poster, or the presentation.

## Extension/Enrichment

- Have student's research similar sources to theirs, or find one online.
- Have students find other primary sources similar to the one they focused on throughout the class.

## Differentiation

- Teachers can pair strong readers with groups which might need additional support. Teachers can also differentiate group pairings to highlights student strengths. If necessary, teachers can assign certain roles within the group.



# S.O.A.P.S.T. Primary Source Tool

Primary Source:

1

2

3

4

**S**

What is the **Subject**?  
(general topic)

**O**

What is the **Occasion**?  
Why was this written?  
(time, place, and setting)

**A**

Who is the **Audience**?

**P**

What is the **Purpose** of this piece?

|          |  |  |  |  |  |
|----------|--|--|--|--|--|
| <b>S</b> | Who is the <b>Speaker</b> ?                          |  |  |  |  |
| <b>T</b> | What is the <b>Tone</b> , or attitude of this piece? |  |  |  |  |



Courtesy of Library of Congress, Nast, Thomas, "The Union as it was, The lost cause, worse than slavery," 1874

**[Page 185]**

I sat down again. I had no means of telling the errand of the man. I fancied some one had sent him—that he was, perhaps, a messenger from the telegraph office. Very soon I heard the sound of blows—it seemed to me as many as half a dozen—sharp and heavy, with lighter one's between. There had been an interval of quiet. I did not fully connect this with the person I had seen. I thought they were chasing a rat in the hall, remembering such a chase once. But when the blows continued, I could not tell what it meant, & said to Robinson, who was sitting at the head of the bed, on the side nearest the door, "What can be the matter? Do go and see." Then I was afraid something was wrong, and, being impatient to find out, started, myself. I thought Robinson & I reached the door at the same time. I did not see who opened it— It was he.

**[Page 186]**

[A] glimpse of the assassin's face bending over, next felt the blows—and by their force (he being on the edge of the bed, where fear of hurting his broken arm, had caused him to lie for some time) was thrown to the floor. I cannot remember seeing him—nor seeing Payne— who go[t] around the bed—but Anna was in the room and saw it. I have no remembrance of going around the foot of the bed, to the other side, but I remember standing there, ^ by the corner^ at the foot, & illegible thinking "This must be a fearful dream!"

**[Page 187]**

I have a very indistinct recollection of the next moment, when I seemed to meet Mother on one side, and Anna on the other, both saying "What is the matter," and I said something about the man, who came out struggling with some one, I afterwards learned it was Augustus. I think I saw the assassin stab... as he, the assassin rushed headlong down the stairs. The first recollection I have of seeing Augustus—except when the assassin broke away from him, was with his forehead covered with blood.

It seemed to me that every man I met had blood on his face.

**Fanny Seward's Journal, April 14<sup>th</sup>, 1865. Written in Washington D.C.**



Part 1:

*"Four score and seven years ago our fathers brought forth on 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 dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.*

*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 consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain — that this nation, under God, 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."*

The Gettysburg Address by President Abraham Lincoln at the dedication of the Soldier's National Cemetery on November 19, 1863.

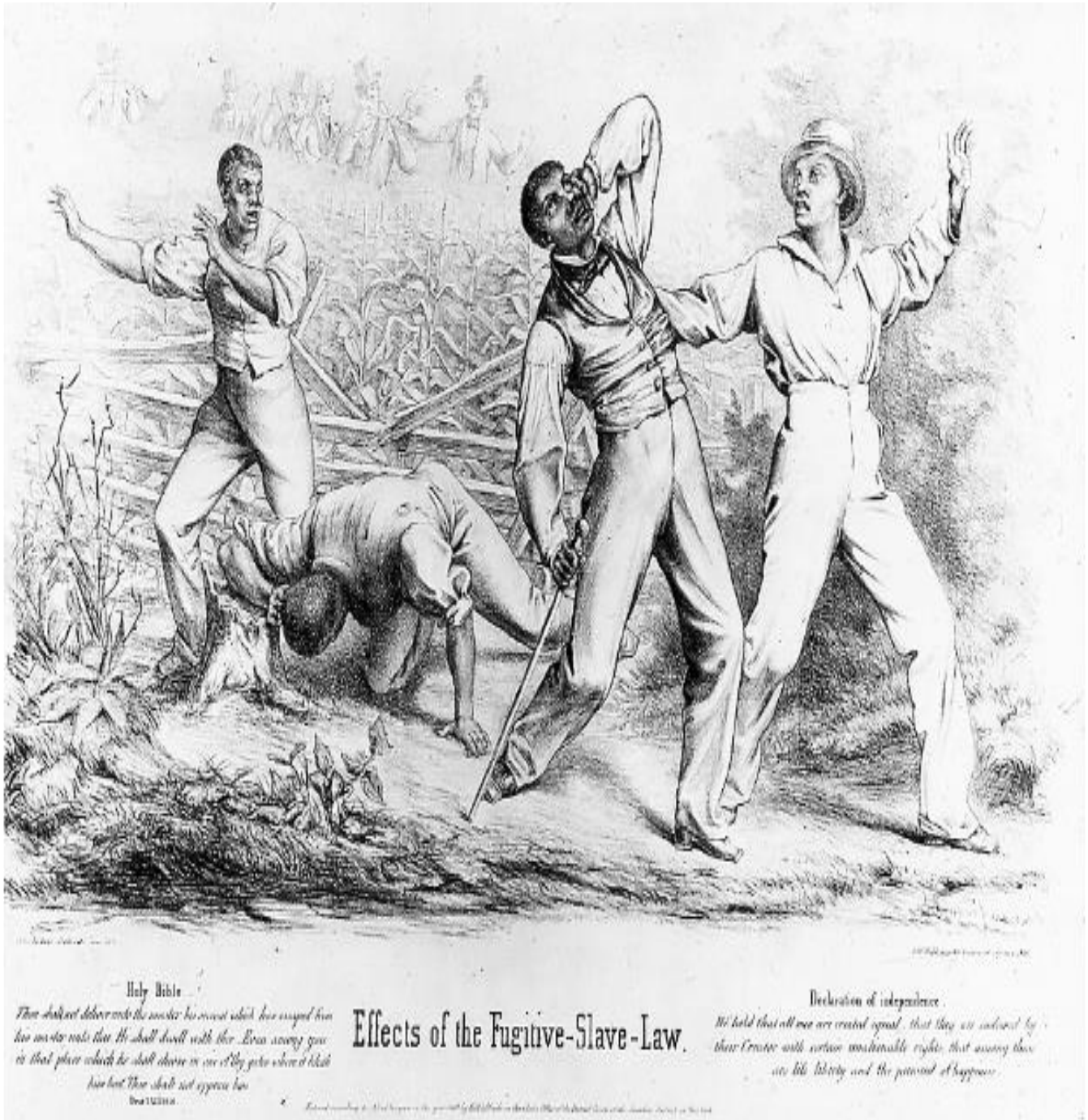
**Gettysburg Casualties**  
23,049 Union  
28,063 Confederate

Part 2:

Taken by Timothy H. O'Sullivan, titled "A Harvest of Death," is one of the most iconic photographs from the Civil War.

Shot after the Battle of Gettysburg on July 4, 1863,





- Done by artist, Theodore Kaufman (b. 1814), who was born in Germany before moving to America and serving in the Civil War
- The text under the image on the left side is a quote from the Bible (“Thou shalt not deliver unto the master his servant which has escaped from his master unto thee”)
- On the right is text from the Declaration of Independence.
- Many abolitionists pointed to the “all men created equal” clause of the Declaration as an argument against slavery.