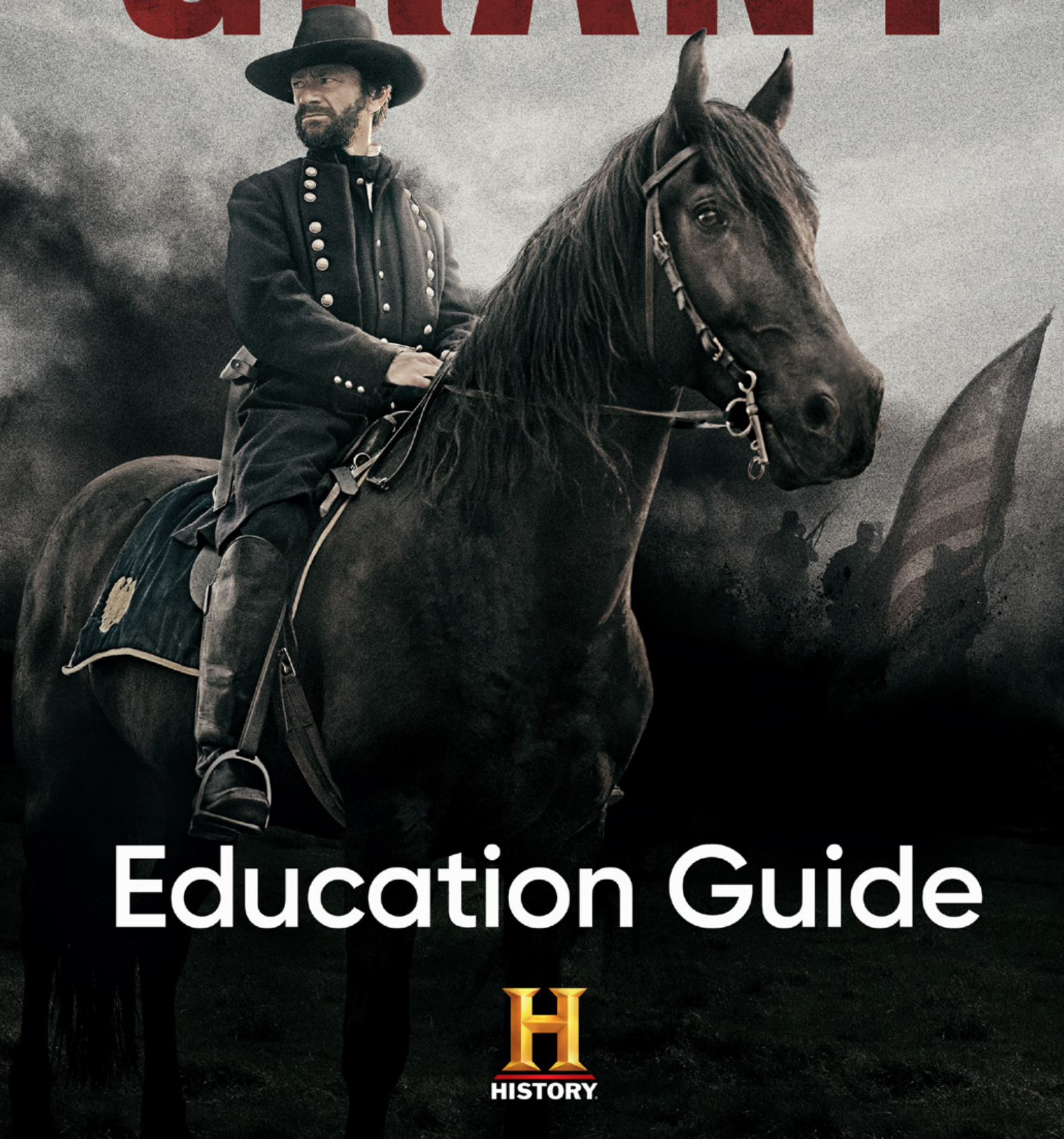


FROM EXECUTIVE PRODUCER LEONARDO DICAPRIO

# GRANT



## Education Guide





HISTORY is proud to join with Gilder Lehrman Institute of American History to offer these resources for teachers, parents and students. Visit <https://www.gilderlehrman.org/> to learn more about Gilder Lehrman's programs and resources.

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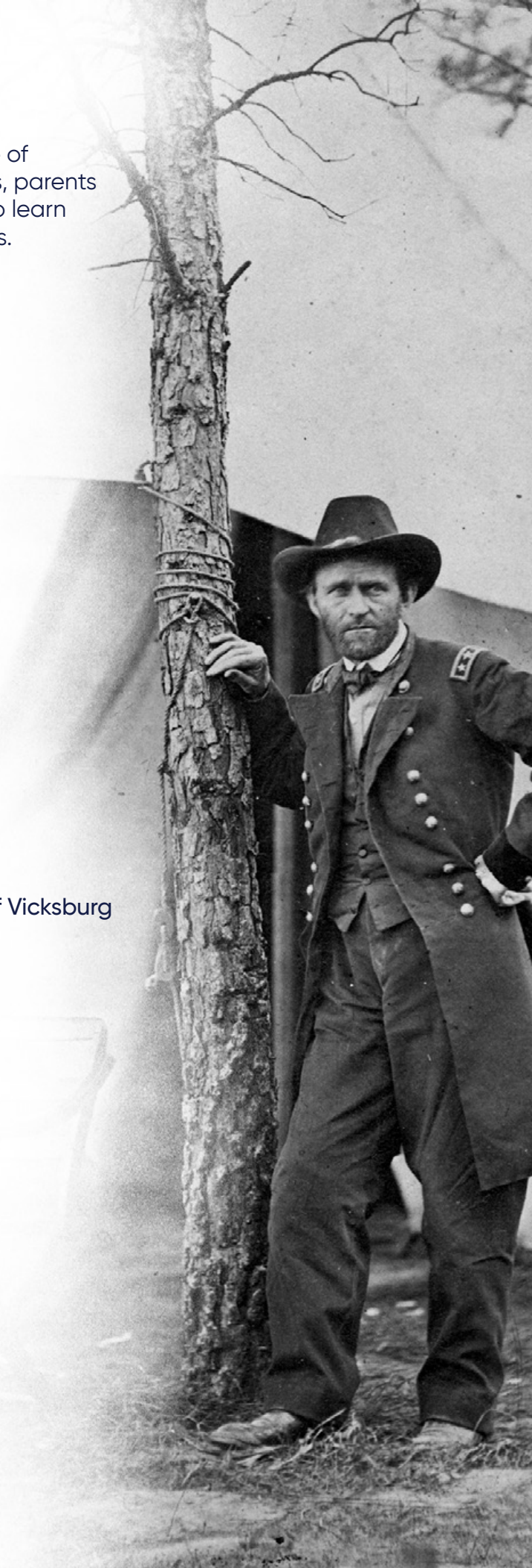
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## ABOUT THIS GUIDE

### Unit Overview

This guide for the History Channel's *Grant* series is prepared with parents and children in mind. It utilizes the Gilder Lehrman Institute's Teaching Literacy through History (TLTH) strategies and resources from the Gilder Lehrman Collection so that families can go beyond the three films in order to explore the life of Ulysses S. Grant through primary documents. These lessons were developed to enable parents and children to understand, summarize, and evaluate original documents of historical significance. They also provide practice on the literacy skills that help readers to assess primary source materials and develop knowledgeable and well-reasoned viewpoints.

### Objectives

Students will be able to:

- Analyze primary source documents using close-reading strategies
- Interpret, analyze, and demonstrate understanding of political cartoons
- Draw logical inferences and summarize the content of a written document
- Compare and contrast the points made by different writers

### Grade Level

6-12

### State and Local Standards

- Determine the central ideas or information of a source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- Initiate and participate effectively in a range of collaborative discussions on topics and texts that build on others' ideas.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Put this in after Cold Harbor  
About the time the Army reached  
James River probably will be best.

I have always regretted that the last order  
at Cold Harbor was ever made. I might say the same  
thing of the assault of the 22<sup>d</sup> of May, at Vicksburg. At  
Cold Harbor no advantage whatever was gained to compensate  
for the heavy loss we sustained. Indeed the advantage  
other than that of those of relative losses, were  
the Confederate side. Before that the Army of  
Northern Virginia had acquired a whole  
regard for the courage, endurance and soldierly  
generally of the Army of the Potomac. They  
longer wanted to fight them one Confederate to  
"Yankee". Indeed they seemed to have given up  
the idea of gaining any advantage of them, and  
in the open field. They had come to much more  
heart under in their front to the Army of the Potomac.  
This change seemed to revive their hope temporarily.  
It was of but short duration however. The  
on the Army of the Potomac was the reverse. When  
reached the ~~the~~ James River however all  
of the battle of Cold Harbor seemed to have disappeared.  
There was more justification for the



## Night One – Guidelines & Introduction

In these lessons parents and their children will analyze different sets of documents related to the life and career of Ulysses S. Grant. In the first lesson students will analyze political cartoons, poems written at the time of the Battle of Shiloh, soldiers' letters written from different perspectives, and battle maps. Each lesson is designed so that parents and their children will walk away with an expanded understanding of Grant and his times. The word "history" comes from the Greek word "historia," which translates as inquiry. As you will see, each lesson is built on essential questions, inquiries which require readers to look for evidence in the primary sources in order to move beyond opinions and respond with facts.

### Objectives

Students will be able to

- Analyze primary source documents using close-reading strategies
- Interpret, analyze, and demonstrate understanding of political cartoons
- Draw logical inferences and summarize the content of a written document
- Compare and contrast the points made by different writers

### Essential Questions

Students will consider both overarching essential questions and several lesson-specific essential questions and generate their own essential questions. The lesson-specific essential questions include the following:

1. To what extent did Ulysses Grant's family upbringing and early life provide a 'foretelling footprint' of his character and future career?
2. How well did Grant's education and life experiences prepare him for the demanding challenges of military leadership?
3. Should Grant be viewed as a competent and compassionate commanding general? (Case Study: The Battle of Shiloh)
4. In what ways was Grant's military leadership pivotal to Union victory in the Battle of Shiloh?
5. Were the results of the Battle of Shiloh worth their cost?
6. Should the outcome of the Battle of Shiloh be viewed as a turning point of the Civil War?

## Historical Background

Ulysses S. Grant (1822–1885) was born and raised in Ohio, and was originally named Hiram Ulysses Grant. Disliking work at the family tannery, he performed chores on his father's farm and developed proficiency in handling horses. In 1839, his father, Jesse, secured an appointment at the United States Military Academy at West Point for his shy and soft-spoken son. Since Ulysses Grant had little interest in pursuing a military career at this point in his life, his father had to cajole him to accept the appointment to West Point as his only option for higher education. At West Point his name was enlisted mistakenly as "Ulysses S. Grant," which he subsequently adopted when his classmates fondly addressed him as "Uncle Sam Grant" and "United States Grant."

While at West Point, Grant distinguished himself with his skillful horsemanship, achievement in mathematics, and great interest in art and literature rather than in military courses. However, he often exhibited a slouching posture, plodding gait, and unkempt appearance. Upon graduation in 1843, Grant ranked twenty-first in a class of thirty-nine cadets, and he accepted a military commission as a second lieutenant in the United States Army. Although Grant served in the Mexican-American War with gallantry and heroism, largely in quartermaster operations with few battle experiences, his postwar military assignments in Oregon and California were tedious and unfulfilling, and he resigned from the army in April 1854. After he experienced business failures in farming and real estate in Missouri, he and his family moved to Galena, Illinois, where he joined a leather goods business owned by his father and operated by his brothers.

With the outbreak of the Civil War in April 1861, Grant assisted Governor Richard Yates of Illinois with the recruitment, equipment, and training of troops for the state's regiments and received military commissions as colonel and later brigadier general. In February 1862, under the commanding leadership of General Henry Halleck, General Grant successfully led an offensive campaign against the Confederates at Fort Donelson, located on the Cumberland River in Tennessee, a major Union victory which forced the surrender of the garrison and 15,000 Confederate soldiers. In discussing the terms of surrender, Grant told the Confederate commander, "No terms but unconditional surrender can be accepted." From this episode many officials and soldiers commented that Grant's initials, "U. S.," now meant "unconditional surrender." Ulysses S. Grant was promoted to major general.

On April 6 and 7, 1862, the Union army under the command of Major General Grant successfully repelled an unexpected Confederate attack, commanded by General Albert Sidney Johnston, in the area of a wooden Methodist church and meeting house, called Shiloh, located near Pittsburg Landing, Tennessee. The huge number of men killed, wounded, or missing, including soldier desertions (nearly 13,000 for the North, and more than 10,000 for the South) in just two days of fighting amounted to one of the bloodiest and costliest battles in United States history and elicited a public outcry at the human carnage. Ironically, the



word “Shiloh,” when translated from the Hebrew language, signifies a “place of peace.”

Although this battle was fought near the banks of the peaceful Tennessee River, a significant distance from any major or capital city, its geographical location in the Mississippi River Valley was of vital importance to both the Union and the Confederacy, near the major railroad junction and strategic crossroads of the Memphis and Charleston and Mobile and Ohio Railroads, near Corinth, Mississippi, and the river waterways and shipping networks of the Tennessee River, Cumberland River, Ohio River, and Mississippi River. Both Grant and Johnston wanted to protect their respective communication and transportation systems against enemy invasion and disruption as well as gain control of the other side’s commercial networks.

After the Battle of Shiloh, Northerners were outraged by the massive number of dead and wounded soldiers. Despite the Union victory in repelling the surprise Confederate attack, Grant’s career and reputation suffered a setback with a temporary demotion, and some people now labeled him a “butcher” due to the unprecedented number of casualties. He was later restored to Commander of the Army of the Potomac by President Abraham Lincoln. Both Grant and Lincoln now realized that the tenacity of the Confederacy was fierce, and that “total war” measures would have to be implemented to completely crush the South in defeat before the Civil War could be won and the Union restored. The death of General Albert Johnston in the Battle of Shiloh was a terrible blow to the South, which lost one of its most competent military leaders. Moreover, the attempt of the Confederacy to invade and gain control of this area of the Mississippi River region was defeated.

## Guidelines

1. The context and development of these discussions can be focused through the lenses of the thought-provoking “essential questions” posed above. This menu of “essential questions” can provide choices and cognitive blueprints for framing the historical resources and learning activities that are presented in this lesson unit, as well as a thought-provoking context for conversation by students, parents, and teachers.
2. Parents and their children can choose all or some of the documents included in the Gilder Lehrman Institute guide. The materials and topics are presented in 3 clusters. The first is a visual cluster and there are 3 images drawn from Episode 1. Depending on your interest, you can engage with one or all of the visual materials by using the attached organizer to gather your thoughts for discussion.

3. Similarly, you can move on to the letters from U. S. Grant, Braxton Bragg, and Edgar Pearce, and the excerpt from Henry Morton Stanley. Each document offers a different perspective. For instance, the Grant letter provides insight into his life at West Point in 1839. The other materials allow you to “drill down” into the battle space at Shiloh from both a Union and a Confederate point of view. Again, families have been given an organizer and essential questions to assist with discussion, debate, or further research into unanswered questions.
4. If the family is interested, two poems are included in the guide materials to use as a literary frame of reference. Herman Melville’s “Shiloh” and Minnie Hart’s “Drummer Boy of Tennessee” allow you to consider the tragic nature of battle and the impact of war on the young soldiers who were part of many units, both North and South. This may also give families the opportunity to pose additional essential questions in the exploration of the Civil War. Again, an organizer may be helpful to understand the poems and draw additional insights on the Civil War.
5. Lastly, several maps are available which permit families to consider the impact of landscape and terrain in combat. Discussion once again can be guided by the attached map analysis organizer.



## Night One - Analyzing Civil War Cartoons



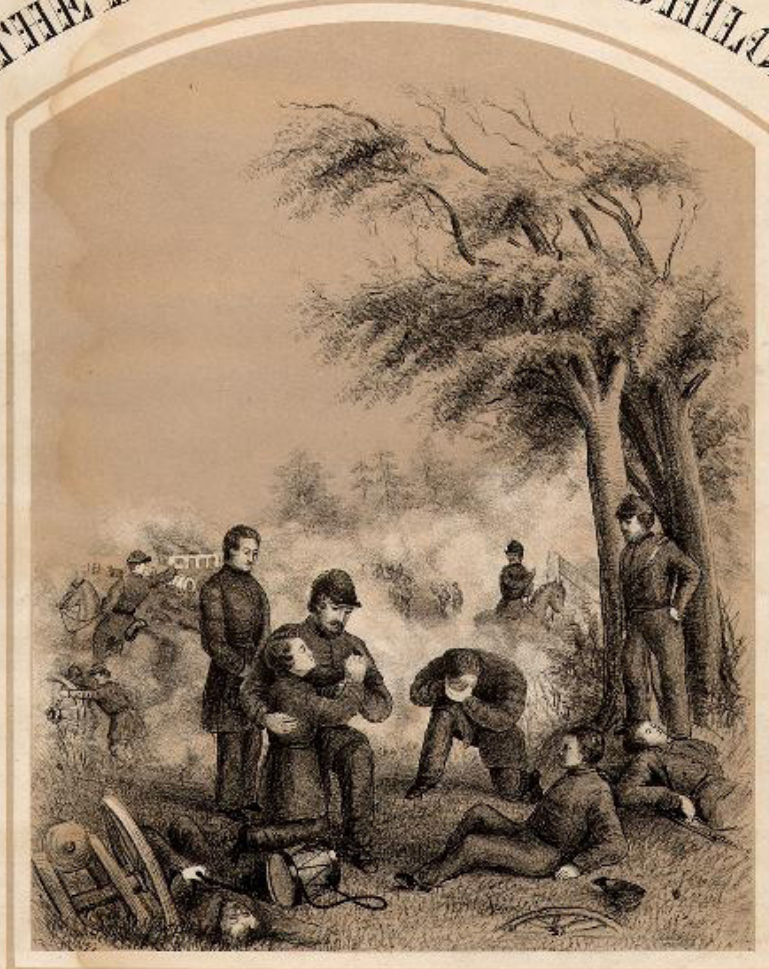
**"[Battle of] Monterey [1846]. Lieutenant Grant Goes for Ammunition,"**  
engraved illustration in Albert D. Richardson, *A Personal History of Ulysses S. Grant*  
(Hartford, Conn.: American Publishing Company, 1868), chapter VII.



**"How the Rebels Win Victories!"**  
cartoon in *Harper's Weekly*, May 3, 1862, p. 288.

TO MISS ANNIE CANNON.  
LOUISVILLE, KY.

# THE DRUMMER BOY OF SHILOH.



A BEAUTIFUL BALLAD  
WRITTEN & COMPOSED BY

**WILL. S. HAYS**

AUTHOR OF "I'M LOOKING FOR HIM HOME &c. &c."

LOUISVILLE, KY.  
Published by D. P. FAULDS 223 Main Street.

CHICAGO, ILL.  
D. P. FAULDS 54 Clark Street, Chicago, Ill.

## The Drummer Boy of Shiloh

sheet music illustration, Louisville, KY, 1863 (Duke University Digital Collections)



## Night One - Grant the Artist

Ulysses S. Grant is best known as a general and president of the United States. Few people know that he was also an artist, and that this skill helped him succeed on the battlefield. In the days when maps, battle plans, and engineering plans were drawn by hand, painting was taught at the United States Military Academy. As Grant biographer Ron Chernow has observed, "West Point emphasized drawing so that future officers could sketch maps and record a battlefield's topography. The clarity and acuity of Grant's vision—his uncanny ability to visualize chaotic fighting amid the fog of war—would account in no small measure for his military triumphs."<sup>1</sup>

Grant gave the following watercolor painting to his former sweetheart, Catherine "Kate" Lowe, when she married Matthew Rothery in 1843. According to an August 5, 1900 newspaper article in the Los Angeles Herald, "Ulysses Grant and Miss Lowe did not marry. Never mind why. That is Mrs. Matthew Rothery's secret. . . . Mrs. Rothery has a painting of Grant's, executed by him while at West Point. It was his gift to her after her marriage to Mr. Rothery. The scene depicted by Grant's brush is a bit of West Point landscape. There is no great artistic merit to the sketch. Grant did not pretend to be an artist. Perhaps few persons know that he painted anything at all. It may have been that this sort of artistry was compulsory at West Point. At any rate, the young cadet used his brush a few times. He signed one of his paintings. The signed one was given to his boyish sweetheart. She has it now. It is very highly prized. It is unique."<sup>2</sup>

The painting Grant gave to Kate is one of only two existing works created by Grant while he was a cadet at West Point. It depicts the view of the Hudson Valley from West Point and reflects the description that he sent to his cousin in 1839: "So far as it regards natural attractions it is decidedly the most beautiful place that I have ever seen; here are hills and dales, rocks and river; all pleasant to look upon. From the window near I can see the Hudson; that far famed, that beautiful river."<sup>3</sup>

Grant signed the painting "U. H. Grant." Born as Hiram Ulysses Grant, Grant had always disliked his first name and was commonly known by his middle name. When he entered West Point, he had hoped to swap his first and middle names. However, his paperwork listed his name as Ulysses S. Grant. The "S" was for Simpson, Grant's mother's maiden name.

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1 Ron Chernow, *Grant* (New York: Penguin Books, 2017), p. 40.

2 Los Angeles Herald, Volume XXVII, Number 308, 5 August 1900 (<https://cdnc.ucr.edu/cgi-bin/cdnc?a=d&d=LAH19000805.2.279.32&e=-----en--20--1--txt-txIN-----1>)

3 Ulysses S. Grant to R. McKinstry Griffith, September 22, 1839. (The Gilder Lehrman Institute, GLC03632)

## Questions for Discussion

1. How did the artistic skills Ulysses S. Grant acquired at West Point enhance his ability as a military combat commander?
2. How do the visual details of Grant's pastoral landscape painting reflect and reveal his perspective on living in the Hudson Valley?
3. Compare this painting to the description description of the Hudson Valley in Grant's 1839 letter to his his cousin. How does this image coincide with the visual details of his landscape painting?
4. How did Hiram Ulysses Grant come to be known as Ulysses S. Grant?



Ulysses S. Grant, Watercolor landscape painted while he was a cadet at West Point, ca. 1842. (The Gilder Lehrman Institute of American History, GLC07641)



## Night One – Analyzing Grant's Letters

Letter from Ulysses S. Grant to R. McKinstry Griffith, September 22, 1839

Military Academy,

West Point N.Y.

Sept. 22.d 1839.

Dear Coz.

I was just thinking that you would be right glad to hear from one of your relations who is so far away as I am. So, I have put asaid my Algebra and French and am going to tell you a long story about this prettiest of places West Point. So far as it regards natural attractions it is decidedly the most beaut-iful place that I have ever seen; here are hills and dales, rocks and river; all pleasant to look upon. From the window near I can see the Hudson; that far famed, that beautiful river with its bosom studded with hundreds of snow [struck: white] sails. Again if I look another way I can see Fort Putnam frowning far above: a stern monument of a sterner age, which seems placed there on purpose to tell us of the glorious deeds of our fathers. and to bid us remember their sufferings – to follow their examples. In short this is the best of all places – the place of all places for an institution like this. I have not told you half its attractions. here is the house Washington used to live in – there Kosisuseko [Kosciusko] used to walk and think of his country and of ours. Over the river we are shown the dwelling house of Arnold, that base and heartless traitor to his country and his God. I do love the place. it seems as though I could live here ferever. if my friends would only come too. You might search the wide world over and then not find a better. [2] Now all this sounds nice, very nice, 'what a happy fellow you are' you will say, but I am not one to show fals colers. [strikeout] the brightest side of the picture. So I will tell you about a few of the drawbacks. First, I slept for two months upon one single pair of blankets, now this sounds romantic and you may think it very easy. but I tell you what coz. it is tremendeus hard. suppose you try it by way of experiment for a night or two. I am pretty shure that you would be perfectly satisfied that is no easy matter. but glad am I. these things are over. we are now in our quarters. I have a spleanded bed and get along very well. Our pay is nominally about twenty eight dollars a month. but we never see one cent of it. if we want any thing from a shoestring to a coat we must go to the commadant of the post and get an order fer it or we cannot have it. We have tremendous long and hard lessens to get in both French and Algebra. I study hard and hope to get along so as to pass the examination in January, this examination is a hard one they say, but I am not freyhtened yet. If [inserted: I] am successful here you will not see me fer two long years. it seems a long while to me. but time passes off very fast. it seems but a few days since I came here. it is because every hour has it duty which must be performed. On the whole I like the place very much. so much that I would not go away on any account. The fact is if a man graduates here he safe fer life. let him go where he will. There is much to dislike but more to like. I mean to study hard and stay if it be possible. if I cannot – very well – the world is wide, [3] I have now been here about four months and have not seen a single familiar face or spoken to a single lady.

I wish some of the pretty girles of Bethel were [inserted: here] just so I might look at them. but fudge! confound the girles. I have seen great men plenty of them. let us see. Gen Scott, M. Van Buren, Sec of War and Navy. Washington Irving and lots of other big bugs. If I were to come home now with my unoferm on. they way you would laugh at my appearance would be curious. My pants sit as tight to my skin as the bark to a tree and if I do not walk military. that is [inserted: if I] bend over quickly or run. they are very apt to crack with a report as loud as a pistol. my coat must always be buttoned up tight to the chin. it is made up of sheeps grey cloth all covered with big round buttons. it makes me look very singular. If you were to see me at a distance. the first question you would ask would be 'is that a Fish or an animal'? You must give my very best love and respects to all my friends particularly your brothers, Uncle Ross & Sam'l Simpson. You must also write me a long. long letter in reply to this and tell me about everything and every body including yourself. If you happen to see my folks just tell them that I am happy, alive and kicking.

I am truly your cousin and obediend servant

U.H. Grant

Source: <https://www.gilderlehrman.org/collection/glc03632>



## Night One – Ulysses S. Grant as a Cadet

### Introduction

In 1839, seventeen-year-old Hiram Ulysses Grant received an appointment to the United States Military Academy at West Point. It changed the course of his life—and his name. Grant always disliked his first name and was commonly known by his middle name. He wanted to swap his first and middle names when he entered the Academy. However, Congressman Thomas Hamer had submitted Grant's application to West Point under the name "Ulysses S. Grant." Hamer knew the boy as Ulysses and, at a loss for his middle name, chose "S" because Grant's mother's maiden name was Simpson.

On September 22, 1839, shortly after his arrival at West Point, Cadet Grant wrote the letter below to his cousin, R. McKinstry Griffith. In it, Grant reveals his first impressions of West Point, his sense of humor, and a bit of a midwestern dialect. The letter provides insight into the life of a West Point cadet and Grant's transition into military life. At the time this letter was written, Grant was still trying to use his given name and signed the letter "U. H. Grant." However, army bureaucracy prevailed and he learned to accept his now famous initials, U. S. Grant.

### Excerpt

*First, I slept for two months upon one single pair of blankets, now this sounds romantic and you may think it very easy, but I tell you what coz, it is tremendous hard. suppose you try it by way of experiment for a night or two. I am pretty shure that you would be perfectly satisfied that is no easy matter, but glad am I, these things are over. we are now in our quarters. I have a spleanded bed and get along very well. Our pay is nominally about twenty eight dollars a month, but we never see one cent of it. if we want any thing from a shoestring to a coat we must go to the commadant of the post and get an order for it or we cannot have it. We have tremendous long and hard lessons to get in both French and Algebra. I study hard and hope to get along so as to pass the examination in January. this examination is a hard one they say, but I am not freyhntened yet. If I am successful here you will not see me for two long years.*

### Questions for Discussion

1. Briefly describe the challenges and inconveniences that Ulysses S. Grant encountered as a new West Point cadet.
2. Based on this 1839 letter to his cousin, how well do you think Grant transitioned to life as a West Point cadet?
3. How did Hiram Ulysses Grant come to be known as Ulysses S. Grant?

Military Academy  
West Point N.Y.  
Sept. 22<sup>d</sup> 1839.

Dear Liz,

I was just thinking that you would be right glad to hear from one of your relations who is so far away as I am. So, I have put aside my Algeria and Thonok and am going to tell you a long story about this prettiest of places West Point. So far as it regards natural attractions it is decidedly the most beautiful place that I have ever seen; here are hills and dales, rocks and river; all pleasant to look upon. From the window near I can see the Hudson; that far famed, that beautiful river with its bosom studded with hundreds of snow ~~white~~ sails. Again if I look another way I can see Fort Putnam, looming far above; a stern monument of a sterner age, which seems placed there on purpose to tell us of the glorious deeds of our fathers and to bid us remember their sufferings - to follow their examples. In short this is the best of all places - the place of all places for an institution like this. I have not told you half its attractions. Here is the house Washington used to live in - where Kosciuszko used to walk and think of his country and of ours. Over the river we are shown the dwelling house of Arnold, that brave and heartless traitor to his country and his God. I do love the place. It seems as though I could live here forever if my friends would only come too. You might search the wide world over and then not find a better



I am going to write to some of my friends in Philadelphia soon when I shall write me very soon. I shall write to you much.

Now all this sounds nice, very nice, what a happy fellow you are you will say, but I am not one to show ~~the~~ the brightest side of the picture - so I will tell you about a few of the drawbacks. First, I slept for two months upon one single pair of blankets, now this sounds romantic and you may think it very easy, but I tell you what coz. it is tremendous hard. Suppose you try it by way of experiment for a night or two I am pretty sure that you would be perfectly satisfied that it is no easy matter, but glad am I these things are over. we are now in our quarters. I have a splendid bed and get along very well. Our pay is nominally about twenty eight dollars a month, but we never see one cent of it. if we want any thing from a shoe string to a coat we must go to the commandant of the post and get an order for it or we cannot have it. We have tremendous long and hard lessons to get in both French and Algebra. I study hard and hope to get along so as to pass the examination in January. This examination is a hard one they say, but I am not frightened yet. If I am successful here you will not see me for two long years! it seems a long while to me, but time passes off very fast, it seems but a few days since I came here. It is because very hard study which must be performed. On the whole I like the place very much. so much that I would not go away on any account. The fact is if a man is educated here he is safe for life. let him go where he will. There is much to dislike but more to like I mean to study hard and stay if it be possible. if I cannot very well - the world is wide.



My very best respects to Grandmother Simpson. I thank you for the letter and all the trouble you have taken to write it. I am sure it will be of great service to you.

I have now been here about four months and have not seen a single familiar face or spoken to a single lady. I wish some of the pretty girls of Bethel were just so I might look at them. But fudge! confound the girls. I have seen great ones plenty of them. Let us see. Gen Scott, Mr. Van Buren, Sec of War and Navy. Working to Quincy and lots of other big bugs. If I were to come home now with my uniform on. They say you would laugh at my appearance would be serious. My pants sit as tight to my skin as the back to a tree and if I do not walk military. That is bend as quickly as a reed. They are very apt to crack with a report as loud as a pistol. My coat must always be but toned up tight to the skin. It is made of shaggy grey cloth all covered with big round buttons. It makes me look very singular. If you were to see me at a distance. The first question you would ask would be. 'is that a Irish man or animal?'. You must give my very best love and respects to all my friends particularly you brother. Uncle Ross & Saml Simpson. You must also write me a long long letter in reply to this and tell me about everything and every body including yourself. If you happen to see my folks just tell them that I am happy, alive and becking.

I am truly your cousin  
and obedient servant

M. H. Grant

McKensley Duffin.

P. B. In coming as I stopped five days in Philadelphia with my friends they are all well. Tell Grandmother Simpson that they always have expected to see her here before. But have almost given up the idea now. They hope to hear from her often. A. H. Grant



I am near dying. I tell you about our dominion of black marks  
 they give a man one of these black marks for almost nothing and if he gets  
 two a year they dismiss him. Do you know any one can get these? A man by  
 the name of Stuart of this state got eight of these marks for nothing  
 to Church. He says he was able just under a week to the court. Leave this  
 perhaps in a month, all these for out going to a church. Who are not  
 may expect to go to church but must march there by company.  
 This is not exactly a publican. It is an Episcopal Church

Single

Mr. McKinstry August 1912  
 Bethel Eleventh St.  
 Chae

Contrary to the prediction of you and rest of my Bethel friends  
 I have not yet been the least homesick no! I would not go home  
 on any account whatever. When I come home in two years (if alive)  
 they say I shall astonish you natives will be curious. I hope you won't take me for a  
 Babylon

## Night One – Grant’s Quotations

### Document: Selected Quotations from Ulysses S. Grant

“The friend in my adversity I shall always cherish most. I can better trust those who helped to relieve the gloom of my dark hours than those who are so ready to enjoy with me the sunshine of my prosperity.”

“My failures have been errors in judgment, not of intent.”

“I have never advocated war except as a means of peace.”

“There never was a time when, in my opinion, some way could not be found to prevent the drawing of the sword.”

“In every battle there comes a time when both sides consider themselves beaten, then he who continues the attack wins.”

“If you see the President, tell him from me that whatever happens there will be no turning back.”

“No other terms than unconditional and immediate surrender. I propose to move immediately upon your works.”

“The art of war is simple enough. Find out where your enemy is. Get at him as soon as you can. Strike him as hard as you can, and keep moving on.”

“Nations, like individuals, are punished for their transgressions.”

“I appreciate the fact, and am proud of it, that the attentions I am receiving are intended more for our country than for me personally.”

“I suffer the mortification of seeing myself attacked right and left by people at home professing patriotism and love of country who never heard the whistle of a hostile bullet. I pity them and the nation dependent on such for its existence. I am thankful however that, though such people make a great noise, the masses are not like them.”

“I have nothing to do with opinions. I deal only with armed rebellion and its aiders and abettors.”

## Assignment

People are often defined, described, and determined by their words and actions. Please read and reflect on the words of Ulysses S. Grant in the above quotations. (a) Based on these quotations, write a brief character description of Ulysses S. Grant. (b) Based on Episode One of the History Channel's *Grant*, write a brief essay which compares the content and tenor of Grant's words with the performance of his actions. To what extent do his words reflect and coincide with his actions and activities? Briefly explain your viewpoint and support it with evidence from the above quotations and the information from Episode One of *Grant*.



## Night One – Grant on the Battle of Shiloh

**Document: Ulysses S. Grant, "The Battle of Shiloh," *The Century*, February 1885, pages 593–613.**

There was no hour during the day [April 6, 1862] when there was not heavy firing and generally hard fighting at some point on the line, but seldom at all points at the same time. It was a case of Southern dash against Northern pluck and endurance.

Three of the five divisions engaged the first day at Shiloh were entirely raw, and many of them had only received their arms on the way from their States to the field. Many of them had arrived but a day or two before, and were hardly able to load their muskets according to the manual. Their officers were equally ignorant of their duties. Under these circumstances, it is not astonishing that many of the regiments broke at the first fire. In two cases, as I now remember, the colonels led their regiments from the field on first hearing the whistle of the enemy's bullets. In these cases the colonels were constitutional cowards, unfit for any military position. But not so the officers and men led out of danger by them. Better troops never went upon a battle-field than many of these officers and men afterward proved themselves to be, who fled, panic-stricken, at the first whistle of bullets and shell at Shiloh.

During the whole of the first day I was continuously engaged in passing from one part of the field to another, giving directions to division commanders. . . .

On one occasion during the day [April 6, 1862], I rode back as far as the river and met General [Don Carlos] Buell, who had just arrived; I do not remember the hour of the day, but at that time there probably were as many as four or five thousand stragglers lying under cover of the river bluff, panic-stricken, most of whom would have been shot where they lay, without resistance, before they would have taken muskets and marched to the front to protect themselves. . . . I saw him [General Buell] berating them and trying to shame them into joining their regiments. . . . Most of these men afterward proved themselves as gallant as any of those who saved the battle from which they had deserted. . . . [L]ater in the war, while occupying the country between the Tennessee and the Mississippi [Rivers], I learned that the panic in the Confederate lines had not differed much from that within our own. . . .

All three divisions were, as a matter of course, more or less shattered and depleted in numbers from the terrible battle of the day. . . .

[T]he enemy made a last desperate effort to turn our flank, but were repelled. The gunboats Tyler and Lexington . . . aided the army and effectually checked their further progress. Before any of Buell's troops had reached the west bank of the Tennessee, firing had almost entirely ceased; anything like an attempt on the part of the enemy to advance had absolutely ceased. . . . Buell's troops arrived

in the dusk . . . Thus night came . . . in time to be of material service to the gallant men who saved Shiloh on that first day [April 6, 1862], against large odds. . . .

So confident was I before firing had ceased on the 6th that the next day would bring victory to our arms if we could only take the initiative, that I visited each division commander in person before any reënforcements had reached the field. I directed them to throw out heavy lines of skirmishers in the morning as soon as they could see, and push them forward until they found the enemy, following with their entire divisions in supporting distance, and to engage the enemy as soon as found. . . . The enemy received no reënforcements. He had suffered heavy losses in killed, wounded, and straggling, and his commander, General Albert Sidney Johnston, was dead. I was glad, however, to see the reënforcements of [General] Buell and credit them with doing all there was for them to do. During the night of the 6th the remainder of Nelson's division, Buell's army, crossed the [Tennessee] river, and were ready to advance in the morning, forming the left wing. Two other divisions, Crittenden's and McCook's, came up the river from Savanna in the transports, and were on the west bank early on the 7th [of April]. Buell commanded them in person. My command was thus nearly doubled in numbers and efficiency.

During the night rain fell in torrents, and our troops were exposed to the storm without shelter. I made my headquarters under a tree a few hundred yards back from the river bank. My ankle was so much swollen from the fall of my horse the Friday night preceding, and the bruise was so painful, that I could get no rest. The drenching rain would have precluded the possibility of sleep, without this additional cause. Some time after midnight, growing restive under the storm and the continuous pain, I moved back to the log-house on the bank. This had been taken as a hospital, and all night wounded men were being brought in, their wounds dressed, a leg or an arm amputated, as the case might require, and everything being done to save life or alleviate suffering. The sight was more unendurable than encountering the rebel fire, and I returned to my tree in the rain. . . .

The advance on the morning of the 7th developed the enemy in the camps occupied by our troops before the battle began, more than a mile back from the most advanced position of the Confederates on the day before. It is known now that the enemy had not yet become informed of the arrival of Buell's command. Possibly they fell back to get the shelter of our tents during the rain, and also to get away from the shells that were dropped upon them by the gun-boats every fifteen minutes during the night. . . .

In a very short time the battle became general all along the line. This day everything was favorable to the Federal [Union] side. We now had become the attacking party. The enemy was driven back all day, as we had been the day before, until finally he beat a precipitate retreat. . . . I gathered up a couple of regiments, or parts of regiments, from troops near by, formed them in a line of battle and marched them forward, going in front myself to prevent premature or long-range firing. At this point there was a clearing between us and the enemy

favorable for charging, although exposed. I knew the enemy were ready to break, and only wanted a little encouragement from us to go quickly and join their friends who had started earlier. After marching to within musket-range, I stopped and let the troops pass. The command, Charge, was given, and was executed with loud cheers, and with a run, when the last of the enemy broke. . . .

The shells and balls whistled about our ears very fast for about a minute. I do not think it took us longer than that to get out of range and out of sight. . . . When we arrived at a perfectly safe position we halted to take an account of damages. . . .

After the rain of the night before and the frequent heavy rains for some days previous, the roads were almost impassable. The enemy, carrying his artillery and supply trains over them in his retreat, made them still worse for troops following. I wanted to pursue, but had not the heart to order the men who had fought desperately for two days, lying in the mud and rain whenever not fighting, and I did not feel disposed to positively order Buell, or any part of his command, to pursue. . . . [T]he commanding officer, General A. McD. McCook, rode up to where I was and appealed to me not to send his division any farther, saying that they were worn out with marching and fighting. This division had marched on the 6th from a point ten or twelve miles east of Savanna, over bad roads. . . .

Shiloh was the most severe battle fought at the West during the war, and but few in the East equaled it for hard, determined fighting. I saw an open field, in our possession on the second day, over which the Confederates had made repeated charges the day before, so covered with dead that it would have been possible to walk across the clearing, in any direction, stepping on dead bodies, without a foot touching the ground. On our side Federal and Confederate were mingled together in about equal proportions; but on the remainder of the field nearly all were Confederates. . . .

More than half the [Union] army engaged the first day was without experience or even drill as soldiers. The officers with them, except the division commanders, and possibly two or three of the brigade commanders, were equally inexperienced in the war. The result was a Union victory that gave the men who achieved it great confidence in themselves ever after.

The enemy fought bravely, but they had started out to defeat and destroy an army and capture a position. They failed in both, with very heavy loss in killed and wounded, and must have gone back discouraged and convinced that the "Yankee" was not an enemy to be despised.

After the battle I gave verbal instructions to division commanders to let the regiments send out parties to bury their own dead, and . . . to report the numbers so buried. . . .

Our loss in the two-days' fight was 1754 killed, 8408 wounded, and 2885 missing. . . . [Confederate General P. G. T.] Beauregard reported a total loss of 10,699, of whom 1728 were killed, 8012 wounded, and 957 missing. This estimate must be



incorrect. We buried, by actual count, more of the enemy's dead . . . than here reported . . .

Up to the battle of Shiloh, I, as well as thousands of other citizens, believed that the rebellion against the Government would collapse suddenly and soon if a decisive victory could be gained over any of its armies. [Forts] Donelson and Henry were such victories. . . . The Tennessee and Cumberland rivers, from their mouths to the head of navigation, were secured. But when Confederate armies were collected which not only attempted to hold a line farther south, from Memphis to Chattanooga, and Knoxville, and on to the Atlantic, but assumed the offensive, and made such a gallant effort to regain what had been lost, then, indeed, I gave up all idea of saving the Union except by complete conquest. Up to that time it had been the policy of our army, certainly of that portion commanded by me, to protect the property of the citizens whose territory was invaded, without regard to their sentiments, whether Union or Secession. After this, however, I regarded it as humane to both sides to protect the persons of those found at their homes, but to consume everything that could be used to support or supply [the Union] armies. . . . I continued this policy to the close of the war. Promiscuous pillaging, however, was discouraged and punished.

## Lesson One: Document Analysis Worksheet

Ulysses S. Grant, "The Battle of Shiloh," *The Century*, February 1885

**Directions:** Please answer the following critical thinking questions below as a foundation for discussion about the Battle of Shiloh. Evidence from the article should be cited in your responses.

1. How prepared were the Union soldiers for the Battle of Shiloh (April 6, 1862), and how did many Union soldiers react during the opening moments of the battle?
2. Why was the Union army successful in repelling the Confederate attack on the first day of the battle?
3. (a) Briefly describe the Union camp conditions that General Grant and his soldiers experienced on the night between the first and second days of the Battle of Shiloh.  
  
(b) In his description of the amputations in the log-house hospital, why do you think that Grant remarked, "The sight was more unendurable than encountering the rebel fire?"
4. Why was the Union army's counterattack on the second day (April 7, 1862) of the battle successful in forcing the Confederate army to retreat in defeat?



5. (a) According to General Grant, how costly was the Battle of Shiloh to the Union and the Confederate armies?  
(b) Was the result of the Union army's victory at Shiloh worth these costs? Briefly explain your viewpoint.
  
6. Describe the impact of the Battle of Shiloh on the Union and Confederate armies.
  
  
7. (a) How did General Grant's experience at the Battle of Shiloh affect his mindset and strategy to defeat the Confederacy and win the Civil War?  
(b) Do you agree or disagree with Grant's perspective on the Confederacy after the Battle of Shiloh? Briefly explain your viewpoint.

## Night One – Poetry Analysis

### "The Drummer Boy of Tennessee" (1862)

by Minnie Hart

When called the fife and drum at morn  
The soldier from his rest,  
And those to higher honors born  
With softer couches blest,  
There came; a captain brave to seek,  
Deep in her mourning clad,  
By loss made sad, and journeying weak,  
A mother and a lad –  
And they had come from Tennessee,  
Waiting the beat of reveille.  
But, penniless and widowed,  
Her story soon she told:  
The hand of traitor had not spared  
Her husband's life nor gold;  
And now she brought her only son,  
To fill the drummer's place;  
Thus young his daily bread to earn,  
His country's foes to face;  
For he had leaned in Tennessee,  
To beat the call of reveille.  
The boy upturned his eager gaze,  
And, with a beating heart,  
He read upon the captain's face  
Both kindness and doubt;  
For he had marked his tender years,  
His little fragile form –  
"Don't be afraid," he boldly cried,  
"For, captain, I can drum!"  
And I have come from Tennessee,  
To sound for you the reveille.  
"Well, call the fifer! – bring the drum,  
To test this noble youth!"  
And well his part he did perform,  
A "Drummer Boy," in truth!  
"Yes, madam, I will take your boy,"  
The captain kindly said.  
"Oh! bring him back," [her] quick reply,  
"Unnumbered with the dead!"  
And EDDIE LEE, of Tennessee,  
Shall play for you the reveille."  
'Twas many a weary march was made,  
To sound of drum and fife,  
And well the "Drummer Boy" essayed

To play the "march of life;"  
Each soldier loved and sought to share  
Their part of good with him;  
The fife on his back did bear  
Across each swollen stream,  
This "Drummer Boy" from Tennessee,  
Who beat with him the reveille.  
But, came the battle shock, and doom  
Of one great "LYON" heart,  
The victor's shout — the victim's groan,  
Fulfilled their fearful part!  
And, on that blood-stained field of woe  
The darkness spread its pall!  
The morning dawned on flying foe;  
When, list! the "morning call!"  
Our drummer Boy from Tennessee,  
Beating for help the reveille!  
Upon the valley sod he lay,  
Besides a lifeless foe,  
Whose dying hand had sought to stay  
The life-blood's ebbing flow;  
The quivering drum yet echoing  
The beating of his heart —  
The encamping angel beckoning  
From drum and fife to part!  
And Eddie Lee, of Tennessee,  
Awaits the final reveille!

<http://whilbr.org/itemdetail.aspx?idEntry=893>



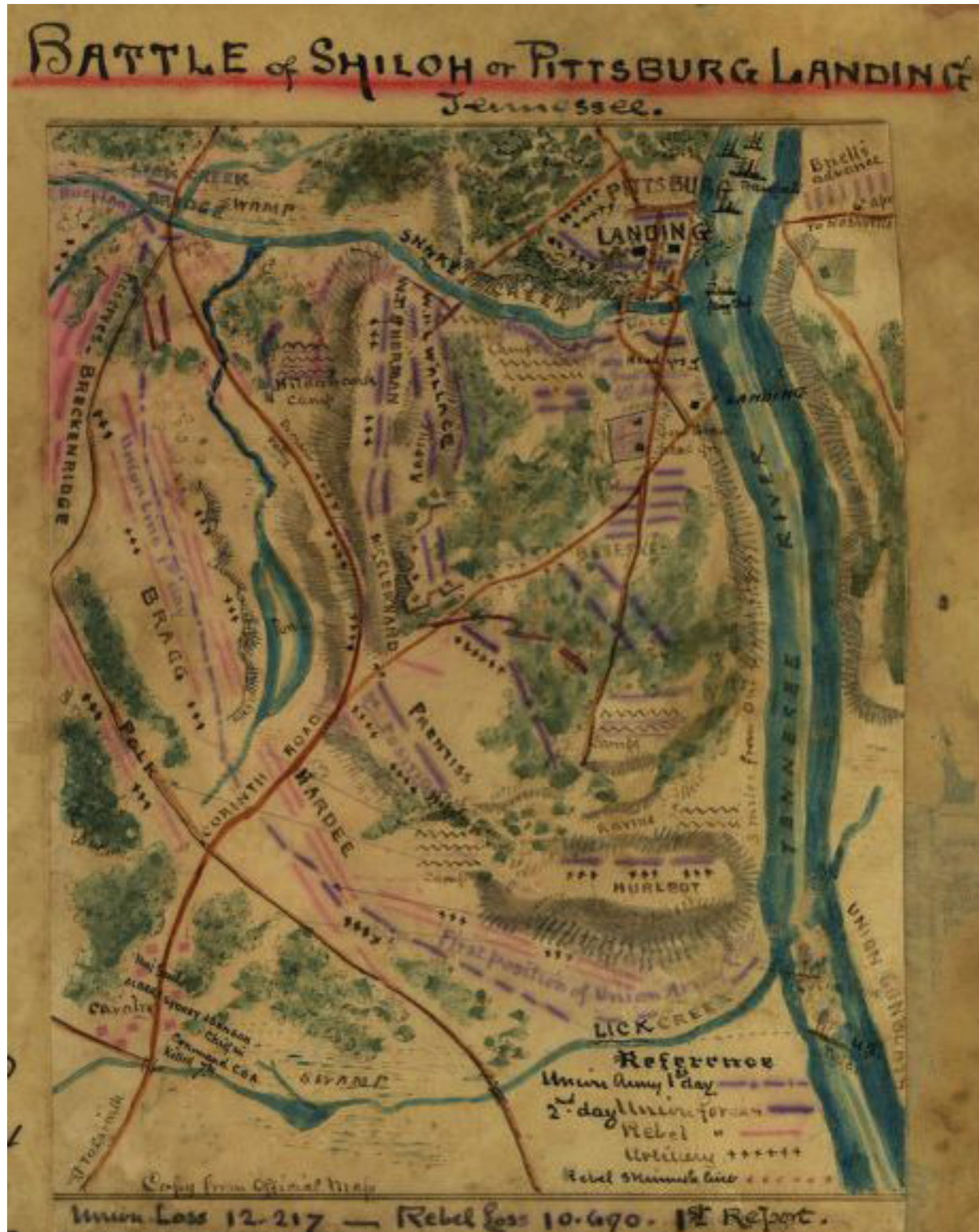
"Shiloh. A Requiem. (April, 1862.)"

by Herman Melville

Skimming lightly, wheeling still,  
    The swallows fly low  
Over the field in clouded days,  
    The forest-field of Shiloh—  
Over the field where April rain  
Solaced the parched ones stretched in pain  
Through the pause of night  
That followed the Sunday fight  
    Around the church of Shiloh—  
The church so lone, the log-built one,  
That echoed to many a parting groan  
    And natural prayer  
    Of dying foemen mingled there—  
Foemen at morn, but friends at eve—  
    Fame or country least their care:  
(What like a bullet can undeceive!)  
    But now they lie low,  
While over them the swallows skim,  
    And all is hushed at Shiloh.

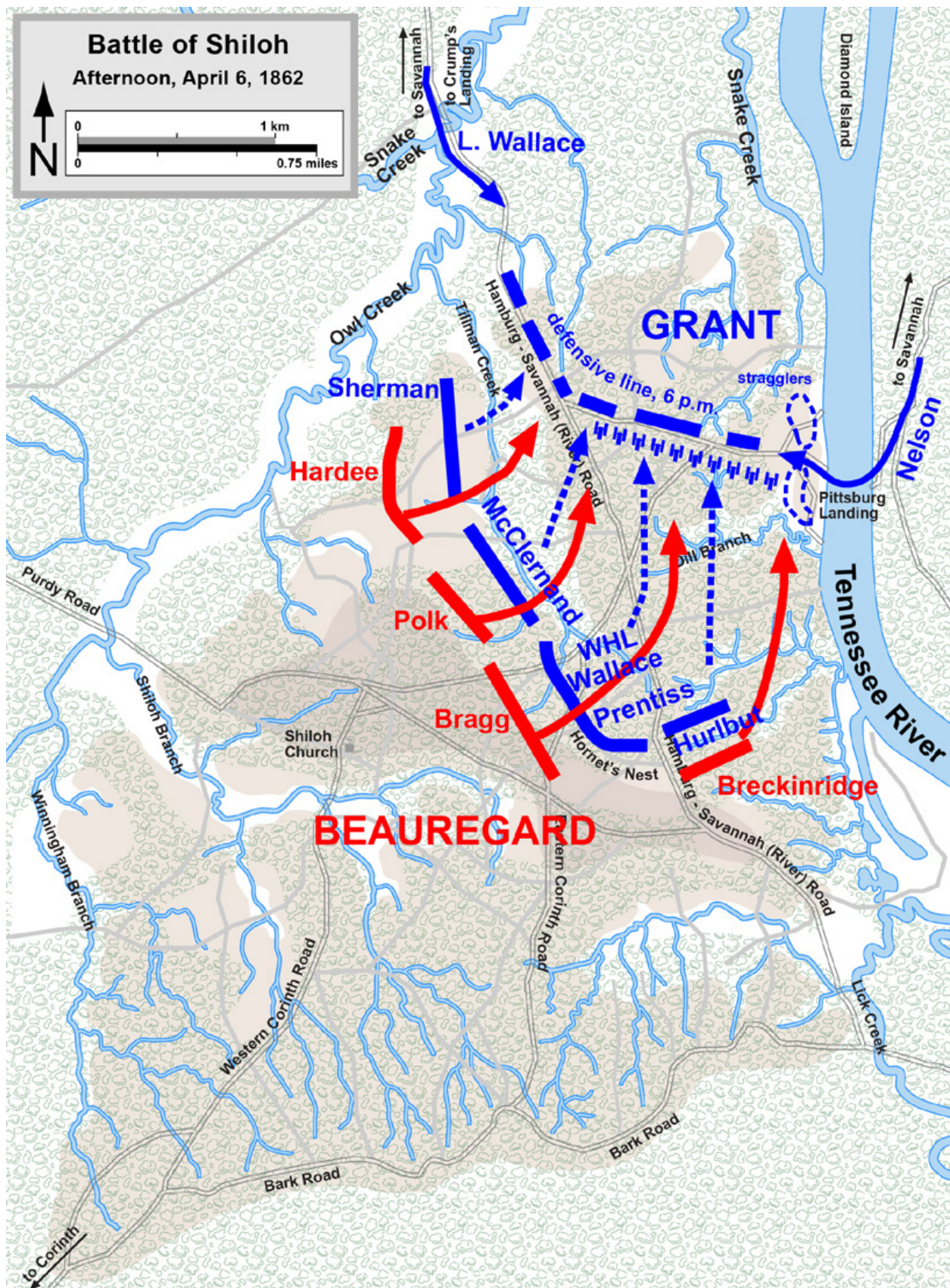
## Night One - Map Analysis: Battle of Shiloh

Map: Battle of Pittsburg Landing or Shiloh, April 6 and 7, 1862 with Total Casualty (Killed, Wounded, and Missing) Losses for the Union (Yankee) Army at 12,217, and Rebel (Confederate) Army at 10,690.



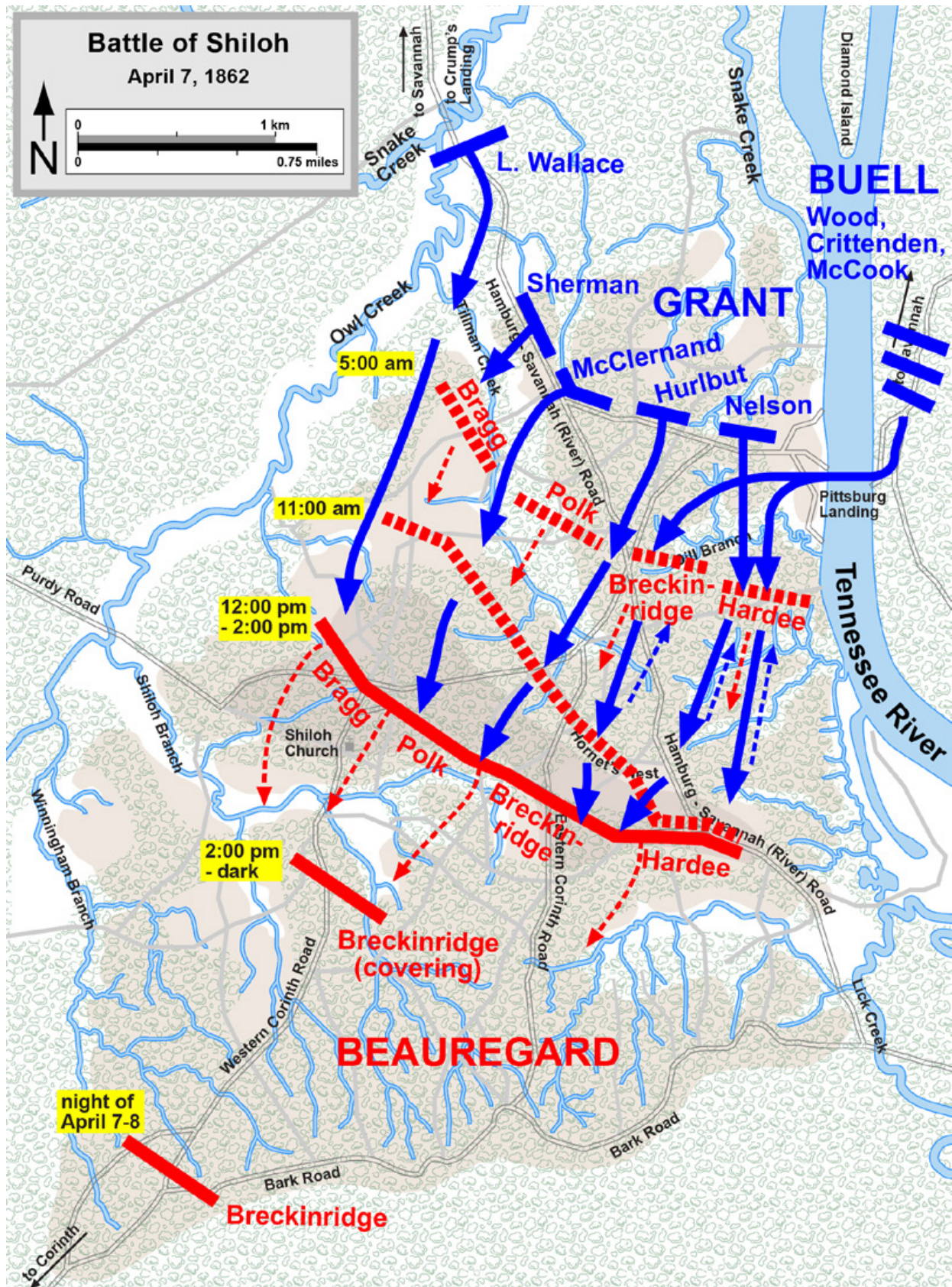


Map: First Day of the Battle of Shiloh, April 6, 1862





Map: Second Day of the Battle of Shiloh, April 7, 1862, with Battle Time Frame



## MAP ANALYSIS ORGANIZER

1. Does the map have a title?
2. When was the map drawn?
3. Why do you think this map was made? List two parts of the map that tell you this.
4. What place or places are on the map?
5. Is it similar or different from maps that you use?
6. When was the map drawn?
7. What geographic features does the map show?



Put this in after Cold Harbor  
About the time the Army reached  
James River probably will be best.

I have always regretted that the last order  
at Cold Harbor was ever made. I might say the same  
thing of the assault of the 22<sup>d</sup> of May, at Vicksburg. At  
Cold Harbor no advantage whatever was gained to compensate  
for the heavy loss we sustained. Indeed the advantage  
other than that of those of relation lines, were  
the Confederate side. Before that the Army of  
Northern Virginia had acquired a whole  
regard for the courage, endurance and soldierly  
generally of the Army of the Potomac. They  
longer wanted to fight them one Confederate to  
"Yankee". Indeed they seemed to have given up  
the idea of gaining any advantage of them, and  
in the open field. They had come to much more  
heart under in their front to the Army of the Potomac.  
This change seemed to revive their hope temporarily.  
It was of but short duration however. The  
on the Army of the Potomac was the reverse. When  
reached the ~~the~~ James River however all  
of the battle of Cold Harbor seemed to have disappeared.  
There was more justification for the



## Night Two – Guidelines + Introduction

### Unit Overview

In this lesson developed to correspond with Episode Two of Grant, parents and their children will analyze different sets of documents pertaining to the life and career of Ulysses S. Grant as well as to aspects of the Civil War. Families will have the opportunity to explore primary source images, letters by Grant, materials on Abraham Lincoln, and a memoir by a Southern woman who experienced the Siege of Vicksburg. Each lesson in the series is designed so that parents and their children will walk away with an expanded understanding of American history. The word “history” comes from the Greek word “historia,” which translates as inquiry. As you will see, each lesson is built on essential questions, inquiries which require readers to look for evidence in the primary sources in order to move beyond opinions and respond with facts.

### Objectives

Students will be able to:

- Demonstrate understanding of both literal and inferential aspects of text-based evidence
- Summarize the content of a primary source document
- Draw conclusions based on direct evidence found in the text
- Analyze visual primary sources

### Essential Questions

Students will consider both overarching essential questions and several lesson-specific essential questions and generate their own essential questions. The lesson-specific essential questions include the following:

- To what extent did the views of General Ulysses S. Grant and President Abraham Lincoln coincide on African American emancipation and participation in the Union Army war effort?
- In what ways was General Grant’s military leadership essential to the Union victories at the Battles of Vicksburg and Chattanooga?
- Should the outcome of the Battle of Vicksburg be viewed as a turning point in the Civil War?
- Should Grant be viewed as a competent and compassionate commanding general? (Case Study: Battle of Vicksburg, Battle of Chattanooga, and/or the Battle of the Wilderness Campaign)
- Were General Grant’s military strategy of complete conquest and tactics of total war effective or excessive (appropriate or inappropriate) to defeat the Confederacy and win the Civil War?

## Historical Background

The strategy for the North to achieve victory in the Civil War (1861–1865) resided in the strength of its superior demographic, financial, industrial, naval, and transportation (railroad) resources as well as the tenacity of its patriotic and moral commitment to restore the Union and emancipate African Americans from enslavement. The North intended to defeat the Confederacy through its “anaconda plan” of offensively squeezing it to death, which included the “divide and conquer” partition of the South into two regions by seizing control of the Mississippi River, the naval blockade of the South to sever European assistance and trade, and the crushing of Southern resistance through the territorial capture and occupation of important cities and transportation hubs, junctions, and waterways.

Initially, both sides believed that the duration of the war would last only several weeks. However, after several unexpected Union battle defeats in Virginia, the illusion of a short war was transformed into a protracted series of bloody and deadly confrontations with ferocious fighting on both land and water, resulting in unprecedented heavy casualties. The major battle theaters on land were the West, defined by territory west of the Appalachian Mountains, and the East, where many brutal and destructive military campaigns were fought between the Union and Confederate capitals of Washington DC and Richmond respectively for nearly four years. On the water, hard-fought battles for control of the Mississippi River with notable Union victories by Admiral David Farragut at New Orleans, Louisiana (1862) and General Ulysses S. Grant at Vicksburg, Mississippi (1863) imbued renewed confidence and buoyed morale among civilians, sailors, and soldiers in the North. However, such celebrated victories were counterbalanced with disappointing and humiliating Union army defeats and Confederate victories in northern Virginia at the Second Battle of Bull Run (1862), Fredericksburg (1862), and Chancellorsville (1863).

As the war’s stalemate status developed, its brutality and severity with wanton human casualties and widespread property destruction and human dislocation increased with each ensuing major battle as each side became more desperate and impatient, taking greater risks to achieve final victory. The attempted invasions of Confederate Generals Albert Sidney Johnston at the Battle of Shiloh (1862) and Robert E. Lee at the Battle of Antietam (1863) and the Battle of Gettysburg (1863) were successfully checked and repulsed by the Union army, but with extremely costly and unprecedented casualties on both sides.

As the war continued, the Union and the Confederacy resorted to emergency and extraordinary measures to defeat the opposition. Both the Union and Confederate governments drafted soldiers into their armies since volunteers were insufficient with the increasingly high number of casualties. Both

governments financed their warfare by issuing paper money, selling bonds, and enacting income taxes. Both wartime leaders, President Abraham Lincoln and Confederate president Jefferson Davis, assumed and exercised broad executive powers, taking control of the operation of the railroads, telegraph lines, and food distribution to civilians and soldiers.

Most notably, after the Union victory at the Battle of Antietam in September 1862, President Lincoln decided to exercise his war powers as the commander-in-chief of the armed forces by proclaiming that all enslaved persons in Confederate-held territories and states at war with the United States would be emancipated, effective on January 1, 1863. President Lincoln justified the constitutionality of his Emancipation Proclamation as a military necessity which broadened the moral meaning and humanitarian purpose of the war as a “new birth of freedom” for the nation. This Proclamation also reinforced the growing sentiment in the North which supported the emancipation of African Americans from enslavement, as the Union military forces were now fighting the war not merely to defeat secession but also to abolish slavery. Moreover, this Proclamation encouraged an increasing number of enslaved people to leave southern plantations and flee to freedom in Union military lines as well as authorized the use of freed slaves as soldiers in the Union army. African Americans were now given the opportunity to fight for their freedom. As the Union army successfully conquered additional Confederate states and territory with the progression of the war, President Lincoln eloquently stated in his Gettysburg Address of November 1863 that the United States had been “conceived in liberty and dedicated to the proposition that all men are created equal.”

As the tide of the war slowly turned toward Union success with pivotal victories at Vicksburg and Gettysburg in early July 1863, with a growing number of heavy casualties, bitterness and brutality on both sides accompanied eagerness and exasperation to employ almost any necessary means, however destructive and risky, to achieve the ends of complete conquest and final victory. The concept of “total war” and “scorched earth” and “unconditional surrender” policies were adopted by the Union army, as evidenced by the relentless attacks of General Grant against Robert E. Lee’s Confederate army in the battle campaigns of the Wilderness, Spotsylvania, and Cold Harbor in Virginia (1864), which significantly reduced the size of Lee’s army and severed its vital supply lines. General William Sherman’s aggressive tactics of “total war” wreaked devastating destruction of property in his “March to the Sea” from Chattanooga, Tennessee across the state of Georgia from Atlanta to Savannah, and finally north to South Carolina, the first state to secede, where the city of Columbia was ultimately set on fire. Such strategies as “complete conquest,” “scorched earth,” “trench warfare,” and “total war” foreshadowed the development of modern warfare, later seen in World War I.



## Guidelines

1. The context and development of these discussions can be focused through the lenses of the thought-provoking “essential questions” posed below. This menu of “essential questions” can provide choices and cognitive blueprints for framing the historical resources and learning activities that are presented in this lesson unit, as well as a thought-provoking context for conversation by students, parents, and teachers.
2. Parents and their children can choose all or some of the documents included in the Gilder Lehrman Institute guide. The materials and topics are presented in 3 clusters. The first is a visual cluster and there are 4 images which pertain to topics covered in Episode 2. Depending on your interest, you can engage with one or all of the visual materials by using the attached Details, Description, Decision organizer to gather your thoughts for discussion.
3. Similarly, you can move on to the comparative views of General Ulysses S. Grant and President Abraham Lincoln on the enslavement and emancipation of African Americans (5 documents). Each document provides a different perspective on the topic. The other materials allow you to “drill down” into the varied viewpoints that Lincoln and Grant had regarding African Americans and slavery. Again, families have been provided organizers and essential questions to assist with discussion, debate, or further research into unanswered questions.
4. Two letters from Ulysses S. Grant are included in the Episode 2 Guide. Both focus on Grant’s strategy for Vicksburg and allow for discussion and analysis of the essential questions that focus on the issue of total warfare. An organizer enables families to concentrate on details and facts.
5. A unique document is provided in the memoir by an eyewitness to the Siege of Vicksburg. Mary Ann Loughborough, the wife of a Confederate officer, authored a vivid account of the hardships she and other citizens of Vicksburg experienced during the spring and summer of 1863 when they took to living in caves they dug in hillsides within the besieged city. Grant’s strategy had begun to develop into total war by which even civilian populations were subjected to violence. Read the excerpt from the memoir, use the organizer provided, and discuss how Loughborough’s experience sheds light on the concept of total warfare.
6. Lastly, a map is available which permits families to consider the impact of landscape and terrain in combat. Discussion once again can be guided by the attached Map Analysis organizer.

## Night Two - Analyzing Illustrations + Cartoons



**"The Siege of Vicksburg—Approach of M'Pherson's Saps to the Rebel Works**  
 —From a Sketch by Mr. Theodore R. Davis," engraving in Harper's Weekly, July 11, 1863, p. 436.



**The Old Bull Dog on the Right Track**  
 Currier & Ives, The Old Bull Dog on the Right Track, print depicting General George McClellan and Abraham Lincoln, 1864





Teaching the Negro Recruits the Use of the Minie Rifle





**Etching of a Southern wife praying in makeshift cave home during bombardment of Vicksburg**

Adalbert John Volck, Etching of a Southern wife praying in makeshift cave home during bombardment of Vicksburg, printed in [Adalbert Volck], *V. Blada's War Sketches* ([Baltimore], 1864), plate 30.

## Details, Description, and Decision

Image # \_\_\_\_\_

### People

Descriptive Details About:  
Identify the person/people in this image.

Descriptive Summary Sentence:

### Objects

Descriptive Details About:  
Identify the object(s) in this image.

Descriptive Summary Sentence:

### Action/Activity

Descriptive Details About:  
Identify the action/activity in this image.

Descriptive Summary Sentence:

### Overall Assessment

Decision  
What have I learned about the Civil War  
from this image?

## Night Two - Grant, Lincoln, Enslavement + Emancipation

### Comparative Views of General Ulysses Grant and President Abraham Lincoln on the Enslavement and Emancipation of African Americans

#### Document No. 1: Abraham Lincoln, excerpt from the First Inaugural Address, March 4, 1861

Apprehension seems to exist among the people of the Southern states that by the accession of a Republican administration their property and their peace and personal security are to be endangered. There has never been any reasonable cause for such apprehension. Indeed, the most ample evidence to the contrary has all the while existed and been open to their inspection. It is found in nearly all the published speeches of him who now addresses you. I do but quote from one of those speeches when I declare that – I have no purpose, directly or indirectly, to interfere with the institution of slavery in the states where it exists. I believe that I have no lawful right to do so, and I have no inclination to do so. . . . One section of our country believes slavery is right and ought to be extended, while the other believes it is wrong and ought not to be extended. This is the only substantial dispute . . . In your hands, my dissatisfied fellow-countrymen, and not in mine, is the momentous issue of civil war. The Government will not assail you. You can have no conflict without yourselves being the aggressors. We are not enemies, but friends. We must not be enemies. Though passion may have strained it must not break our bonds of affection. The mystic of memory, stretching from every battlefield and patriot grave to every living heart and heartstone all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature."

Source: [gilderlehrman.org/sites/default/files/inline-pdfs/01264\\_0.pdf](http://gilderlehrman.org/sites/default/files/inline-pdfs/01264_0.pdf)

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#### Document No. 2: Abraham Lincoln, excerpt from the Emancipation Proclamation, January 1, 1863

Now, therefore, I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as commander in chief . . . and as a fit and necessary war measure for suppressing said rebellion do . . . order and designate as the States and parts of States wherein the people thereof, respectively, are this day in rebellion against the United States, the following . . .

I do order and declare that all persons held as slaves within said designated States and parts of States are and henceforward shall be free; and that the Executive government of the United States, including the military and naval



authorities thereof, will recognize and maintain the freedom of said persons. . . . And I further declare . . . that such persons, of suitable condition, will be received into the armed service of the United States . . .

And upon this act, sincerely believed to be an act of justice warranted by the Constitution upon military necessity, I invoke the considerate judgment of mankind and the gracious favor of Almighty God.

Source: [gilderlehrman.org/collection/glc00004](http://gilderlehrman.org/collection/glc00004)

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**Document No. 3: Letter of Ulysses S. Grant to President Abraham Lincoln,  
August 23, 1863**

I have given the subject of arming the negro my hearty support. This, with the emancipation of the negro, is the heaviest blow yet given the Confederacy. The South care a great deal about it and profess to be very angry. But they were united in their action before and with the negro under subjection could spare their entire white population for the field. Now they complain that nothing can be got out of their negroes. . . . In this particular instance there is no objection however to my expressing an honest conviction. That is, by arming the negro we have added a powerful ally. They will make good soldiers and taking them from the enemy weaken him in the same proportion they strengthen us. I am therefore most decidedly in favor of pushing this policy to the enlistment of a force sufficient to hold all the South falling into our hands and to aid in capturing more. Thanking you very kindly for the great favors you have ever shown me I remain, very truly and respectfully, Your obt. Svt., U. S. Grant

Source: *The Papers of Ulysses S. Grant*, Volume 9: July 7 to December 31, 1863, pages 195–197.

[msstate.contentdm.oclc.org/digital/collection/USG\\_volume/id/2946/rec/9](http://msstate.contentdm.oclc.org/digital/collection/USG_volume/id/2946/rec/9)

**Document No. 4: Ulysses S. Grant, "General Orders No. 14," Headquarters District of West Tennessee, Fort Donelson, February 26, 1862**

General Orders No. 14: General Orders No. 3 of the series of 1861, from Headquarters, the Department of Missouri, are still in force and must be observed. The number of citizens who are applying for permission to pass through the camps, to look for their fugitive slaves, proves the necessity of the order, and its faithful observance. Such permits cannot be granted. . . . Such slaves as were within the lines at the time of the capture of Fort Donelson, and such as have been used by the enemy, in building the fortifications, or in any way hostile to the Government, will not be released, or permitted to return to their Masters but will be employed in the Quarter Masters Department for the benefit of the Government. All officers and companies, now keeping slaves so captured, will immediately report them to the District Quartermaster. Regional Commanders will be held accountable for all violations of this order, within their respective commands.

By Order of Brig. General U. S. Grant, Commanding

P. S. You will promulgate this order to your command at once.

Source: *The Papers of Ulysses S. Grant*, Volume 4: January 8 to March 31, 1862, pages 290–291.

[msstate.contentdm.oclc.org/digital/collection/USG\\_volume/id/17171/rec/13](https://msstate.contentdm.oclc.org/digital/collection/USG_volume/id/17171/rec/13)

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**Document No. 5: Ulysses S. Grant, "Chattanooga," *The Century*, November 1885, pp. 128–145.**

[In this article Ulysses S. Grant reassesses and recollects the impact of slavery and southern society on the United States during the era of the Civil War. This article was published twenty years after the conclusion of the Civil War.]

The South was more to be benefited by defeat than the North. The latter had the people, the institutions, and the territory to make a great and prosperous nation. The former was burdened with an institution abhorrent to all civilized peoples not brought up under it, and one which degraded labor, kept it at ignorance, and enervated the governing class. With the outside world at war with the institution, they could not have extended their territory. . . . The whites could not toil without being degraded, and those who did, were denominated 'poor white trash.' The system of labor would have soon exhausted the soil and left the people poor. The non-slaveholders would have left the country [the South], and the small

slaveholder must have sold out to his more fortunate neighbors. Soon the slaves would have outnumbered the masters, and not being in sympathy with them, would have risen in their might and exterminated them. The war was expensive to the South as well as the North, both in blood and treasure; but it was worth all it cost.



## Lesson Two: Document Analysis Worksheet for Documents Nos. 1 to 5

Directions: Please complete the following critical thinking questions below as a foundation for conversation and discussion about the comparative views of General Ulysses Grant and President Abraham Lincoln on the enslavement and emancipation of African Americans. Evidence and information from the document excerpts should be referenced in your responses.

- Based on his "First Inaugural Address," how was President Abraham Lincoln going to respond to slavery in the southern states at the beginning of the Civil War?
  - How did President Lincoln define and describe the disagreement and division between the North and the South in his First Inaugural Address?
- Why did President Abraham Lincoln issue the Emancipation Proclamation (1863), and how did this Proclamation affect the lives of enslaved African Americans?
- Briefly explain General Ulysses Grant's viewpoint on President Lincoln's Emancipation Proclamation, and how would the Emancipation Proclamation affect the Union war effort?

4. Based on General Orders No. 14, how were General Grant and the Union army going to react to runaway slaves fleeing southern plantations and seeking freedom and safety with the Union army?
  
5. According to General Grant's recollection of the Battle of Chattanooga, why was the defeat of the South and the abolition of slavery justified and beneficial to the United States?
  
6. (a) Based on the historical information in the five document excerpts, compare the views of General Ulysses Grant and President Abraham Lincoln on the enslavement and emancipation of African Americans as well as their participation in the Union army during the Civil War.  
(b) To what extent did the views of General Grant and President Lincoln concur and coincide on the issues of African American enslavement, emancipation, and participation in the Civil War? Briefly explain your viewpoint.

## Night Two - Lt. Gen. Grant Takes Command

### Introduction

By the spring of 1864, the Army of the Potomac had been through four commanders, but none had been able to defeat Robert E. Lee or capture any significant ground. In contrast, in the west, Union General Ulysses S. Grant had defeated two Confederate armies (one at Fort Donelson in 1861 and another at Vicksburg in 1863) and had captured key cities along the Confederate supply lines.

In December 1863, Grant's supporter Congressman Elihu B. Washburne introduced a bill to revive the grade of Lieutenant General, a rank that was held only by George Washington and had been retired by John Adams in 1798. Congress approved the bill on February 29, 1864 and President Abraham Lincoln immediately nominated Grant for the rank. Lincoln recognized both Grant's resolve and his success on the battlefield. Lincoln believed that he had at last found a general who could win the war.

Lincoln then gave Grant command of all Union Armies. While Grant would be responsible for coordinating the movements of the army in both theaters of the war, he traveled east to personally lead the Army of the Potomac against Robert E. Lee in Virginia. In General Orders, No. 1, issued on March 17, 1864, Grant announced his plan to his men. "I assume command of the Armies of the United States. Head-Quarters will be in the Field; and, until further orders, will be with the Army of the Potomac."

Under Grant, the Union strategy in Virginia went from capturing specific targets to pursuing total warfare with an emphasis on the destruction of the Confederate army, economy, supplies, and morale. Grant's primary objective was to demolish Robert E. Lee's army. Although Lee had never faced Grant in battle, he knew that Grant would not be as easy to defeat as his predecessors. As Grant took command, Lee's uneasiness was evident. In a letter to his son, William Fitzhugh "Rooney" Lee, General Lee compelled Rooney to return to service, even though Rooney was grief-stricken over the deaths of his wife and two children. General Lee emphasized duty and reminded his son that every available man would be needed to save the Confederacy.



## Excerpts

Excerpt from Ulysses S. Grant, General Orders, No. 1, March 17, 1864 (The Gilder Lehrman Institute of American History, GLC02016.174)

"Under the authority of the Act of Congress, to revive the grade of Lieutenant General in the United States Army, approved February 29th, 1864, Lieutenant General ULYSSES S. GRANT, U. S. A., is assigned to the command of the Armies of the United States.

ABRAHAM LINCOLN"

I assume command of the Armies of the United States.

Head-Quarters will be in the Field; and, until further orders, will be with the Army of the Potomac.

There will be an office Head-Quarters in Washington, D. C., to which all official communications will be sent, except those from the Army where Head-Quarters are at the date of their address.

U. S. GRANT

*Lieutenant General, U. S. A.*

Excerpt from letter of Robert E. Lee to William Fitzhugh (Rooney) Lee, April 24, 1864 (The Gilder Lehrman Institute of American History, GLC05979)

We Cannot indulge in grief however mournful yet pleasing. Our Country demands all our thoughts, all our energies. To resist the powerful Combination now forming against us, will require every man at his place. If victorious we have everything to hope for in the future. If defeated nothing will be left us to live for.

## Questions for Discussion

1. How successful was Ulysses S. Grant as the Union commanding general in the western theater of the Civil War?
2. How did President Abraham Lincoln honor General Grant's successes as a battlefield commander?
3. In General Orders, No. 1, Grant announced that his military headquarters and the Army of the Potomac would conduct their operations "in the field." How did that decision reflect Grant's military strategy for winning the Civil War?
4. According to Grant's strategy of total war, how was the Union army planning to defeat Robert E. Lee and the Confederate army?
5. Why did Robert E. Lee prioritize military duty over personal family matters? Do you agree or disagree with his viewpoint? Explain.

Important

#174

HEAD-QUARTERS ARMIES OF THE UNITED STATES,  
NASHVILLE, TENN., MARCH 17TH, 1864.

GENERAL ORDERS, }  
No. 1.

In pursuance of the following Order of the President:

"EXECUTIVE MANSION.

"Washington, D. C., March 10th, 1864.

"Under the authority of the Act of Congress, to revive the grade of Lieutenant  
"General in the United States Army, approved February 29th, 1864, Lieutenant  
"General ULYSSES S. GRANT, U. S. A., is assigned to the command of the Armies  
"of the United States.

"ABRAHAM LINCOLN."

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communications will be sent, except those from the Army where Head-Quarters are  
at the date of their address.

U. S. GRANT,  
*Lieutenant General, U. S. A.*

OFFICIAL:

*Assistant Adjutant General.*



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U. S. GRANT

*Lieutenant General, U. S. A.*

OFFICIAL:

*Assistant Adjutant General*

Camp Range Co: 24 Apr '64

I rec<sup>d</sup> last night my dear Son your letter of the 22<sup>nd</sup>. It has given me great Comfort. God knows how I loved your dear dear Wife, how sweet her memory is to me, & how I mourn her loss. My grief could not be greater if you had been taken from me. You were both equally dear to me. My heart is too full to speak on this subject, nor can I write. But my grief is not for her, but for ourselves. She is brighter & happier than ever, safe from all evil & awaiting us in her Heavenly abode. May God in his <sup>merciful</sup> <sup>ways</sup> enable us to join her in eternal praise to our Lord & Saviour. Let us humbly bow ourselves before him & offer perpetual prayer for pardon & forgiveness!

But we cannot indulge in grief however mournful yet pleasing. Our Country demands all our thoughts, all our energies, to resist the powerful Combination now forming against us, will require every man at his place. If victorious we have everything to hope for in the future. If defeated nothing will be left us to live for. I have not heard what action has been taken by the Supt in reference to my recommendations concerning the organization



of the Oar<sup>y</sup> But we have no time to wait  
+ you had better join your brigade. This week  
will in all probability bring us active work,  
+ we must strike fast + strong. My whole  
trust is in God, + I am ready for whatever  
he may ordain. May he guide guard  
+ strengthen us is my constant prayer —  
Your devoted father

R Du

Ind Wm F. Lee



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But we Cannot indulge in grief however mournful yet pleasing. Our Country demands all our thoughts, all our energies. To resist the powerful Combination now forming against us, will require every man at his place. If victorious we have everything to hope for in the future. If defeated nothing will be left us to live for. I have not heard what action has been taken by the Dept in reference to my recommendations Concerning the organization of the Cavy. But we have no time to wait & you had better join your brigade. This week will in all probability bring us active work & we must strike fast & strong. My whole trust is in God, & I am ready for whatever he may ordain. May he guide guard & strengthen us is my Constant prayer!

Your devoted father

R E Lee

## Night Two – Analyzing Letters: Ulysses S. Grant on the Siege of Vicksburg

### Excerpt of letter from Edgar Pearce to Frederic Pearce describing the aftermath of the Battle of Shiloh from a Union perspective, April 17, 1862

I received your letter last Sunday morning and will freely admit that I was very much pleased to see that you had really devoted a whole sheet to your unworthy brother away down South in Dixie and in the midst of Secesh [the Confederacy], but although it is a[n] exciting fact, it is here that we are in the midst of Secesh [Confederates] for they lay all around us in the shelf of death, and now only a few rods from [us are]...over 250 dead bodies and all secesh, we did not bury Union men & rebels together at all.... A great number of them were killed on Sunday & when I rode on the field on Friday last dead bodies could still be seen lying round in the brush. It was an useful 24 hours work, but thank fortune now all is quiet and we still sit ...in our own beds.... But...we know not at what time the hole may open again in all its fury. We are directly in the advance, but now they have moved hosts of our army to the front and we are back of the center, and cannot be surprised as we were before....

He [the enemy] will at least make a desperate resistance, if he does not make another attack himself, he is said to have an army of 120,000 at his command, but he may not hold this number, 5 rebel deserts that came here a day or two ago say there he used all the eloquence he was master of to get his men to make an advance on us again but was unable to get his men to come up to fire. If this is true than it shows that his men are sensible to the last, for the probability is great they will get whipped most outrageously, if they do try again, for we are the conquerors, and they are whipped and disheartened.... We are flushed with victory and they are disheartened by defeat, they were too confident on last Sunday evening a week ago, when Beauregard telegraphed home that this was a second Manassas [Bull Run], that the Yankees fought with stubbornness, and with the bravery of despair, but the southern blood was too much for them, and that the Federals were completely whipped, in the next morning, he would take and kill the whole of the Federal forces....

[Confederate] General Beauregard is an able General, or he would not have caught us in the way he did before. I can't help admiring him as a military man, though I do wish someone had been lucky enough to shoot him. However Sidney A. Johnston [sic], who was the Commander in Chief was killed, and I have stood over his body....

I have rode over this field and through the dead...when the stench was so intolerable that my company, and old soldiers at that, had to throw their dinners all overboard, and that on horseback too....I had human bodies for my landmarks

from Monday till Friday night, and by that time they were so bloated that you could hardly tell what they were, and Union men at that...literally torn all to pieces, heads gone and bodies cut right in two...."

Source: <https://www.gilderlehrman.org/collection/glc00066075>

**Excerpt from Henry Morton Stanley, *Autobiography of Sir Henry Morton Stanley*, G. C. B. (ed. Dorothy Stanley, Boston and New York, 1909), pp. 187–188, 192, and 198.**

Day broke with every promise of a fine day. Next to me, on my right, was a boy of seventeen, Henry Parker. I remember it because, while we stood-at-ease, he drew my attention to some violets at his feet, and said, "It would be a good idea to put a few in my cap. Perhaps the Yanks won't shoot me if they see me wearing such flowers, for they are a sign of peace." "Capital," said I, "I will do the same." We plucked a bunch, and arranged the violets in our caps. The men in the ranks laughed at our proceedings, and had not the enemy been so near, their merry mood might have been communicated to the army.

We loaded our muskets, and arranged our cartridge-pouches ready for use. Our weapons were the obsolete flint-locks, and the ammunition was rolled in cartridge-paper, which contained powder, a round ball, and three buckshot. When we loaded we had to tear the paper with our teeth, empty a little powder into the pan, lock it, empty the rest of the powder into the barrel, press paper and ball into the muzzle, and ram home. Then the Orderly-sergeant called the roll, and we knew that the Dixie Greys were present to a man. Soon after, there was a commotion, and we dressed up smartly. A young Aide galloped along our front, gave some instructions to the Brigadier Hindman, who confided the same to his Colonels, and presently we swayed forward in line, with shouldered arms. . .

The world seemed bursting into fragments. Cannon and musket, shell and bullet, lent their several intensities to the distracting uproar. . . . I likened the cannon, with their deep bass, to the roaring of a great heard of lions; the ripping, cracking musketry, to the incessant yapping of terriers; the windy whisk of shells, and zipping of minie bullets, to the swoop of eagles, and the buzz of angry wasps. All the opposing armies of Grey and Blue fiercely blazed at each other.

After being exposed for a few seconds to this dreadful downpour, we heard the order to "Lie down, men, and continue your firing!" Before me was a prostrate tree, about fifteen inches in diameter, with a narrow strip of light between it and the ground. Behind this shelter a dozen of us flung ourselves. The security it appeared to offer restored me to my individuality. We could fight, and think, and observe, better than out in the open. But it was a terrible period! How the cannon



bellowed, and their shells plunged and bounded, and flew with screeching hisses over us! Their sharp rending explosions and hurtling fragments made us shrink and cower, despite our utmost efforts to be cool and collected. I marveled, as I heard the unintermitting patter, snip, thud, and hum of the bullets, how anyone could live under this raining death. I could hear the balls beating a merciless tattoo on the outer surface of the log, pinging vivaciously as they flew off at a tangent from it, and thudding into something or other, at the rate of a hundred a second. One, here and there, found its way under the log, and buried itself in a comrade's body. One man raised his chest, as if to yawn, and jostled me. I turned to him, and saw that a bullet has gored his whole face, and penetrated into his chest. Another ball struck a man a deadly rap on the head, and he turned on his back and showed his ghastly white face to the sky. . . .

Dead bodies, wounded men writhing in agony, and assuming every distressful attitude, were frequent sights . . . As for myself, I had only one wish, and that was for repose. The long-continued excitement, the successive tautening and relaxing of the nerves, the quenchless thirst, made more intense by the fumes of sulphurous powder, and the caking grime on the lips, caused by tearing the paper cartridges, and a ravening hunger, all combined, had reduced me to a walking automaton, and I earnestly wished that night would come, and stop all further effort.

Source: <https://archive.org/details/autobiographyofs00stanrich/page/n10/mode/2up>

## Night Two – Eyewitness Account: Vicksburg

**Excerpt from Mary Ann Webster Loughborough, *My Cave Life in Vicksburg. With Letters of Trial and Travel* (New York: D. Appleton and Company, 1864), pp. 60–62, 65, 72, 81–82.**

. . . We had neighbors on both sides of us; and it would have been an amusing sight to a spectator to witness the domestic scenes presented without by the number of servants preparing the meals under the high bank containing the caves.

Our dining, breakfasting, and supper hours were quite irregular. When the shells were falling fast, the servants came in for safety, and our meals waited for completion some little time; again they would fall slowly, with the lapse of many minutes between, and out would start the cooks to their work.

Some families had light bread made in large quantities, and subsisted on it with milk (provided their cows were not killed from one milking time to another), without any more cooking, until called on to replenish. Though most of us lived on corn bread and bacon, served three times a day, the only luxury of the meal consisting in its warmth, I had some flour, and frequently had some hard, tough biscuit made from it, there being no soda or yeast to be procured. At this time we could, also, procure beef. A gentleman friend was kind enough to offer me his camp bed, a narrow spring mattress, which fitted within the contracted cave very comfortably; another had his tent fly stretched over the mouth of our residence to shield us from the sun; and thus I was the recipient of many favors, and under obligations to many gentlemen of the army for delicate and kind attentions; and, in looking back to my trials at that time, I shall ever remember with gratitude the kindness with which they strove to ward off every deprivation. And so I went regularly to work, keeping house under ground. Our new habitation was an excavation made in the earth, and branching six feet from the entrance, forming a cave in the shape of a T. In one of the wings my bed fitted; the other I used as a kind of a dressing room; in this the earth had been cut down a foot or two below the floor of the main cave; I could stand erect here; and when tired of sitting in other portions of my residence, I bowed myself into it, and stood impassively resting at full height—one of the variations in the still shell-expectant life. . . . Our quarters were close, indeed; yet I was more comfortable than I expected I could have been made under the earth in that fashion.

We were safe at least from fragments of shell—and they were flying in all directions; though no one seemed to think our cave any protection, should a mortar shell happen to fall directly on top of the ground above us. . . .

The servants we had with us seemed to possess more courage than is usually attributed to negroes. They seldom hesitated to cross the street for water at any time. The "boy" slept at the entrance of the cave, with a pistol I had given him, telling me I need not be "afeared—dat any one dat come dar would have to go over his body first."

. . . Caves were the fashion—the rage—over besieged Vicksburg. Negroes, who understood their business, hired themselves out to dig them, at from thirty to fifty dollars, according to the size. Many persons, considering different localities unsafe, would sell them to others, who had been less fortunate, or less provident; and so great was the demand for cave workmen, that a new branch of industry sprang up and became popular—particularly as the personal safety of the workmen was secured, and money withal.

. . . How very sad this life in Vicksburg!—how little security can we feel, with so many around us seeing the morning light that will never more see the night! I could not sit quietly within hearing of so much grief; and, leaving my seat, I paced backward and forward before the low entrance of my house. The court-house bell tolled twelve; and though the shells fell slowly still around the spot where the young life had gone out, yet friends were going to and from the place.

How blighting the hand of warfare lay upon the town! even in the softening light of the moon—the closed and desolate houses—the gardens, with gates half open, and cattle standing amid the loveliest flowers and verdure! This carelessness of appearance and evident haste of departure was visible everywhere—the inhabitants, in this perilous time, feeling only anxiety for personal safety and the strength of their cave homes.

The moans of pain came slowly and more indistinct, until all was silent; and the bereaved mother slept, I hope—slept to find, on waking, a dull pressure of pain at her heart, and in the first collection of faculties will wonder what it is. Then her care for the child will return, and the new sorrow will again come to her—gone, forever gone!

Source: <https://drive.google.com/file/d/1s7Vli3CpfKQdycTIEoVTw4ehCm-3HhUT/view>



## Document Analysis Organizer for the Mary Ann Loughborough Memoir

**Important Phrases:** Which are the most powerful phrases in the memoir? Choose three phrases.

Phrase 1: \_\_\_\_\_

\_\_\_\_\_

Why is this phrase important or powerful?

\_\_\_\_\_

\_\_\_\_\_

Phrase 2: \_\_\_\_\_

\_\_\_\_\_

Why is this phrase important or powerful?

\_\_\_\_\_

\_\_\_\_\_

Phrase 3: \_\_\_\_\_

\_\_\_\_\_

Why is this phrase important or powerful?

\_\_\_\_\_

\_\_\_\_\_

**Critical Thinking Question:** Examples from the text must be cited in answering these questions.

1. Does the information in this memoir help you in defining "total war"?

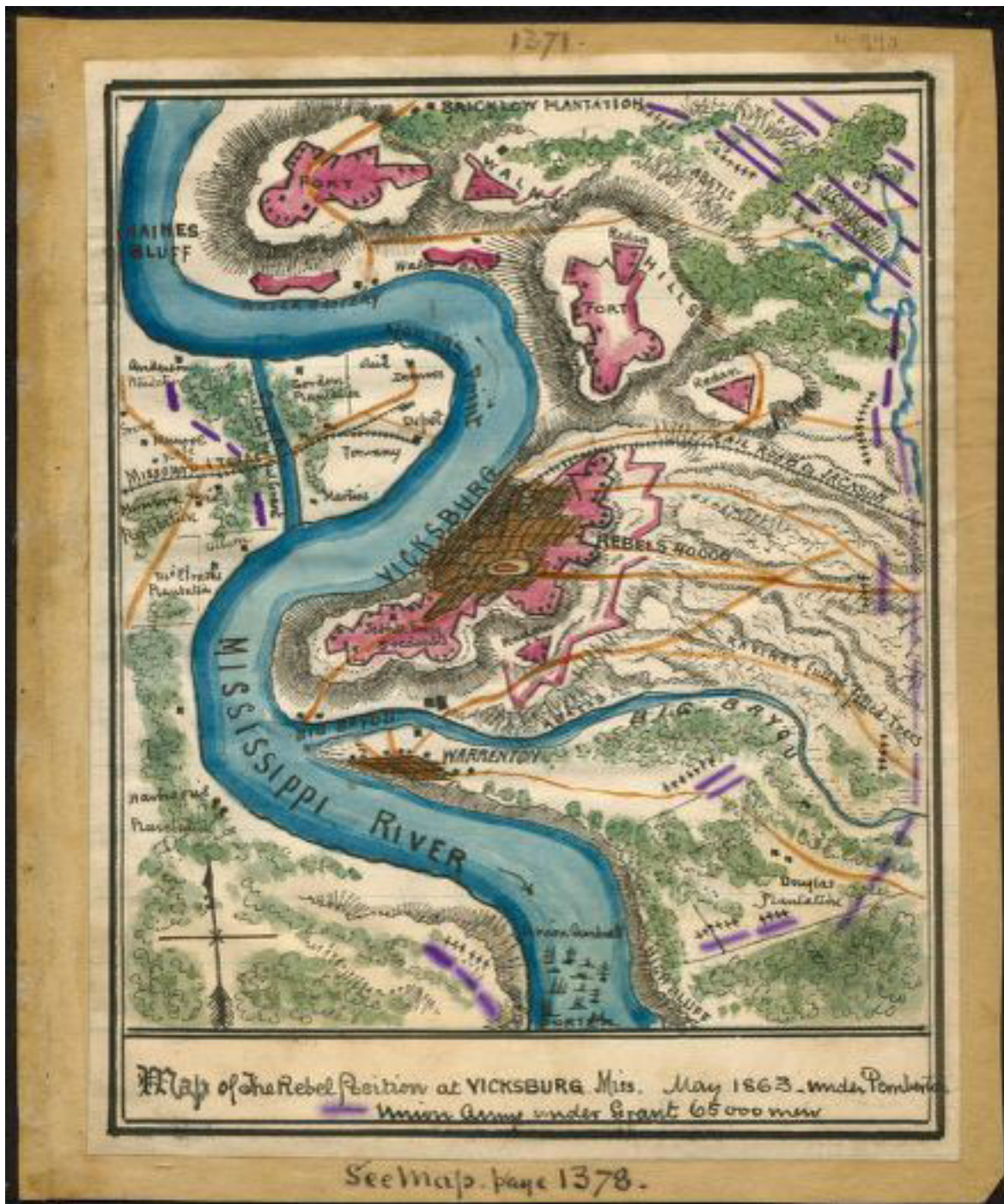
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## Night Two - Map Analysis



Map of the Rebel Position at Vicksburg, Miss., May 1863

<https://www.loc.gov/item/gvhs01.vhs00140/>

## MAP ANALYSIS ORGANIZER

1. Does the map have a title?
2. When was the map drawn?
3. Why do you think this map was made? List two parts of the map that tell you this.
4. What place or places are on the map?
5. Is it similar or different from maps that you use?
6. When was the map drawn?
7. What geographic features does the map show?



Put this in after Cold Harbor  
 About the time the Army reached  
 James River probably will be best.

I have always regretted that the last order at Cold Harbor was ever made. I might say the same thing of the assault of the 22<sup>d</sup> of May, at Vicksburg. At Cold Harbor no advantage whatever was gained to compensate for the heavy loss we sustained. Indeed the advantages other than that of those of relation lines, were on the Confederate side. Before that the Army of Northern Virginia had acquired a whole new regard for the courage, endurance and soldierly qualities generally of the Army of the Potomac. They no longer wanted to fight through one Confederate to get to the "Yanks." Indeed they seemed to have given up the idea of gaining any advantage of their advantage in the open field. They had come to much more heart work in their front to the Army of the Potomac. This change seemed to revive their hope temporarily. It was of but short duration however. The reverse on the Army of the Potomac was the reverse. When we reached the James River however all of the battle of Cold Harbor seemed to have disappeared. There was more justification for the

## Night Three – Guidelines + Introduction

### Unit Overview

In this lesson parents and their children will analyze different sets of documents related to the life, career, and presidency of Ulysses S. Grant as covered in Episode Three of Grant. The lesson will enable families to explore political cartoons, a letter by Grant, Grant's first inaugural address, and more. Maps, songs, and poems will provide additional context for a better understanding of Grant and his times. As was the case with the previous two guides, this lesson is designed so that parents and their children will walk away with an expanded understanding of American history. The word "history" comes from the Greek word "historia," which translates as inquiry. Like the previous two guides, this one is built on essential questions, inquiries which require readers to look for evidence in the primary sources in order to move beyond opinions and respond with facts.

### Objectives

Families will be able to

- Demonstrate understanding of both literal and inferential aspects of text-based evidence
- Summarize the content of a primary source document
- Draw conclusions based on direct evidence found in the text
- Analyze visual primary sources

### Essential Questions

Families will consider both overarching essential questions and several lesson-specific essential questions and generate their own essential questions. The lesson-specific essential questions include the following:

- To what extent were General Ulysses S. Grant's great military victories attributable to his dogged determination and indomitable will? (Case Study: Victories at Petersburg, Richmond, etc.)
- Were the historic and momentous results of the Civil War worth their enormous costs?
- Was peace or reconciliation possible between the North and South after the Civil War?
- Should the southern states have been treated with leniency or punishment for their secession from the Union?
- Did racial equality and justice depend on government actions and policies?
- How effectively did the southern state governments rule during Reconstruction?

- In what ways did the post-Civil War attitudes and actions of many white southerners toward African Americans mirror the conditions of slavery?
- How did the federal government attempt to support and guarantee the civil rights of African Americans in their transition to freedom and citizenship?
- To what degree were the power and presence of the federal government necessary in the South during Reconstruction to make American ideals real for African Americans?
- In what respects did the Fourteenth and Fifteenth Amendments to the Constitution embody and fulfill our nation's founding principles?
- Did the presidency of Ulysses S. Grant lead the nation (or move the arc) toward racial equality and justice?
- How did the South's "Lost Cause" view of history undermine the reputation of Ulysses S. Grant and the historical legacy of the Civil War?
- Should Ulysses S. Grant be viewed as the first civil rights president?
- If George Washington is viewed as the father of our nation, should Ulysses S. Grant be viewed as the savior of the United States?
- In what regard were the heroic military and political achievements of General and President Ulysses S. Grant accomplished against all odds and in spite of personal obstacles?
- Do the lifetime accomplishments of Ulysses S. Grant outweigh the accusations of butchery, alcoholism, and corruption historically leveled against him?
- Should Ulysses S. Grant be viewed as an American national hero?

## Historical Background

After the pivotal victories of the Union army and navy at Vicksburg (July 1863), whereby Federal military forces established control of the Mississippi River and severed Arkansas, Louisiana, and Texas from the other seceded states of the Confederacy, and after the Union army at Chattanooga (November 1863) liberated Tennessee from Confederate control, President Lincoln transferred General Grant from the western theater of warfare to the eastern theater of Virginia and promoted him to general-in-chief of the Union armies. President Lincoln needed a general of unrelenting determination, grit, and stamina to pursue, debilitate, and ultimately defeat the Confederate army commanded by General Robert E. Lee, and systematically destroy its supply lines and transportation networks, regardless of the casualty costs. In a series of bloody and ferocious battles in the Wilderness campaign, Spotsylvania, and Cold Harbor, General Grant led Union soldiers in persistent pursuit of General Lee and his Confederate troops which inflicted huge casualties on both sides. However, since the Confederacy could not replace manpower and equipment that were lost in these battles as readily as the Union army, Lee's army experienced greater exhaustion, desertion, starvation, and lack of sufficient weaponry over time. With each Confederate retreat, the Union army under General

Grant's leadership drove forward with greater confidence, higher morale, and stronger determination to reduce the size of Lee's army and force its eventual unconditional surrender.

As General Grant and the Union army were moving south toward Petersburg and Richmond, the capital of the Confederacy, General William Sherman and his army implemented the strategies of complete conquest, scorched earth, and total war southeast across Georgia by capturing the cities of Atlanta in September 1864 and Savannah in December 1864, one month after President Lincoln's reelection. General Sherman continued his march of pillage and punishment northward into South Carolina, the "cradle of secession," by capturing the state's capital city of Columbia in February 1865. These relentless attacks by the Union forces, led by Generals Grant and Sherman, left the Confederacy in destruction, despair, and vastly devoid of the will to prevail in its war for secession or "southern independence." Still, the Confederacy maintained its demand for independence while President Lincoln remained resolute that any terms of peace must include the restoration of the Union and the permanent abolition of slavery, subsequently accomplished by the Thirteenth Amendment.

The Union sieges continued with the collapse of Petersburg and then the fall of Richmond on April 3, 1865. Nearly a week later, on Palm Sunday, April 9th, General Lee met General Grant at Appomattox to accept the latter's terms of unconditional surrender to end the Civil War. General Grant graciously permitted all Confederates to keep their horses and return home peacefully to their families, declaring that these "rebels are our countrymen again." Five days later, on Good Friday, April 14th, the celebrations of victory throughout the North were soon extinguished by the fanatical southern sympathizer, John Wilkes Booth, who fatally shot President Lincoln while he and his wife were enjoying a play at Ford's Theater. The reverberations of Lincoln's assassination exacerbated sectional bitterness between the North and the South.

The immense task to reunify the nation, rebuild the South, and restore a "new birth of freedom" and civil rights to formerly enslaved African Americans became known as Reconstruction. This period, from 1865 to 1877, entailed both a process and a series of programs to address an agenda of constitutional, economic, political, and social issues and problems, all of which emanated from the Civil War. During this period the executive and legislative branches of the federal government and southern state governments attempted to enact laws, policies, and programs to resolve the consequences of slavery and emancipation as well as address the growing problems and legacy of racial prejudice, discrimination, segregation, and violence faced by African Americans, especially in the South. While the Civil War focused on preserving the Union and saving it from dissolution, ultimately with the abolition of slavery, the era of Reconstruction sought to create "a more perfect Union" by solidifying and strengthening the



victorious outcomes of the war and resolving the unsettled issues of its peace.

The unsettled issues for the President and Congress to address included the following four questions: (a) What conditions and terms would be established for the eleven seceded southern states to be restored to their proper relationship with other states in the Union? (b) How would the liberties and rights of the emancipated freedmen be guaranteed and protected? (c) How would southern society and the southern economy be rebuilt and restored? (d) Which branch of the federal government would exercise primary responsibility and constitutional authority for overseeing the Reconstruction of the nation?

The presidency of Andrew Johnson, who completed Lincoln's term from 1865 to 1869, was divisive and disastrous. A white supremacist, Johnson often clashed with the Republican majority members of Congress and was eventually impeached by the House of Representatives and nearly convicted and removed from office by the Senate. In Johnson's wake, the popular hero, esteemed general, and savior of the Union, Ulysses S. Grant, was elected president for two consecutive terms, from 1869 to 1877, with the campaign slogan, "Let us have peace." Just as Grant had led the Union army in battles, he was now charged to reunite and reconstitute the nation during its Reconstruction after the Civil War and protect the freedom, citizenship, and civil rights of African Americans, as established by legislation and constitutional amendments. These included the Fourteenth Amendment, with its permanent safeguards of citizenship, "equal protection of the laws," and "due process of law," the Fifteenth Amendment, which prohibited the denial of the right to vote because of "race, color, or previous condition of servitude," and the Civil Rights Act of 1875, which prohibited racial discrimination in public accommodations. During his presidency Grant sent federal troops into the South to crush the racist and violent activities of the Ku Klux Klan toward African Americans, whose citizenship and civil rights he sought to protect.

Although his military and presidential reputation has been marred to some degree by caricature and cliché, as well as by the political corruption of some members of his administration, Grant was a leader of personal compassion, honesty, humanity, loyalty, and integrity. He was popularly honored during his time for winning the Civil War and restoring the Union as well as for attempting to create "a more perfect Union" based on the nation's founding ideals of liberty, equality, and justice for all Americans. Just as General and President George Washington was eulogized by many Americans of the latter eighteenth century as "first in war, first in peace, and first in the hearts of his countrymen," Grant was revered by Americans of the latter nineteenth century for his character, career, and legacy. His life and achievements were defined by dogged determination, relentless stamina, and victory against all odds.

## Guidelines

1. The context and development of these discussions can be focused through the lenses of the thought-provoking “essential questions” posed below. This menu of “essential questions” can provide choices and cognitive blueprints for framing the historical resources and learning activities that are presented in this lesson unit, as well as a thought-provoking context for conversation by students, parents, and teachers.
2. Parents and their children can choose all or some of the documents included in the Gilder Lehrman Institute guide. The materials and topics are presented in 3 clusters. The first is a visual cluster and there are 4 images which pertain to topics covered in Episode 3 of Grant. Depending on your interest, you can engage with one or all of the visual materials by using the attached Details, Description, Decision organizer to gather your thoughts for discussion.
3. Similarly, you can move on to the Grant administration’s Reconstruction policies. The materials in the Guide allow you to “drill down” into Grant’s views on African Americans, the Fourteenth and Fifteenth Amendments, and several other of Grant’s important documents. Again, families have been provided organizers and essential questions to assist with discussion, debate, or further research into unanswered questions.
4. An interactive map resource, Mapping Occupation (<http://mappingoccupation.org/>), is provided. This website reorients our understanding of the Reconstruction that followed Confederate surrender by presenting new views of southern political space. Families can decide how much time to devote to this site. An organizer has been provided if they want to assemble notes to extend the discussion.
5. A unique document is provided in the mid-1960s Louisiana literacy test. This test was designed so that the test-takers would pass or fail simply at the discretion of the local registrar who administered the test. The questions were so imprecisely written that the examiner could decree almost any answer correct or incorrect, at his/her whim. The reality was that registrants the county commissioners wanted to prevent from voting—primarily black applicants, but also certain lower-class whites in disfavor with county officials—were destined to fail the test, regardless of the answers they gave. You can have your family take the test and then do further research on how this test disenfranchised many Americans until the passage of civil rights laws in the 1960s.

6. Lastly, we have provided an optional activity. In 1879, the poet Walt Whitman, commented on Grant's significance and legacy in a short prose piece entitled "The Silent General." "The Silent General" is attached to the Guide for Episode 3 of Grant, along with an activity which encapsulates themes that were developed in both the film and the previous Guides. This might serve as a capstone exercise which brings all the essential questions into focus.

## Night Three - Analyzing Illustrations + Cartoons

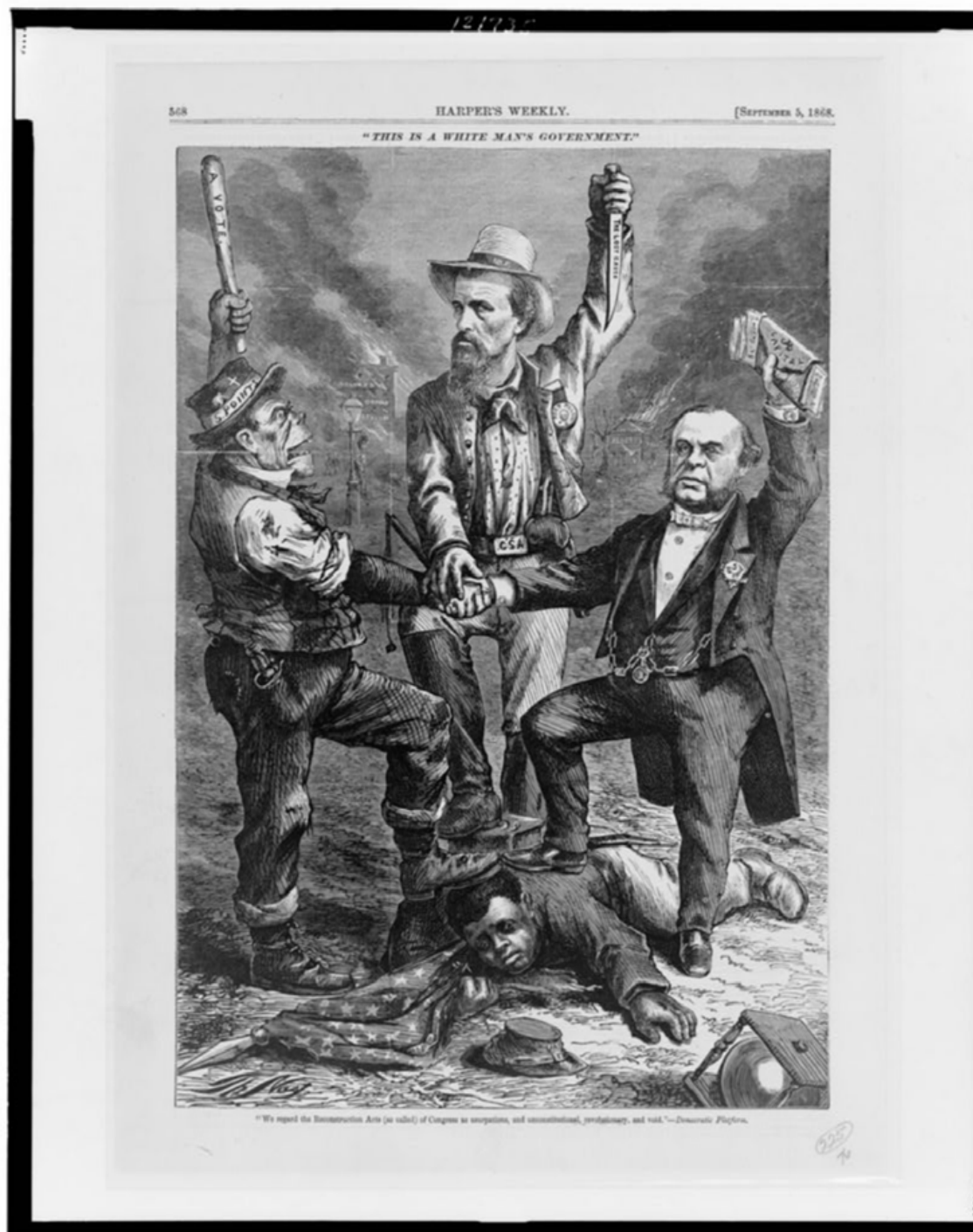


### **"The First Vote"**

Alfred R. Waud, illustration in *Harper's Weekly*, November 16, 1867, p. 721.

<https://www.loc.gov/item/2011648984>





**"This is a White Man's Government"**

Thomas Nast, political cartoon in *Harper's Weekly*, September 5, 1868, p. 568.

<https://www.loc.gov/item/98513794/>



How easily wicked and treasonable organizations may gain the control over the peaceable and the industrious members of society has always been signally apparent at the South. A

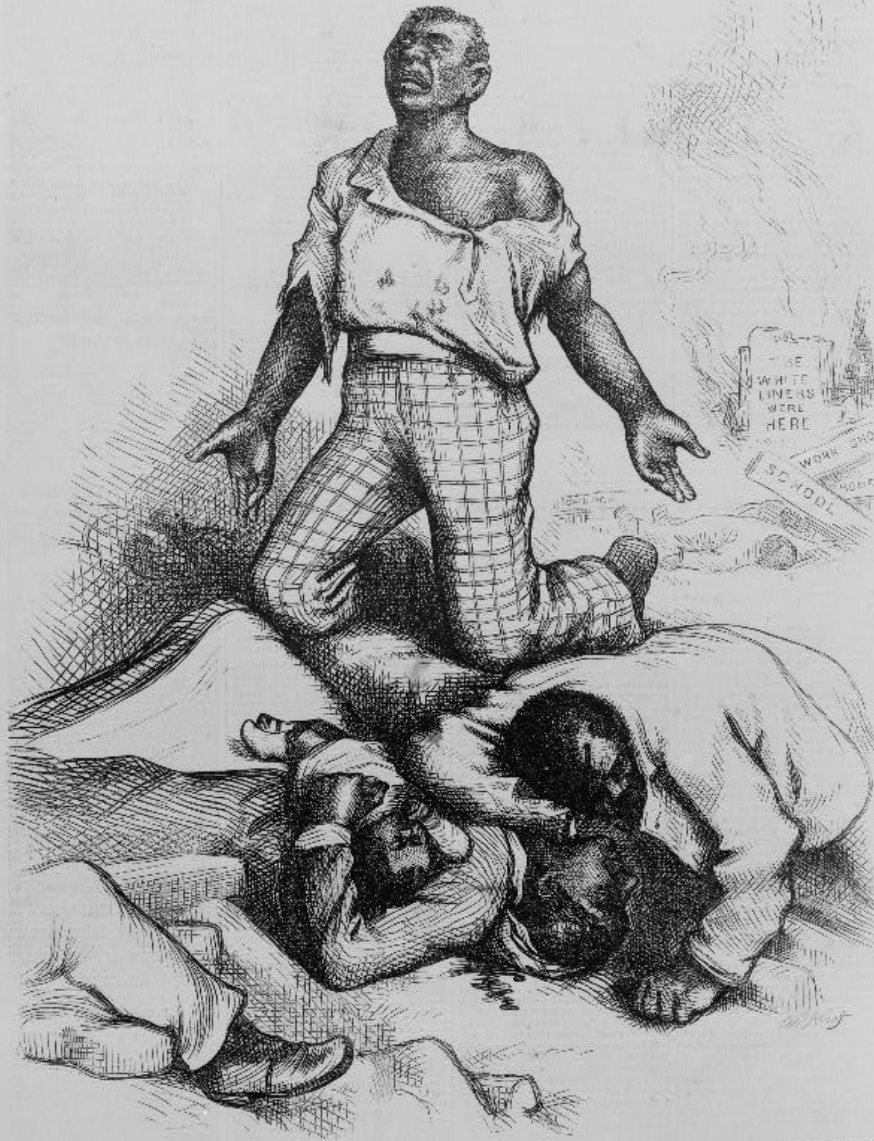
Tennessee, venture even to denounce the murderers or the violators of the laws; or if any Northern journal, roused to a proper indignation by the wrongs inflicted upon peaceable settlers

### "The Union as it Was. The Lost Cause Worse than Slavery"

Thomas Nast, political cartoon in *Harper's Weekly*, October 24, 1874, p. 878.

<https://www.loc.gov/pictures/item/2001696840/>





"IS THIS A REPUBLICAN FORM OF GOVERNMENT? IS THIS PROTECTING LIFE, LIBERTY, OR PROPERTY? IS THIS THE EQUAL PROTECTION OF THE LAWS?"  
MR. LAMAR (Democrat, Mississippi). "In the words of the inspired poet, 'The Gentlemen has made this Great.'" [Did Mr. Lamar mean the Colored Race?]

**"Is This a Republican Form of Government? Is This Protecting Life, Liberty, or Property? Is This the Equal Protection of the Laws?"**

Thomas Nast, illustration in *Harper's Weekly*, September 2, 1876, p. 712.

<https://www.loc.gov/pictures/item/96509623/>

## Details, Description, and Decision

Image # \_\_\_\_\_

### People

Descriptive Details About:  
Identify the person/people in this image.

Descriptive Summary Sentence:

### Objects

Descriptive Details About:  
Identify the object(s) in this image.

Descriptive Summary Sentence:

### Action/Activity

Descriptive Details About:  
Identify the action/activity in this image.

Descriptive Summary Sentence:

### Overall Assessment

Decision  
What have I learned about  
Reconstruction from this image?



## Night Three – Grant Defeats Lee

### Introduction

In 1865, after four years of hard fighting and tremendous losses among Union and Confederate troops, the Civil War was approaching its end. The fall of Petersburg, Virginia, to Union forces on March 25, 1865, and the evacuation of the Confederate capital of Richmond on April 2, presented Confederate General Robert E. Lee with a difficult choice: keep fighting an increasingly hopeless war or surrender to Union General Ulysses S. Grant. Lee's army of 35,000 was outnumbered more than three to one as it faced Grant's 113,000 men.

On April 7, Grant wrote to suggest surrender. Lee held out for two more days before deciding that "there is nothing left for me to do but to go and see General Grant, and I would rather die a thousand deaths." Throughout the morning, as communications concerning the surrender flew back and forth between Grant and Lee, their troops were still fighting at Appomattox Court House. Shortly before noon, Lee sent a message to Grant's lines asking for a "suspension of hostilities pending the discussion of the Terms of surrender of this army." It was received and recorded by General Ord, who wrote on it: "men at rest—firing stopped." By the end of the day, Lee had accepted Grant's terms for surrender.

Grant, who had previously demanded the unconditional surrender of Fort Donelson, Tennessee, and Vicksburg, Mississippi, now realized the war was truly over. He permitted Lee's troops to return to their homes rather than hold them as prisoners of war. Grant's magnanimous terms allowed Confederate officers to retain their personal property, including side arms and horses.

The next day, Lee issued General Order No. 9, a farewell message to his troops. Explaining his decision to surrender, Lee wrote that he was "compelled to yield to overwhelming numbers" and that continuing combat would be a "useless sacrifice of those whose past services have endeared them to their countrymen." The war was essentially over, and Lee, having accepted that fate, praised his troops for their "duty faithfully performed," bidding them "an affectionate farewell."

## Questions for Discussion

1. Read the introduction and the transcripts and view the images. Then apply your knowledge of American history to answer the following questions:
2. How important was it that of all the Confederate commands, it was the Army of Northern Virginia under the command of General Robert E. Lee that requested and agreed to the terms of surrender?
3. In what ways does Major General Ord's brief note on Lee's request indicate: a) compliance with Lee's request; and b) Ord's military concerns?
4. In your own words, summarize the argument Lee used to convince his soldiers that surrender was preferable to the continuation of the war.
5. Describe the emotions Confederate soldiers might have had upon reading Lee's orders.
6. To what extent did the terms of surrender and peace that Grant offered Lee demonstrate Grant's magnanimity and respect for all Civil War officers and soldiers as Americans and fellow countrymen? Explain.

Duplicate

9<sup>th</sup> April 1865-

General,

I ask a suspension of hostilities  
pending the discussion of the terms of surrender  
of this army in the interview which I requested  
in my former communication of today.

St Gen U. S. Grant Very respectfully  
Commanding U.S. Armies Your obt. Servt.

R. E. Lee  
Genl

Apr 9 11.55  
The  
within and  
acted on my troops  
and your divisions  
being sent &  
West of Appomattox  
country exists that  
very and now  
at war - first  
steps -  
50000  
miles -

Robert E. Lee to Ulysses S. Grant, April 9, 1865. (The Gilder Lehrman Institute of American History, GLC07967)

Duplicate

9th April 1865

General,

I ask a suspension of hostilities pending the discussion of the Terms of surrender of this army in the interview which I requested in my former communication of Today

Lt Gen U S Grant                      Very respectfully

Commanding U.S. Armies   Your obt servt.

R E Lee  
Genl

[endorsement]

April 9th 11.55 am

The

Within read—

acted on—my troops

and Genl Sheridans

being south &

west of Appomattox

covering exits that

way, and men

at rest—firing

stopped—

E O C Ord

Mjr Genl—



A Copy

Head Quarters Armies U. S.  
April 9<sup>th</sup> 1865

To Genl. R. E. Lee

Commanding C. S. Armies.

Genl.

In accordance with the substance of my letter to you of the 8<sup>th</sup> inst., I propose to receive the surrender of the Army of No. Va. on the following terms to wit: Rolls of all the officers, and men to be made in duplicate - one copy to be given to an officer to be designated by me, the other to be retained by such officer, or officers as you may designate. The officers give their individual paroles not to take up arms against the Govt. of United States, until properly exchanged, and each Company and Regimental Commander to sign a little parole for those the men of their commands. The arms, Artillery, and public property to be packed, and turned over to the officers to be appointed by me to receive them. This will not embrace the side arms of the officers, or their private horses or baggage - This done each officer, and man will be allowed to return to their homes, not to be disturbed by the U. S. Authorities, as long as they observe their paroles, and laws in force where they may reside.

Very Respectfully  
U. S. Grant Lt. Genl.  
Commanding U. S. Armies.

Ulysses S. Grant to Robert E. Lee, Appomattox, Virginia, April 9, 1865. (The Gilder Lehrman Institute of American History, GLC02124)

Duplicate

9th April 1865

To Genl. R. E. Lee

Commanding C. S. Armies.

Genl.

In accordance with the substance of my letter to you of the 8th inst. I propose to receive the surrender of the Army of No. Va. on the following terms to wit—Rolls of all the officers, and men to be made in duplicate—one copy to be given to an officer to be designated by me, the other to be retained by such officer, or officers as you may designate. The Officers give their individual parolls not to take up arms against the Govt. of the United States, until properly exchanged, and each Company and Regimental Commander to sign a like paroll for the men of their commands. The arms, Artillery and public property to be stacked, parked, and turned over to the officers to be appointed by me to receive them. This will not embrace the side arms of the officers or their private horses or baggage—This done each officer, and man will be allowed to return to their homes, not to be disturbed by the U.S. Authorities, as long as they observe Their parolls and laws in force where they may reside.

Very Respectfully

U. S. Grant Lt. Genl. Commanding U.S. Armies

[2]

Special Order

No \_\_\_\_

All officers and men of the Confederate Service paroled at Appomattox Co. Ho. Va. who to reach their homes are compelled to pass through the lines of the Union Armies, will be allowed to do so, and to pass free on all Government Transports, and Military Rail Roads.

By Command of  
Lt. Genl. U. S. Grant

Head Qrs Army N Va  
April 10th, 1865

General Order No. 9

After four years of arduous service, marked by unsurpassed courage and fortitude the Army of Northern Virginia has been compelled to yield [sic] to overwhelming numbers. I need not tell the survivors of so many hard fought battles who have remained steadfast to the last, that I have consented to this result from no distrust of them. But feeling, that valor and devotion could accomplish nothing that would compensate the loss that would attend the continuance of the contest, I determined to avoid the useless sacrifice of those whose past services have endeared them to their countrymen. By the terms of the agreement Officers and men can return to their homes and remain until exchanged. You will take with you the satisfaction that proceeds from the consciousness of duty faithfully performed, and I earnestly pray that a merciful God will extend to you His blessing and protection—With unceasing admiration of your constancy and devotion to your country, and a grateful remembrance of your kind and generous consideration of myself, I bid you an affectionate farewell.

R E Lee

Gen

## Night Three – The 14th and 15th Amendments

### **The Fourteenth Amendment to the Constitution, passed by Congress on June 13, 1866 and ratified on July 9, 1868**

#### Section 1.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

#### Section 2.

Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

<https://constitutioncenter.org/interactive-constitution/amendment/amendment-xiv>

### **The Fifteenth Amendment to the Constitution, passed by Congress on February 26, 1869 and ratified on February 3, 1870**

#### Section 1.

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section 2. Document Worksheet: "Fourteenth and Fifteenth Amendments Ratified during President Ulysses S. Grant's Administration"

The Congress shall have power to enforce this article by appropriate legislation.

<https://constitutioncenter.org/interactive-constitution/amendment/amendment-xv>



## Document Worksheet: "Fourteenth and Fifteenth Amendments Ratified during President Ulysses S. Grant's Administration"

Critical Thinking Questions: Evidence from the text of these Amendments should be cited and utilized to answer the questions below.

- How did the Fourteenth Amendment define American citizenship and citizenship rights that cannot be infringed by the states?
- How does the Fourteenth Amendment define eligibility and requirements for voting in federal and state elections?
- How did the Fifteenth Amendment define eligibility and requirements for voting in federal and state elections?
- To what extent did the Fifteenth Amendment make the ideal of universal suffrage real for the American people?

- Briefly explain how the Fourteenth and Fifteenth Amendments altered and/or limited the power of the states to set their own voting eligibility requirements.
- How did President Grant and Congress protect and strengthen African Americans citizenship and civil rights by the passage and ratification of the Fourteenth and Fifteenth Amendments?

## Night Three – Grant’s Reconstruction Policies

### Ulysses S. Grant, First Inaugural Address, March 4, 1869

Citizens of the United States:

Your suffrage having elevated me to the office of President of the United States, I have, in conformity with the Constitution of our country, taken the oath of office prescribed therein. I have taken this oath without mental reservation, and with the determination to do, to the best of my ability, all that it requires of me. The responsibilities of the position I feel, but accept them without fear. The office has come to me unsought, I commence its duties untrammelled. I bring to it a conscientious desire, and determination, to fill it, to the best of my ability, to the satisfaction of the people.

On all leading questions agitating the public mind I will always express my views to Congress, and urge them according to my judgment, and when I think it advisable, will exercise the constitutional privilege of interposing a veto to defeat measures which I oppose. But all laws will be faithfully executed whether they meet my approval or not.

I shall, on all subjects, have a policy to recommend, but none to enforce against the will of the people. Laws are to govern all alike, those opposed to as well as those who favor them. I know no method to secure the repeal of bad or obnoxious laws so effective as their stringent execution.

The country having just emerged from a great rebellion many questions will come before it for settlement, in the next four years, which preceding Administrations have never had to deal with. In meeting these it is desirable that they should be approached calmly, without prejudice, hate or sectional pride; remembering that the greatest good to the greatest number is the object to be attained.

This requires security of person, property, and for religious and political opinions in every part of our common country, without regard to local prejudice. All laws to secure these ends will receive my best efforts for their enforcement. . . .

The young men of the country, those who from their age must be its rulers twenty-five years hence, have a peculiar interest in maintaining the national honor. A moment’s reflection as to what will be our commanding influence among the nations of the earth, in their day, if they are only true to themselves, should inspire them with national pride. All divisions, geographical, political and religious, can join in this common sentiment.

How the public debt is to be paid, or specie payments resumed, is not so important as that a plan should be adopted, and acquiesced in. A united determination to do is worth more than divided counsels upon the method of doing. Legislation upon this subject may not be necessary now, nor even advisable, but it will be when the civil law is more fully restored in all parts of the country, and trade resumes its wanted channel. . . .

The proper treatment of the original occupants of the land, the Indian, is one deserving of careful study. I will favor any course towards them which tends to their civilization, christianization and ultimate citizenship.

The question of suffrage is one which is likely to agitate the public so long as a portion of the citizens of the nation are excluded from its privileges in any state. It seems to me very desirable that this question should be settled now, and I entertain the hope and express the desire that it may be by the ratification of the fifteenth article of amendment to the Constitution.

In conclusion I ask patient forbearance one toward another throughout the land, and a determined effort on the part of every citizen to do his share towards cementing a happy union, and I ask the prayers of the nation to Almighty God in behalf of this consummation.

[https://msstate.contentdm.oclc.org/digital/collection/USG\\_volume/id/22208/rec/2](https://msstate.contentdm.oclc.org/digital/collection/USG_volume/id/22208/rec/2)

### **Ulysses S. Grant, Proclamation 199—Enforcement of the Fourteenth Amendment to the United States Constitution, May 3, 1871**

The act of Congress entitled "An act to enforce the provisions of the fourteenth amendment to the Constitution of the United States, and for other purposes," approved April 20, A. D. 1871, being a law of extraordinary public importance, I consider it my duty to issue this my proclamation calling the attention of the people of the United States thereto, enjoining upon all good citizens, and especially upon all public officers, to be zealous in the enforcement thereof, and warning all persons to abstain from committing any of the acts thereby prohibited.

This law of Congress applies to all parts of the United States and will be enforced everywhere to the extent of the powers vested in the Executive. But inasmuch as the necessity therefore is well known to have been caused chiefly by persistent violations of the rights of citizens of the United States by combinations of lawless and disaffected persons in certain localities lately the theater of insurrection and military conflict, I do particularly exhort the people of those parts of the country



to suppress all such combinations by their own voluntary efforts through the agency of local laws and to maintain the rights of all citizens of the United States and to secure to all such citizens the equal protection of the laws.

Fully sensible of the responsibility imposed upon the executive by the act of Congress to which public attention is now called, and reluctant to call into exercise any of the extraordinary powers thereby conferred upon me except in cases of imperative necessity, I do, nevertheless, deem it my duty to make known that I will not hesitate to exhaust the powers thus vested in the executive whenever and wherever it shall become necessary to do so for the purpose of securing to all citizens of the United States the peaceful enjoyment of the rights guaranteed to them by the Constitution and laws.

It is my earnest wish that peace and cheerful obedience to law may prevail throughout the land and that all traces of our late unhappy civil strife may be speedily removed. These ends can be easily reached by acquiescence in the results of the conflict, now written in our Constitution, and by the due and proper enforcement of equal, just, and impartial laws in every part of our country.

The failure of local communities to furnish such means for the attainment of results so earnestly desired imposes upon the National Government the duty of putting forth all its energies for the protection of its citizens of every race and color and for the restoration of peace and order throughout the entire country.

In testimony whereof I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the city of Washington, this 3d day of May, A. D. 1871, and of the Independence of the United States the ninety-fifth.

[https://msstate.contentdm.oclc.org/digital/collection/USG\\_volume/id/8270/rec/](https://msstate.contentdm.oclc.org/digital/collection/USG_volume/id/8270/rec/)

**Ulysses S. Grant to Daniel H. Chamberlain, Governor of South Carolina, July 26, 1876**

Dear Sir: I am in receipt of your letter of the 22d of July, and all the inclosures (sic) enumerated therein, giving an account of the late barbarous massacre at the town of Hamburg, S.C. The views which you express as to the duty you owe to your oath of office and to citizens to secure to all their civil rights, including the right to vote according to the dictates of their own consciences, and the further duty of the Executive of the nation to give all needful aid, when properly called on to do so, to enable you to ensure this inalienable right, I fully concur in. The

scene at Hamburg, as cruel, blood-thirsty, wanton, unprovoked, and uncalled for, as it was, is only a repetition of the course which has been pursued in other Southern States within the last few years, notably in Mississippi and Louisiana. Mississippi is governed to-day by officials chosen through fraud and violence, such as would scarcely be accredited to savages, much less to a civilized and Christian people. How long these things are to continue, or what is to be the final remedy, the Great Ruler of the universe only knows; but I have an abiding faith that the remedy will come, and come speedily, and I earnestly hope that it will come peacefully. There has never been a desire on the part of the North to humiliate the South. Nothing is claimed for one State that is not fully accorded to all the others, unless it may be the right to kill negroes and Republicans without fear of punishment and without loss of caste or reputation. This has seemed to be a privilege claimed by a few States. I repeat again, that I fully agree with you as to the measure of your duties in the present emergency, and as to my duties. Go on—and let every Governor where the same dangers threaten the peace of his State go on—in the conscientious discharge of his duties to the humblest as well as the proudest citizen, and I will give every aid for which I can find law or constitutional power. A government that cannot give protection to life, property, and all guaranteed civil rights (in this country the greatest is an untrammelled ballot) to the citizen is, in so far, a failure, and every energy of the oppressed should be exerted, always within the law and by constitutional means, to regain lost privileges and protections. To long denial of guaranteed rights is sure to lead to revolution—bloody revolution, where suffering must fall upon the innocent as well as the guilty.

Expressing the hope that the better judgment and co-operation of citizens of the State over which you have presided so ably may enable you to secure a fair trial and punishment of all offenders, without distinction of race or color or previous condition of servitude, and without aid from the Federal Government, but with the promise of such aid on the conditions named in the foregoing, I subscribe myself, very respectfully, your obedient servant,  
U.S. Grant.

[https://msstate.contentdm.oclc.org/digital/collection/USG\\_volume/id/25368/rec/2](https://msstate.contentdm.oclc.org/digital/collection/USG_volume/id/25368/rec/2)

## Grant's First Inaugural Address, Proclamation 199, and 1876 letter to Daniel H. Chamberlain

**Important Phrases:** Which is the most powerful or important phrase in Grant's Inaugural?

Phrase \_\_\_\_\_

\_\_\_\_\_

Why is this phrase important or powerful?

\_\_\_\_\_

\_\_\_\_\_

Which is the most powerful or important phrase in Proclamation 199?

Phrase \_\_\_\_\_

\_\_\_\_\_

Why is this phrase important or powerful?

\_\_\_\_\_

\_\_\_\_\_

Which is the most powerful or important phrase in the letter to Daniel H. Chamberlain?

Phrase \_\_\_\_\_

\_\_\_\_\_

Why is this phrase important or powerful?

\_\_\_\_\_

\_\_\_\_\_

Of these three documents, which did you find the most compelling, and why?

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## Night Three – Poetry Analysis

### VICTORY AT LAST.

Words by Mrs. M. A. Kidder. Music by Wm. B. Bradbury. (1865)

For many years we've waited,  
To hail the day of peace,  
When our land should be united,  
And war and strife should cease;  
And now that day approaches,  
The drums are beating fast,  
And all the boys are coming home,  
There's victory at last.

Chorus:

There's victory at last, boys, victory at last!  
O'er land and sea  
Our flag is free;  
We'll nail it to the mast;  
Yes, we'll nail it to the mast, boys,  
Nail it to the mast,  
For there's victory, victory, victory at last!  
The heroes who have gained it,  
And lived to see that day,  
We will meet with flying banners  
And honors on the way;  
And all their sad privations  
Shall to the winds be cast,  
For all the boys are coming home—  
There's victory at last.

Chorus:

There's victory at last, boys, victory at last!  
O'er land and sea  
Our flag is free;  
We'll nail it to the mast;  
Yes, we'll nail it to the mast, boys,  
Nail it to the mast,  
For there's victory, victory, victory at last!

<https://digital.librarycompany.org/islandora/object/digitool%3A147376>

## "O I'm a Good Old Rebel" (1861)

Oh, I'm a good old Rebel  
Now that's just what I am  
For this fair land of freedom  
I do not care a damn.  
I'm glad I fit against it  
I only wish we'd won.  
And I don't want no pardon  
For anything I've done.  
I hates the Constitution  
This great Republic too  
I hates the Freedmen's Buro  
In uniforms of blue.  
I hates the nasty eagle  
With all his brag and fuss  
But the lyin', thievin' Yankees  
I hates' em wuss and wuss.  
Three hundred thousand Yankees  
Lies still in Southern dust  
We got three hundred thousand  
Before they conquered us  
They died of Southern fever  
And Southern steel and shot  
I wish they was three million  
Instead of what we got.  
I can't take up my musket  
And fight' em now no mo'  
But I ain't a-goin'to love' em  
Now that is sartin sho'  
And I don't want no pardon  
For what I was and am  
And I won't be reconstructed  
And I do not give a damn.

<https://www.loc.gov/resource/ihas.200002507.0?st=gallery>

## Analyzing a Poem

**Important Phrases:** Which are the most powerful phrases in the poem? Choose 3 phrases.

Phrase 1: \_\_\_\_\_

\_\_\_\_\_

Why is this phrase important or powerful?

\_\_\_\_\_

\_\_\_\_\_

Phrase 2: \_\_\_\_\_

\_\_\_\_\_

Why is this phrase important or powerful?

\_\_\_\_\_

\_\_\_\_\_

Phrase 3: \_\_\_\_\_

\_\_\_\_\_

Why is this phrase important or powerful?

\_\_\_\_\_

\_\_\_\_\_

Using your analysis of the phrases as evidence, state the theme or message of this poem:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Night Three – Mapping Occupation: Interactive Map

Mapping Occupation is an interactive map resource that reorients our understanding of the Reconstruction that followed Confederate surrender by presenting new views of southern political space. Explore the maps at <http://mappingoccupation.org/> and then use the map organizer to help make sense of your findings and extend the discussion.

### MAP ANALYSIS ORGANIZER

1. Does the map have a title?
2. When was the map drawn?
3. Why do you think this map was made? List two parts of the map that tell you this.
4. What place or places are on the map?
5. Is it similar or different from maps that you use?
6. When was the map drawn?
7. What geographic features does the map show?



## Literacy Test

An example of a literacy test from the state of Louisiana, ca. 1964  
(sample questions from the actual test)

### The State of Louisiana Literacy Test

(This test is to be given to anyone who cannot prove a fifth grade education.)

Do what you are told to do in each statement, nothing more, nothing less. Be careful as one wrong answer denotes failure of the test. You have 10 minutes to complete the test.

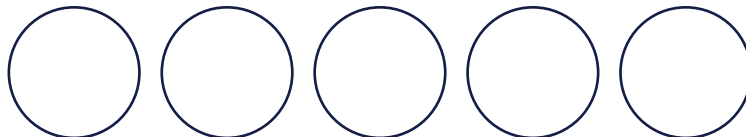
1. Draw a line around the number or letter of this sentence.
2. Draw a line under the last word in this line.
3. Cross out the longest word in this line.
4. Draw a line around the shortest word in this line.
5. Circle the first, first letter of the alphabet in this line.
6. In the space below, draw three circles, one inside (engulfed by) the other.
7. Above the letter X make a small cross.
8. Draw a line through the letter below that comes earliest in the alphabet.

Z V S B D M K I T P H C

9. Draw a line through the two letters below that come last in the alphabet.

Z V B D M K T P H S Y C

10. In the first circle below write the last letter of the first word beginning with "L."



11. Cross out the number necessary, when making the number below one million.

10000000000

## Grading the Louisiana Literacy Test

The Louisiana Literacy Test was designed so that the test-takers would pass or fail simply at the discretion of the registrar who administered the test. The questions were so imprecisely written that the examiner could decree almost any answer correct or incorrect, at his whim. The reality was that registrants the county commissioners wanted to prevent from voting – primarily black applicants, but also certain lower-class whites in disfavor with county officials – were destined to fail the test, regardless of the answers they gave. Black applicants could be failed for something as simple as a single spelling or punctuation error. However, many examiners chose to deceive test-takers by changing the rules or interpreting paradoxical questions in different ways.

- For example, although question 5 says to “circle” something, questions 1 and 4 say to “draw a line around” something. If the examiner insisted a circle was not a line, the applicant failed.
- Question 10 asks for something to be done to “the first word beginning with ‘L’” – does it mean the first word in this sentence, or the first word on the page?
- Another factor in passing or failing the test was the time requirement—registrants had to respond to thirty complicated questions in ten minutes, a time frame which could easily be waived for white voters. There were limitless ways to fail this test, and the registrar, with the blessings of a white controlled county government, exercised complete power over the success or failure of every applicant.

<https://sharetn.gov.tnsosfiles.com/tsla/exhibits/aale/pdfs/Voter%20Test%20LA.pdf>

## Night Three - "The Silent General," by Walt Whitman

### Application Assignment and Extension Activity (Optional)

Excerpt from Walt Whitman, "The Silent General," September 28, 1879, in Whitman, *Specimen Days and Collect* (Philadelphia: Rees Welsh & Co., 1882–83), pp. 153–154.

What a man he is! what a history! what an illustration—his life—of the capacities of that American individuality common to us all. Cynical critics are wondering "what the people can see in Grant" to make such a hubbub about. They aver (and it is no doubt true) that he has hardly the average of our day's literary and scholastic culture, and absolutely no pronounc'd genius or conventional eminence of any sort. Correct: but he proves how an average western farmer, mechanic, boatman, carried by tides of circumstances, perhaps caprices, into a position of incredible military or civic responsibilities, (history has presented none more trying, no born monarch's, no mark more shining for attack or envy,) may steer his way fitly and steadily through them all, carrying the country and himself with credit year after year—command over a million armed men—fight more than fifty pitch'd battles—rule for eight years a land larger than all the kingdoms of Europe combined—and then, retiring, quietly (with a cigar in his mouth) make the promenade of the whole world, through its courts and coteries, and kings and czars and mikados, and splendidest glitters and etiquettes, as phlegmatically as he ever walk'd the portico of a Missouri hotel after dinner. I say all this is what people like—and I am sure I like it. Seems to me it transcends Plutarch. How those old Greeks, indeed, would have seized on him! A mere plain man—no art, no poetry—only practical sense, ability to do, or try his best to do, what devolv'd upon him. A common trader, money-maker, tanner, farmer of Illinois—general for the republic, in its terrific struggle with itself, in the war of attempted secession—President following, (a task of peace, more difficult than the war itself)—nothing heroic, as the authorities put it—and yet the greatest hero. The gods, the destinies, seem to have concentrated upon him.

**Assignment:** Based on the historical information and knowledge that you have acquired from the three episodes of the History Channel's documentary on Ulysses S. Grant and these accompanying educational resources and learning activities, please read and reflect on Walt Whitman's short prose work, above, on the significance and legacy of Ulysses S. Grant, and then write a brief essay, explaining your degree of agreement or disagreement with Whitman's view that Grant should be regarded as a "heroic" person in United States history. Please support your viewpoint with evidence from the documentary and/or the historical resources that are contained in this lesson unit.