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EDU 6710 C07-The Enduring Legacy of the American Revolution- Freedom

Title: Conflicting Heroes: The Life and Legacy's of Abraham Lincoln and Jefferson Davis

Date: April 15th, 2009

Grade Level: Junior Year

Finished Project:

According to Gerald W. Johnson a historian who is remembered as “one of the most eloquent speakers for America’s adversary culture”, heroes can be defined as “[being] . . . created by popular demand, sometimes out of the scantiest materials.” This statement seems to directly relate to the past American heroes Abraham Lincoln and Jefferson Davis. Abraham Lincoln was the 16th President of the United States, elected during a time of extreme distress within the country. Lincoln placed the preservation of the Union above all and eventually became known as the “Great Emancipator” due to his decision to free all African American slaves in the Southern states at the time. To the contrary, Jefferson Davis, a West Point graduate and soldier during the Mexican-American War and the Secretary of War under Franklin Pierce, believed in the Constitution and in the right of Americans to “alter and abolish” a government that was restricting their rights as citizens in the southern part of the country. As a result, with the support of the majority of Southerners, Jefferson Davis led the South into a new government known as “The Confederate States of America”. Acting as its President throughout its entire existence, Jefferson Davis was viewed as a hero to those in the South, someone who was willing to stand up for the rights of his countrymen; someone who would fight to maintain his way of life. Because these two men were so similar and yet are viewed as being so different, I would like to teach my American History students how *both* of these men could be viewed as heroes of their time, two men who endured the legacy of the American Revolution-*freedom!*

The Seminar “The Enduring Legacy of the American Revolution –Freedom” has helped me to decide that this unit is an important one. I really enjoyed the lecture on the first day given by Dr. Donald Yacovone author of “Witnesses for Freedom”. Dr. Yacovone brought to light the many negative aspects of Abraham Lincoln in contrast to the positive ones that seem to be taught exclusively to the students in today’s world. Abraham Lincoln has a lot of positive aspects but the negative parts of who Lincoln was which were presented, helped me to start thinking about why it is that he is always viewed in such a positive light while Jefferson Davis is usually seen as a threatening person who led America’s 1860’s people astray. Very few teachers outside of the South, I’m sure, discuss how Jefferson Davis was in fact a hero to the South. Americans forget that in reading the “Declaration of Independence” it is clearly stated that:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these

are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness (www.wikipedia.com)

Jefferson Davis, a man educated in American Laws and Rights through his many years of service to the country both as a soldier and as a Secretary of War, knew that the restrictions being placed on the South were to be considered a threat at the south's pursuit of happiness as their very way of life, one of agriculture, was being attacked. Davis, along with other members of the Southern law making legislatures, decided to put the words of the Declaration into action, thus they assembled and chose to secede from the Union placing Davis as the leader of the new Confederacy. What Davis did in that action and appointment should be considered heroic. He put his very life and his reputation on the line to help the South stand up for their rights.

Central Questions:

1. What is the definition of a "hero"?
2. What actions did Abraham Lincoln take as President that defines him as a hero?
3. How did Abraham Lincoln give his life to "free the slaves" with "Emancipation Proclamation"?
4. How is Abraham Lincoln remembered in the present day?
5. What flaws did Lincoln have?
6. How is Abraham Lincoln remembered in the South? The North?
7. What actions did Jefferson Davis take as President that defines him as a hero?
8. How did Jefferson Davis sacrifice his "reputation in history" in becoming the leader of the Confederacy?
9. How is Jefferson remembered in the South? How he is remembered in the rest of the country?
10. Is John Wilkes Booth a Hero? How is he remembered in the South? The North?
11. Is John Brown a Hero? How is he remembered in the South? The North?
12. Does the United States of America teach different definitions of Jefferson Davis, Abraham Lincoln, John Brown and John Wilkes Booth and their individual actions depending on geographical area?

Challenge Questions:

1. What did Southerners think of Jefferson Davis?
2. What lead John W. Booth to kill Lincoln despite his "hero" status?
3. What type of a government did Davis intend to set up for the Confederacy? How did his actions reflect the statements in the *Declaration of Independence*?
4. Can one truly describe the morale of the Southerner's during the Civil War and how Davis was apart of this? What about Abraham Lincoln? John Brown?

5. How does this connect Americans to the present in terms of restrictions that are placed upon people?

Lesson Length: 6 class periods: each class period is 50 minutes in length

Key Ideas:

1. The student will be able to define characteristics about both Davis and Lincoln that show their virtues as well as their vices
2. The student will know the reasons behind the Emancipation Proclamation, what it did for the African Americans in the North versus African Americans in the South
3. The students will state the real reflections that Lincoln had concerning African Americans before and during his Presidency
4. The student will state how history should remember these men in comparison to how they do in reality and how different areas of the country teach different outcomes.
5. The student will comprehend the life of Jefferson Davis and his intentions for the South when he created the Confederacy.
6. The student will state the actions of John Brown at Harper's Ferry and make connections between his speech before hanging and the causes of the Civil War.
7. The student will decide whether or not John Brown should be considered a hero.
8. The student will state the actions of John Wilkes Brown as well as his reasoning as a Southerner.
9. The student will decide whether or not John Wilkes Brown should be considered a hero given his status as a Southerner combined with his actions towards Abraham Lincoln.
10. The student will make connections between the life of Southerners in the 1860's and the lives they lead in 2009 in terms of restrictions.

Intended Learning Outcomes:

1. Students will be able to discuss the motivations of Lincoln in protecting the Union. This includes why Lincoln wrote the "Emancipation Proclamation" and what the original intentions of this were in regards to African Americans.
2. Students will see and know how Lincoln's signing of the "Emancipation Proclamation" essentially signed his death certificate as it enraged Southerners and how it would eventually lead John Wilkes Booth to assassinate Lincoln.
3. Students will understand how Davis' interpretation of the restrictions placed on the South by the North infringed upon the rights of the majority of Southerners thus forcing them to use their rights to secede from the nation.
4. Students will explain how and why Lincoln is remembered as a hero in most areas of the country.
5. Students will explain how and why Davis should be remembered as a hero and will explore the reasons behind why Southern students might be taught differently than Northern students.

Activities:

1. A PowerPoint Presentation given by the teacher concerning the background information on Lincoln and Davis.
2. Reading Primary Sources: Lincoln/Douglas Debates (a collection of comments), “The Emancipation Proclamation”, “The First Inaugural Address of Jefferson Davis” These readings will all be provided by the teacher and given to the students as homework’s. They will be followed with reflection questions in which students are expected to write thoroughly answers with specific references to the primary source itself. Students will earn participation points for all comments made. Participation points are evaluated at the end of each week and students receive a homework grade each week based on their number of participation points.
3. Students will be given discussion time at the beginning of each class to discuss the homework assignment. Specific quotation sheets will be prepared by the teacher and handed out. Students will read the quotation sheets, comment in writing about specific quotations and then discuss how these quotations (taken from the Debates, Proclamation, and Inaugural Addresses) speak to the characters of both men.
4. Students will be creating a “Hero Profile” This project will be completed throughout the 5 day unit. They will be given some time to work on this during the class period. On the sixth day students will participate in a “Hero Museum” in which they will see the projects done by their classmates. The students will also be given a chance to vote on the best projects in their class. The 3 winners will be given a homework pass as a reward. This will count as a project grade. Students will be given a rubric concerning their presentation.
5. Quiz on the information presented about Davis, Lincoln, Brown and Booth in the PowerPoint presentation, the primary source readings, and on the quotation sheets.

Assessments:

1. Students will be assessed through their answers to the homework reflection questions.
2. Students will be assessed through their participation in the quotation discussions.
3. Students will be assessed in their “Hero Profile” project.
4. Students will be assessed by the quiz that they will take based on all the information given.

Day One:

1. Students will define what it means to be a hero.
2. Students will share their definitions with their classmates.
3. As a class, students will discuss their definitions of hero. Definitions and examples will be placed on the board.
4. Teacher will explain the “Hero Profile” project and take questions.

5. The class will then be introduced to the “heroes” of the Civil War: John Brown, Jefferson Davis, Abraham Lincoln and John Wilkes Booth in a PowerPoint Presentation discussing each individual and his actions. The first day will consist of John Brown and his raid on Harpers Fairy. Also, students will see Brown’s actions concerning Bleeding Kansas. This will be a comparison lesson and a discussion of whether or not students believe Brown to be a hero. (Students will have previously learned about Bleeding Kansas)
6. Students will take notes during this PowerPoint Presentation.
7. Students will write individual reflections about whether or not they think Brown was a hero and why in their “hero profile” book.
8. Students will be given their homework assignment: **Read John Brown Statement to the court before his hanging and complete the reflection questions.**

Day Two:

1. Students will discuss their responses to the “John Brown” reading. This discussion will include a conversation about the foreshadowing of the Civil War.
2. Students will return to their PowerPoint. Today’s focus will be on Abraham Lincoln and Jefferson Davis. Students will be given background information about both men. Specifically, students will be given specific quotations concerning Lincoln’s beliefs regarding African Americans and Jefferson Davis’ beliefs concerning secession. Teacher will introduce the idea of “altering and abolishing” their form of government as discussed in the “Declaration of Independence”
3. Students will be break into groups to read the “Inaugural Addresses of Abraham Lincoln and Jefferson Davis”. Students will actively read these and then complete the reflection questions in groups.
4. As a class we will discuss these reflection questions and specific quotations.
5. Students will write their individual reflection concerning whether or not Lincoln was a hero and whether or not Davis was a hero in their “Hero Profile book”
6. Students will be given their homework assignment: **Finish reading “Manhunt” and to be prepared for reading checks and discussions tomorrow. Also, read the *Emancipation Proclamation* and answer the reflection questions.**

Day Three:

1. Teacher will lead the students in a discussion of their homework. As a part of this discussion we will compare the intentions of John Wilkes Booth. Students will also participate in the last reading check for “Manhunt”. They have already taken 3 other reading checks.
2. Students will discuss the *Emancipation Proclamation* and the reflection questions completed for homework.
3. Students will be directed towards their PowerPoint Presentation. Today’s focus will be understanding the life and intentions of John Wilkes Booth. Students will also be shown Youtube videos on this topic as a part of understanding Booth’s need to assassinate the President to avenge the South.

4. Students will take notes and participate in a discussion concerning John Wilkes Booth and his intentions.
5. Students will write an individual reflection on whether or not they believe Booth to be a hero.
6. Homework: **To prepare for a quiz on the lives and intentions of Booth in regards to the assassination.**

Day Four:

1. Students will prepare for quiz by looking over information presented in the three previous days about Brown, Lincoln, Davis and Booth.
2. Teacher will distribute quiz on the four men. The quiz will take approximately **25 minutes.**
3. Students will be given copies of some of the major comments made by the Southerners in their interviews. Students will be told that they need to identify whether or not they think the statement was made by a Southerner or a Northerner. (All statements made will have come from Southerners). After this, they will be asked to explain why they made the choice they made. This will be done in groups of three.
4. As a class, we will go over the statements and who said them.
5. We will reflect on which people should be considered heroes and which people shouldn't and why.
6. Homework: **Students will write an individual statement about what it means to be a hero in today's world. Then students should state a person that they has the same characteristics as one of the men and why. This reflection should be at least a page in length.**

Day Five:

1. Students will spend about **25 minutes** in groups discussing their modern day heroes and putting together their "Hero Profiles" to this point.
2. Students will be brought to the computer lab for the duration of the class to complete the following:
 - a. Identify another hero from the Civil War period that we have not discussed during the class periods
 - b. Identify through research the reasons why this particular hero should be included in the "Hero Profile"
 - c. Using your modern day hero, compare and contrast the new Civil War hero that you chose. To do this be sure to state specific instances in which your new Civil War hero showed hero like characteristics. Find specific quotations from your research that show these characteristics. Make sure you cite your sources using the MLA document handed out at the beginning of the year.
 - d. Find a picture of your new Civil War hero.
3. Homework: **If students have not completed the "Hero Profile" then student must finish this project. We will have the "Hero Museum" tomorrow.**

Day Six:

1. Students will set up their “Hero Profiles” on their desk.
2. Students will go from desk to desk looking at others Profiles.
3. Students will choose 3 Profiles that they feel are the best and write reasons why.
 - a. The 3 students with the most votes will be given a homework pass as a reward
4. Students will pass in their projects for a grade.

Extras:

Students will be given information in the previous unit about the Republican party of 1860. They will also be taught about William Garrison and the “Liberator” as well as Bleeding Kansas. Students will also be given information about other abolitionists. At the same time, in their English class, students will be reading “Uncle Tom’s Cabin”

During the year 2009-2010 the “Hero Profile” will be ongoing through out the year.

Standards:

Students connect the past with the present by...

- Explaining historical origins of key ideas and concepts (e.g., Enlightenment, Manifest Destiny, religious and governmental philosophies) and how they are reinterpreted over time.
- Assessing how lifestyles and values have undergone dramatic changes in the U.S. and world (e.g., comparing life in China under the early imperial dynasties to present-day life, and assessing the degree of similarity and difference).
- Hypothesizing how critical events could have had different outcomes.
- Predicting possible outcomes of current world events, and supporting these predictions.

Students show understanding of how humans interpret history by...

- Locating appropriate primary and secondary sources in order to find evidence to support his or her hypothesis.
- Reading and interpreting historic maps, and evaluating bias in these maps (e.g., size of African on European-made maps).
- Evaluating the credibility of differing accounts of the same event(s), and recognizing any existing bias in their own writing about historical events (e.g., comparing accounts of an event in history textbook written in the early 1900s to the same account described in a more recent history text).
- Recognizing media bias in the interpretation of world events, past and present (e.g., World War II propaganda).
- Using technology to interpret history (e.g., using technology to access and interpret historical data).

Comprehension Strategies

RHS: 7 Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.

EXAMPLES of reading-comprehension strategies might include: using prior knowledge; summarizing; predicting and making text-based inferences; determining importance; generating literal, clarifying, inferential, analysis, synthesis, and evaluative questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating and using text discourse features and elements to support inferences and generalizations about information (e.g., vocabulary, structure, evidence, expository structure, format, use of language, arguments used); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support)

Initial Understanding of Literary Text

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs.

RHS: 12 Demonstrate initial understanding of informational texts (expository and practical texts) by...

- Obtaining information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, graphic organizers, charts and graphs, illustrations, or subheadings)
- Using information from the text to answer questions or to state the central idea or provide supporting key details
- Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing key points with text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining)
- Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, textbooks, newspapers, public documents /discourse, technical manuals, biographies, autobiographies, essays, articles, editorials, primary source historical documents, periodicals, job-related materials, speeches, online reading; and **practical/functional:** schedules, procedures, instructions, announcements, invitations, advertisements, pamphlets, schedules, memos)

A hero is an ordinary individual who finds the strength to persevere and endure in spite of overwhelming obstacles. ~ Christopher Reeve

Annotated Bibliography

Sarah Fortier

April 30th, 2009

Background Information Resources:

Catton, Bruce. *The Army of the Potomac: Stillness at Appomattox*. New York: Doubleday and Company, Inc., 1953.

This book discusses the last year of the Civil War. Catton tells the story from the perspective of the average soldier who is fighting in the Army of the Potomac. He speaks of the Generals Grant, Meade, Sheridan and their "triumphs and failings". He leads the reader towards Appomattox and instills a sense of awe in the reader by stating information about the Battle of the Wilderness, the Blood Angle and Cold Harbor. Catton talks specifically about the Army of the Potomac so the book is useful, is truly understanding what it was like to be a member of the Northern Army. It helps to establish a Northern perspective on the Civil War and its conclusion. Chapter Two entitled "Roads Leading South" is the most important chapter in most regards because it specifically discusses issues that were faced by Northern Generals like Meade in the attempt to "capture" the South.

I found this book in the MSJ Library. I felt that this book would be useful because of its Northern perspective. To make comparisons between the teaching and perspectives of the North and South I need to be able to have factual evidence about the Army of the Potomac.

Lankford, Nelson. *Richmond Burning: The Last Days of the Confederate Capital*. New York: Penguin Putnam Inc., 2002

This book discusses the burning of Richmond as well as the collapse of the Confederacy. This resource tells the story of President Jefferson Davis in particular. It follows the Confederacy through its last days discussing the spring of 1865 through to May 1865. One of the best chapters was "A Fugitive Government Sunday April 2nd, afternoon". This chapter talks about Jefferson Davis' particular moves in fleeing the Capital, which began with a note from General Lee stating that the government should move as soon as possible. Another chapter "Upon the Wings of Lightning Tuesday April 4th" also is valuable because it discusses some of the civilian reactions to the devastation which could be seen as the roots of dissent that continue to be truth between the North and South.

I found this book in the MSJ Library. This source is useful because of the information it states about the losses of the Confederacy. It also informs its readers about Jefferson Davis motives in leaving and why the cabinet members also fled. It talks about Abraham Lincoln and Andrew Johnson's reactions. Finally, it also gives some perspectives from the people of the South in regards to the fall of the Confederacy which allows readers the possibility of interpreting how these reactions from civilians continue to influence American perspectives today in regards to the North and South.

McPherson, James M. *Battle Cry of Freedom The Civil War Era*. New York: Oxford

University Press, 1988

This book is a great background source for several reasons. First it gives the reader information and perspectives on some of the major issues that arose which eventually led to the Civil War. For example, McPherson discusses the Dred Scott decision, the Lincoln-Douglas debates, John Brown, and the impending crisis that slavery was causing. Second, McPherson gives insight into both sides of the war and how and why both sides felt so strongly about it. One of the best parts of this book is found within the first few pages where McPherson lists the words and music to the song "Battle Cry of Freedom". The song includes the verses sung by the Union and verses sung by the Confederates. The lyrics themselves say a lot about the two sides and what their reasoning was for fighting. Two of the best chapters are 15 "Billy Yanks Chickahominy Blues" and chapter 22 "Johnny Reb's Chattanooga Blues". Both chapters give great details about some of the more disappointing battles fought for each side. Chapter 22 is a discussion of the Rebels after Gettysburg. Both chapters give perspectives from Lincoln and Davis. Also, Chapter 31 "We are all Americans" is interesting because it talks about the proposal to arm African Americans in a last ditch effort by the Confederacy to win the war. This chapter is of special interest because of the reactions by the people of the South to this. For example, one man says "it would surrender the essential and distinctive principle of Southern civilization".

I read this book when I was doing my undergraduate studies at Quinnipiac University. It served as a great source then and will again in my attempt to gain as much background knowledge about the different philosophies of heroes in the North and South.

Reid, Brian Holden. *The American Civil War*. Great Britain: Wellington House, 1999.

This source is a great resource for maps and seeing the strategic placing of battles on both sides. There are 24 different maps included in the book from First Manassas to Atlanta. This will give a better understanding to students about some of the decisions that were made by Southern generals. It would serve as a great source for a stations lesson.

I found this source in the MSJ library. It will give great visual perspectives.

Focusing on the teachings of the South:

Eisert, Keven "The War for States Rights" 17th February 2009.

<http://civilwarbluegrass.net>

This site is beneficial for understanding why the Southerners decided that war was the only option. The site begins by stating all that Eisert believes about the Civil War. He even states that it wasn't a Civil War because the South wanted to be an independent nation. They weren't trying to take over the Government in Washington. He also includes great links about Secession Crisis, Politics and Politicians, Soldiers, the aftermath etc.

I accessed this resource through Google.com. The search terms I used were how the Civil War is taught in the South.

"Do Northern Schools Teach Civil War Lessons to Favor the North?" 19th February 2009.

<<http://answers.yahoo.com/question/index?qid=20090116193401AamMqV>>

This site is representative of people's responses to the question listed above. There are responses from people who live all over the country. These responses give the reader a clear cut idea about how students and adults feel about how the Civil War is taught in school around the country.

I accessed this resource through Google.com. The search terms I used were how the Civil War is taught in the South.

Bride, Wanda. Personal Interview. April 14th, 2009

Wanda is an adult who lived in Vermont for 25 years and has lived and currently does live in North Carolina. Wanda has had a lot of experience concerning the cultural differences in the North and South. She has told me already of many of the comments she has heard from Southerners about the Civil War and its ramifications on the South. Her perspective is very important as she has lived in both areas and has friends in both areas.

Willis, Chris. Personal Interview. April 14th, 2009.

Chris is a native to the South. She has lived in Maryland and North Carolina. She is also a mother of two boys who attended North Carolina schools. I interviewed Chris about what she was taught when she was a student in Maryland. I will specifically ask her about the heroes of the Civil War in the Southerners eyes. This interview is important to my research especially in regards to John Wilkes Booth.

Davis, Kate. Personal Interview. April 14th, 2009

Kate is a 55 year old woman who has lived in the south for much of her life. She has also spent time in Cleveland. I interviewed Kate on the 14th of April. She is important to my research because she openly states that she doesn't know as much about the Civil War as others. She represents the "other" group in the South. This is important because there are many people in the North with the same upbringing.

Davis, Jefferson. Inaugural Address. February 17th, 2009.

<http://www.civilwarhome.com/davisinauguraladdress.htm>

This primary source is very important in understanding the similar ideas between Davis and Lincoln. The two men, although different, were similar in their philosophies in regards to protecting their particular institutions. Students will be able to use this document to see the difference in philosophies throughout the two different areas of the nation at the time.

Lincoln, Abraham. Inaugural Address. February 17th, 2009.

<<http://www.bartleby.com/124/pres31.htm>>

This primary source speaks volumes about Lincoln's philosophy of the importance of preserving the Union. It also clearly states his dedication to his cause. It is similar to the Inauguration of Davis in the Confederate States of America and will allow students to make comparisons between the two.

I accessed this address through www.google.com

Brown, John. Address to the Court November 2nd, 1859. February 17th, 2009.

<<http://www.law.umkc.edu/faculty/projects/FTRIA/LS/johnbrown/brownaddress.htm>>

This primary source is important to understanding Brown's life. He was a fanatic but a deeply passionate man. Students will be able to discuss Brown's life, his raid on Harper's Ferry and to make connections with this raid to the Bleeding Kansas event. His address will state his foreshadowing of the Civil War.

I accessed this address through www.google.com

John Brown (abolitionist). April 27th, 2009.

<[http://en.wikipedia.org/wiki/John_Brown_\(abolitionist\)](http://en.wikipedia.org/wiki/John_Brown_(abolitionist))>

This website has a lot of information about the life of John Brown. This information will make it easy to state his background information and to state the issues that made him a villain and those that made him a hero.

I accessed this address through www.google.com

Abraham Lincoln. April 27th, 2009. <http://en.wikipedia.org/wiki/Abraham_Lincoln>

This website has a lot of information about the life of Abraham Lincoln. It discusses the Lincoln-Douglas debates and his early life as a politician.

Jefferson Davis. April 27th, 2009. <http://en.wikipedia.org/wiki/Jefferson_Davis>

This website has a lot of background information about Jefferson Davis. It states his political life as secretary of war and as senator. It also discusses his decision to become the President of the Confederate States of America.

I accessed this address through www.google.com

Jefferson Davis. April 27th, 2009. <http://en.wikipedia.org/wiki/Jefferson_Davis>

This website discusses the life of John Wilkes Booth. It discusses his childhood and life as an actor. This will be beneficial when discussing who he was.

I accessed this address through www.google.com

Swanson, James L. *Manhunt The 12-Day Chase for Lincoln's Killer*. New York, NY: HarperCollins Publishers. 2006.

This book is a non-fiction novel about Booth's decision to kill Lincoln and then it focuses on the chase to catch Booth after he kills Lincoln. It discusses the conspiracy, the immediate blaming of the South and then how Booth eventually dies after being caught. This book will be extremely important to my research because all my students will be reading it to see the thought process of Booth as the book is presented largely from his perspective. Also, students will be able to formulate their own opinions with new information about the situation and decision to kill Lincoln. It may help students to see where Booth got his ideas from and why he came to plot and kill Lincoln.

Personal Interview
Chris Willis
April 14th, 2009
Emerald Isle, North Carolina

1. What is your age?

56 years of age

2. How many years have you been living in the South? Where?

35 years. I have lived in Washington, DC, Maryland, North Carolina.

3. Did you attend school, elementary, middle or high, in the South? If so how many years did you attend?

Yes, in Maryland, all twelve years.

4. Have you ever lived in the North? If so, how many years?

Yes, for 6 years in Cleveland, Ohio.

5. What is your definition of a hero?

Someone who goes above and beyond what is expected of the usual behavior.

6. What were you taught about the Civil War in the South? (Either living here or going to school here)

Having been taught in a more metropolitan area it was a war of secession, over states rights and the fact that the South couldn't determine.

7. In your opinion, if you had to blame one side for the Civil War which side would you choose? Why?

I wouldn't assign blame to either side. I would say that it was just conflict over economic differences with philosophical, ideological differences being secondary. They came into it but it was really the economic differences that really sparked the war.

8. What do you think the primary reason for the Civil War was?

Economics. The South wanted to keep the slave trade and their life style and the North couldn't tolerate secession. The Union wouldn't tolerate letting the South determine their own way.

9. If you had to state some of the heroes of the Civil War who would you choose? (political, military, commoners, etc.)

Abraham Lincoln, Robert E. Lee

10. Do you know who Jefferson Davis was? What he did?

He was the President of the Confederacy. He moved the capital from Richmond. He was the figure head. He didn't do anything above and beyond.

11. Do you know who Abraham Lincoln was? What did he do?

Abraham Lincoln was born in Illinois in a log cabin. He was a Senator from Illinois. He married Mary Todd Lincoln. He had a son who died as a child. He was shot in Ford's Theater. He signed the Emancipation Proclamation. John Wilkes Booth shot him.

12. Do you think that Abraham Lincoln was a white supremacist?

No. A white supremacist who be a radical. I think he was bound and determined to hold the Union together. He wanted to win the war.

13. Do you know who John Brown was? What did he do?

He was an abolitionist. He was captured at Harper's Ferry. He was crazy.

14. Do you know who John Wilkes Booth was? What did he do?

Yes, he was an actor. He was a Southerner who thought that if he got rid of Lincoln it would solve the South's problems. He shot Lincoln in Ford Theater and he jumped off and broke his leg. He ran down Southern Maryland and he was killed before they could bring him to trial.

15. Would you consider Jefferson Davis a hero? Explain.

No, I don't think he was a hero. He didn't really do anything remarkable other than being the President of the Confederacy.

16. Are you familiar with the following phrase, "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them

shall seem most likely to effect their Safety and Happiness.” **In your opinion, does this apply to the South during the Civil War? Explain either way.**

This is the “Declaration of Independence”. No this phrase doesn’t apply. The economic differences were still there. The South let their wallets get in the way. They wanted to preserve their lifestyle and they went to war.

17. Would you consider John Wilkes Booth to be a hero? Explain.

No. He was a radical. A assassination is not an appropriate path to take.

18. Would you consider John Brown to be a hero? Explain.

No, he was another “crazy”.

19. Would you consider Abraham Lincoln to be a hero? Explain.

Yes. He was stalwart in his convictions despite a lot of public opinion and outrage against him.

20. Do you think that living in the South has changed your opinion of the Civil War and/or its outcomes? Explain.

No. A liberal education gives you both sides and you can make your own choices about what is right and wrong. There were compelling reasons on either side. It is a good debate because the South wanted to preserve their way of life but the way. They wanted to set the North straight.

21. Do you think that schools in the South are taught different lessons about the Civil War when compared to the North? Explain.

No. Maybe in the early 1900’s or the late 1800’s they were. Urban cities might also be different than rural. The people with Confederate flags in their trucks might have a different opinion but a well rounded education shows both sides.

22. Do you think that all of these men are considered to be heroes in the North? If not how might Northern people look at these men and their actions? Explain.,

If you are a Northerner then they probably were heroes.

23. Do you think that John Wilkes Booth had a reason/or reasoning to assassinate President Lincoln? Explain.

Yes. He saw Lincoln as the “devil”, trying to take away the South’s lifestyle. He thought that if Lincoln were dead he could help keep the South.

Personal Interview
Katie Davis
April 14th, 2009
Emerald Isle, North Carolina

1. What is your age?

55 years of age

2. How many years have you been living in the South?

41 years

3. Did you attend school, elementary, middle or high, in the South? If so how many years did you attend?

Yes, I went through 12 years. College was spent in the North.

4. Have you ever lived in the North? If so, how many years?

Yes, 4

5. What is your definition of a hero?

A hero is someone who does something that I wouldn't be able to do.

6. What were you taught about the Civil War in the South?

I don't really remember what I was told. I remember that the South lost and the North won.

7. In your opinion, if you had to blame one side for the Civil War which side would you choose? Why?

I would blame the South because of the slavery issue.

8. What do you think the primary reason for the Civil War was?

I am not really sure what the primary reason for the Civil War was.

9. If you had to state some of the heroes of the Civil War who would you choose? (political, military, commoners, etc.)

Abraham Lincoln, the underground railroad people

10. Do you know who Jefferson Davis was? What he did?

I don't

11. Do you know who Abraham Lincoln was? What did he do?

Yes, he was the 16th President. He emancipated the slaves.

12. Do you know who John Brown was? What did he do?

I am not sure, Was he an underground railroad person?

13. Do you know who John Wilkes Booth was? What did he do?

Yes, he was an assassinator. He assassinated Abraham Lincoln.

14. Would you consider Jefferson Davis a hero? Explain.

Probably, he is obviously famous so he must have done something important.

15. Are you familiar with the following phrase, "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness." In your opinion, does this apply to the South during the Civil War? Explain either way.

I have heard this statement before. I think that it is The Constitution but I can't be sure. No I do not think that this applies to the South during the Civil War.

16. Would you consider John Wilkes Booth to be a hero? Explain.

No because he assassinated the President and obviously had political opposition to what he was doing.

17. Would you consider John Brown to be a hero? Explain.

I don't know.

18. Would you consider Abraham Lincoln to be a hero? Explain.

Yes. He freed the slaves and wanted equal rights for all.

19. Do you think that living in the South has changed your opinion of the Civil War and/or its outcomes? Explain.

Yes I do. You can see the reality of how things were. You can see the prejudices. You actually meet people who are living through it rather than reading about it.

20. Do you think that schools in the South are taught different lessons about the Civil War when compared to the North? Explain.

I am not really sure.

21. Do you think that all of these men are considered to be heroes in the North? If not how might people look at these men and their actions? Explain.,

I don't think that they are all heroes in the North. I never meet anybody from the North who thought that John Wilkes Booth was a hero.

22. Do you think that John Wilkes Booth had a reason/or reasoning to assassinate President Lincoln? Explain.

No. I don't.

**Personal Interview
Wanda Bride
April 14th, 2009
Emerald Isle, North Carolina**

1. What is your age?

58 years of age

2. How many years have you been living in the South?

35 and a half. I have lived in North Carolina.

3. Did you attend school, elementary, middle or high, in the South? If so how many years did you attend?

No, I attended school in Rutland, Vermont.

4. Have you ever lived in the North? If so, how many years?

Yes, for 23 years

5. What is your definition of a hero?

Someone who does the right thing at the right time for the right reasons.

6. What were you taught about the Civil War in the South? (Either living here or going to school here)

I haven't learned anything when living in the South

7. In your opinion, if you had to blame one side for the Civil War which side would you choose? Why?

That's an interesting question; The word blame has a negative connotation so one would automatically think to blame the South. I think that the South had slaves and for one person to hold another person as a slave is not the right thing to do. So even though the North started the war it was really the South's fault.

8. What do you think the primary reason for the Civil War was?

Slavery.

9. If you had to state some of the heroes of the Civil War who would you choose? (political, military, commoners, etc.)

Abraham Lincoln, the underground railroad people were unsung heroes, the black people that stood up to everyone, and Samuel Mudd who was the doctor who took care of John Wilkes Booth when he was injured.

10. Do you know who Jefferson Davis was? What he did?

He was the President of the Confederacy. He pulled the South together. He got the states together along with Robert E. Lee. He defended his beliefs about slavery.

11. Do you know who Abraham Lincoln was? What did he do?

He was the President of United States of America. He was born in Illinois. He lived in a log cabin. He had marfan's syndrome. He was introspective. He was down to earth. He was open and honest. His nickname was "Honest Abe". He married Mary Todd. He ended slavery eventually.

12. Do you think that Abraham Lincoln was a white supremacist?

No. He believed in people being equal. A white supremacist believes that a white person is better than everybody else. A white supremacist only cares about whites.

13. Do you know who John Brown was? What did he do?

John Brown was responsible for Harpers Ferry which was a failure. He tried to get the slaves to riot. He was an abolitionist. He was from Virginia. Something happened with Kansas but I don't remember. He was a fanatic. He probably believed in the right thing but he used violence to go after it which wasn't right.

14. Do you know who John Wilkes Booth was? What did he do?

He was the individual who assassinated President Lincoln. He shot and killed him in Ford's Theater.

15. Would you consider Jefferson Davis a hero? Explain.

I think he was a hero to the South. I personally don't think he was a hero. He believed in the things that the South believed in and he stood up for the South. He believed in slavery and the right to have slaves.

16. Are you familiar with the following phrase, "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness." In your opinion, does this apply to the South during the Civil War? Explain either way.

Yes, it is from the "Declaration of Independence". In the minds of the Southerners it applied to them because of the right to life, liberty and the pursuit of happiness because they wanted these things and they thought slavery was the way to accomplish these things.

17. Would you consider John Wilkes Booth to be a hero? Explain.

Personally, no because he did the wrong thing. But if I was a Southerner, at the time, I would consider it to be the right thing so to them, he probably was a hero.

18. Would you consider John Brown to be a hero? Explain.

No, I think he was nuts because he was a fanatic. He was someone who just did wrong.

19. Would you consider Abraham Lincoln to be a hero? Explain.

Yes, because he fought for what he believed in. I think he did the right thing for the right reason. There were people who were slaves who shouldn't have been and he believed in the Declaration of Independence and equality and he wasn't going to let anyone get away with it.

20. Do you think that living in the South has changed your opinion of the Civil War and/or its outcomes? Explain.

No because how could it change my personal beliefs. I still think that people were created equally and that they should be treated equally and that just wasn't occurring.

21. Do you think that schools in the South are taught different lessons about the Civil War when compared to the North? Explain.

No. I don't think that they would be. History is history and there is really no reason for something to be taught differently.

22. Do you think that all of these men are considered to be heroes in the North? If not how might Northern people look at these men and their actions? Explain.,

I think that people in the North think that Abraham Lincoln is a hero. I don't believe John Wilkes Booth is. I don't think they think John Brown is. I don't think they would see Jefferson Davis as a hero either.

23. Do you think that John Wilkes Booth had a reason/or reasoning to assassinate President Lincoln? Explain.

In his own mind he did.