Day #4

Assignment #1: Was Lincoln a racist?

Assignment #2: Emancipation Proclamation
Document A: Douglas's Speech (Modified)

In 1858, Abraham Lincoln ran against Stephen A. Douglas for a seat in the U.S. Senate. The two engaged in a series of seven public debates, which attracted national attention. Although Lincoln lost the election, he became widely known for his views on slavery. This is part of Douglas's speech in their first debate at Ottawa, Illinois, August 21, 1858.

If you desire Negro citizenship, if you desire to allow them to come into the State and settle with the White man, if you desire them to vote on an equality with yourselves, and to make them eligible to office, to serve on juries, and to judge your rights, then support Mr. Lincoln and the Black Republican party, who are in favor of the citizenship of the Negro. For one, I am opposed to Negro citizenship in any and every form. I believe this government was made . . . by White men, for the benefit of White men and their posterity forever. . . .

Mr. Lincoln believes that the Negro was born his equal and yours, and that he was endowed with equality by the Almighty, and that no human law can deprive him of these rights.


Vocabulary

posterity: future generations
Document B: Lincoln’s Reply (Modified)

I have no purpose directly or indirectly to interfere with the institution of slavery in the States where it exists. I have no purpose to introduce political and social equality between the white and black races. There is a physical difference between the two, which in my judgment will probably forever forbid their living together in perfect equality, and... I, as well as Judge Douglas, am in favor of the race to which I belong, having the superior position. I have never said anything to the contrary, but there is no reason in the world why the Negro is not entitled to all the natural rights in the Declaration of Independence, the right to life, liberty and the pursuit of happiness. I hold that he is as much entitled to these as the White man. I agree that the Negro is not my equal in many respects—certainly not in color, perhaps not in moral or intellectual endowment. But in the right to eat the bread... which his own hand earns, he is my equal and the equal of every living man.

Source: Abraham Lincoln’s reply to Stephen A. Douglas at Ottawa, Illinois, August 21, 1858.

Vocabulary

entitled: to have a right
endowment: ability
Document C: Lincoln’s Letter (Modified)

Today, on board a boat, I saw a gentleman who had purchased twelve Negroes in different parts of Kentucky and was taking them to a farm in the South. They were chained six and six together. A small iron chain was around the left wrist of each so that the Negroes were strung together precisely like so many fish upon a trot-line. In this condition they were being separated forever from the scenes of their childhood, their friends, their fathers and mothers, and brothers and sisters, and many of them, from their wives and children, and going into perpetual slavery, . . . yet amid all these distressing circumstances . . . they were the most cheerful and apparently happy creatures on board. One, whose offense for which he had been sold was over-fondness for his wife, played the fiddle almost continually; and the others danced, sung, cracked jokes, and played various games with cards from day to day. How true it is that “God renders the worst of human conditions tolerable. . .”

Source: Abraham Lincoln, letter to Mary Speed, a personal friend, September 27, 1841.

Vocabulary

renders: makes
Document D: Pro-Slavery Book (Modified)


God himself has made them for usefulness as slaves, and requires us to employ them as such, and if we betray our trust, and throw them off on their own resources, we reconvert them into barbarians.

Our Heavenly Father has made us to rule, and the Negroes to serve, and if we . . . set aside his holy arrangements . . . and tamper with his laws, we shall be overthrown and eternally degraded, and perhaps made subjects of some other civilized nation. . . . If they could all be colonized on the coast of Africa, they would fall back into heathenism and barbarism in less than fifty years.


Vocabulary

tamper: interfere
degraded: disrespected
heathenism: not belonging to a widely held religion
barbarism: not having culture or civilization
Name______________

Document A:
1. (Close reading) What are two things that Douglas warns will happen if Lincoln is elected?

2. (Close reading) Based on this document, what do you think Douglas’s views were on African Americans?

Document B:
1. (Contextualization) Try to picture an outdoor debate in 1858. These debates lasted 3 hours (!) with each candidate speaking non-stop for at least an hour. Do you completely trust what either candidate will say in this setting? Why or why not?

2. (Close reading) Carefully read Lincoln’s response to Douglas. On what points is Lincoln willing to agree with Douglas? On what points does he differ from Douglas?

Document C:
1. (Sourcing) This document is a personal letter from Lincoln to a friend. Does that make you trust the document? Why or why not?

2. (Close reading) What amazes Lincoln about the scene he sees on the boat?

Document D:
1. (Corroboration) How do Lincoln’s views on slavery compare with John Bell Robinson’s?
ORGANIZING THE EVIDENCE

Use this space to write your main points and the main points made by the other side.

Abraham Lincoln was racist: List the 4 main points/evidence that support this side.

1) From Document ____:

2) From Document ____:

3) From Document ____:

4) From Document ____:

Abraham Lincoln was not racist: List the 4 main points/evidence that support this side.

1) From Document ____:

2) From Document ____:

3) From Document ____:

4) From Document ____:
Background on the Emancipation Proclamation

In his inaugural address, delivered on March 4, 1861, Lincoln proclaimed that it was his duty to maintain the Union. He also declared that he had no intention of ending slavery where it existed, or of repealing the Fugitive Slave Law – a position that horrified African Americans and their white allies.

To retain the loyalty of the border states – Delaware, Maryland, Kentucky, and Missouri – President Lincoln insisted that the war was not about slavery or black rights; it was a war to preserve the Union. His words were not simply aimed at the loyal southern states, however – most white northerners were not interested in fighting to free slaves or in giving rights to black people. For this reason, the government turned away African American volunteers who rushed to enlist. Lincoln upheld the laws barring blacks from the army, proving to northern whites that their race privilege would not be threatened.

The federal government had a harder time deciding what to do about escaping slaves. As the northern army pushed southward, thousands of fugitives fled across Union lines. Because there was no consistent federal policy regarding fugitives, individual commanders made their own decisions. Some put them to work for the Union forces; others wanted to return them to their owners. Finally, on August 6, 1861, fugitive slaves were declared to be "contraband of war" if their labor had been used to help the Confederacy in any way. And if found to be contraband, they were declared free.

Though "contraband" slaves had been declared free, Lincoln continued to insist that this was a war to save the Union, not to free slaves. But by 1862, Lincoln was considering emancipation as a necessary step toward winning the war. The South was using enslaved people to aid the war effort. Black men and women were forced to build fortifications, work as blacksmiths, nurses, boatmen, and laundresses, and to work in factories, hospitals, and armories. In the meantime, the North was refusing to accept the services of black volunteers and freed slaves, the very people who most wanted to defeat the slaveholders.
Document A: The Emancipation Proclamation (Modified)

On the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State in rebellion against the United States, shall be forever free. . .

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States. . . do order and designate [appoint] the following States as being in rebellion:

Arkansas, Texas, Louisiana, Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia.

And I hereby call upon the people so declared to be free to abstain from all violence, unless in necessary self-defense; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons 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.

By the President: ABRAHAM LINCOLN
Document B: Frederick Douglass (Modified)

President Lincoln did me the honor to invite me to discuss the best way to [persuade] the slaves in the rebel states to escape. Lincoln was alarmed about the increasing opposition to the war in the North, and the mad cry against it being an abolition war. Lincoln worried that [Northerners who opposed the war would force him to accept an early peace] which would leave all those who had not escaped in slavery.

I was impressed by this kind consideration because before he had said that his goal was to save the Union, with or without slavery. What he said on this day showed a deeper moral conviction against slavery than I had ever seen before in anything spoken or written by him. I listened with the deepest interest and profoundest satisfaction, and, at his suggestion, agreed to organize men who would go into the rebel states, and carry the news of emancipation, and urge the slaves to come within our boundaries....

I refer to this conversation because I think that, on Mr. Lincoln's part, it is evidence that the proclamation, so far at least as he was concerned, was not passed merely as a `necessity.'

Source: In mid-1863, after the Emancipation Proclamation had been announced, President Lincoln called Frederick Douglass to the White House to speak with him. Douglass wrote about the meeting in 1881 in The Life and Times of Frederick Douglass.
Guiding Questions

Name__________________

Document A: Emancipation Proclamation

1. The Civil War ended in 1865. Why did Lincoln decide to free the slaves before the war even ended?

2. In the Emancipation Proclamation, Lincoln does not mention Delaware, Kentucky, Maryland, and Missouri. These states had slaves but were not part of the Confederacy (they were not fighting against the Union). What happens to the slaves in these states?

3. Why do you think he calls the act a "military necessity" in the last section?

Document B: Frederick Douglass

1. According to Douglass, what was happening in the North in 1863?

2. What was Lincoln worried about?

3. What is Douglass's conclusion about Lincoln and the Emancipation Proclamation?

4. Douglass wrote about his meeting with Lincoln almost 20 years later. How might the passage of time affect Douglass's memory of Lincoln and his evaluation of the Emancipation Proclamation?
Did Lincoln free the slaves?
Or did the slaves free themselves?

<table>
<thead>
<tr>
<th>Evidence that Lincoln Freed the Slaves</th>
<th>Evidence that the Slaves Freed Themselves</th>
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**Conclusion:**

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Emancipation Proclamation