

Lesson Title: Geography and Politics of Border States

Grade Levels: 8-12

Class Time Needed: One to two class periods

Content Standards: See page 19

Objectives:

Students will utilize maps, primary documents and charts to enhance their knowledge of the causes of the Civil War, the politics of geography, and the demographic shifts in 19th century America.

Rationale:

By using primary documents and 19th century maps, students will gain a deeper understanding of the complexities of the Civil War. They will also more fully understand the importance of geographical location in times of conflict.

Description of Lesson/Activity:

1. Have students read (in class) an excerpt of Lincoln's *Appeal to Border State Representatives on Compensated Emancipation* (July 12, 1862).
2. Give students the worksheet on the *Emancipation Proclamation* (January 1, 1863) and the map that illustrates which states were freed by the document. Have them complete the map activity and accompanying questions.
3. Discuss students' answers in class.
4. Role Play: Abraham Lincoln was quoted as saying, "I think to lose Kentucky is nearly the same as to lose the whole game." Divide the class into two groups and instruct them to imagine they are senators from Kentucky. First, have them brainstorm debate points on why or why not to secede from the Union. Then, they should try to convince the other side of their viewpoint.

Materials:

Lincoln's *Appeal to Border State Representatives* (attached)
Geography and Politics of Border States worksheet

Assessment:

Formal: *Emancipation Proclamation* worksheet
Informal: Observance of classroom debate



Lincoln's Appeal to Border State Representatives on Compensated Emancipation July 12, 1862

Gentlemen. After the adjournment of Congress, now very near, I shall have no opportunity of seeing you for several months. Believing that you of the border-states hold more power for good than any other equal number of members, I feel it a duty which I can not justifiably waive, to make this appeal to you. I intend no reproach or complaint when I assure you that in my opinion, if you all had voted for the resolution in the gradual emancipation message of last March, the war would now be substantially ended. And the plan therein proposed is yet one of the most potent, and swift means of ending it. Let the states which are in rebellion see, definitely and certainly, that, in no event, will the states you represent ever join their proposed Confederacy, and they can not, much longer maintain the contest. But you can not divest them of their hope to ultimately have you with them so long as you show a determination to perpetuate the institution within your own states. Beat them at elections, as you have overwhelmingly done, and, nothing daunted, they still claim you as their own. You and I know what the lever of their power is. Break that lever before their faces, and they can shake you no more forever.

...I do not speak of emancipation *at once*, but of a *decision* at once to emancipate *gradually*. Room in South America for colonization, can be obtained cheaply, and in abundance; and when numbers shall be large enough to be company and encouragement for one another, the freed people will not be so reluctant to go.

I am pressed with a difficulty not yet mentioned—one which threatens division among those who, united are none too strong. An instance of it is known to you. Gen. Hunter is an honest man. He was, and I hope, still is, my friend. I valued him none the less for his agreeing with me in the general wish that all men everywhere, could be free. He proclaimed all men free within certain states, and I repudiated the proclamation. He expected more good, and less harm from the measure, than I could believe would follow. Yet in repudiating it, I gave dissatisfaction, if not offence, to many whose support the country can not afford to lose. And this is not the end of it. The pressure, in this direction, is still upon me, and is increasing. By conceding what I now ask, you can relieve me, and much more, can relieve the country, in this important point. Upon these considerations I have again begged your attention to the message of March last. Before leaving the Capital, consider and discuss it amongst yourselves. You are patriots and statesmen; and as such, I pray you, consider this proposition; and, at the least, commend it to the consideration of your states and people. As you would perpetuate popular government for the best people in the world, I beseech you that you do in no wise omit this. Our common country is in great peril, demanding the loftiest views, and boldest action to bring it speedy relief. Once relieved, its form of government is saved to the world; it's beloved history, and cherished memories, are vindicated; and it's happy future fully assured, and rendered inconceivably grand. To you, more than to any other, the privilege is given, to assure that happiness, and swell that grandeur, and to link your own names therewith forever.



Geography and Politics of Border States

Use the chart of the Balance of Power before the Civil War (below) and the excerpt of the Emancipation Proclamation to complete the map activity on the following page.

FREE	SLAVE
PA	GA
CT	MD
MA	SC
ME	MS
NH	VA
NY	NC
RI	KY
VT	TN
OH	LA
IN	MO
IL	AK
MI	FL
IA	TX
WI	OK Territory
CA	NE Territory
MN	
OR	
KS	

Emancipation Proclamation January 1, 1863 Abraham Lincoln

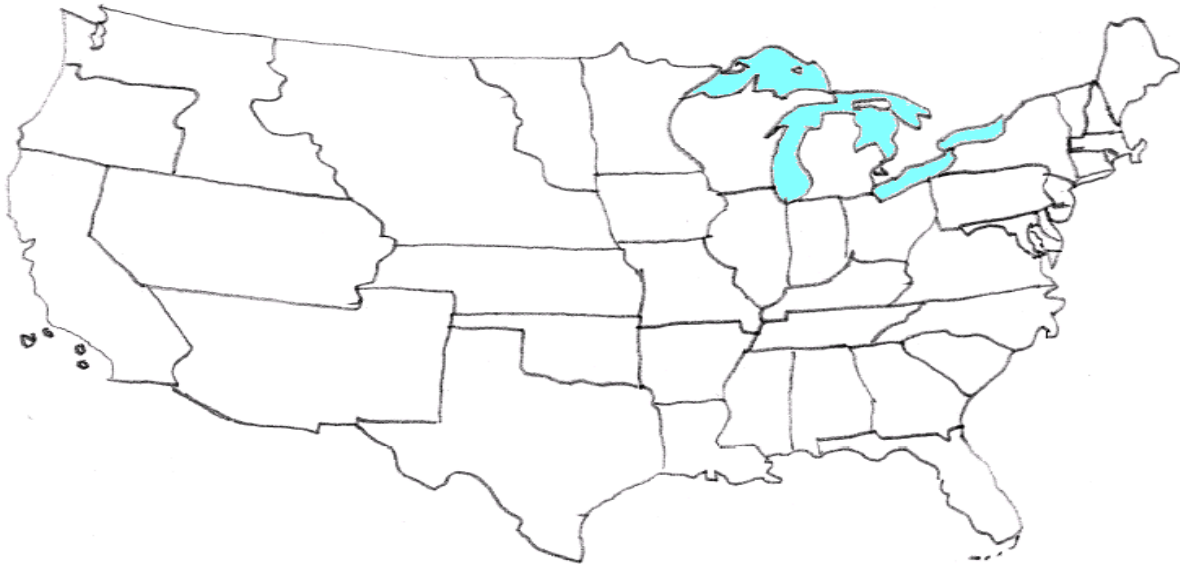
“That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designate part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free;”

“...States and parts of States wherein the people thereof respectively are this day in rebellion against he United States, the following, to wit: Arkansas, Texas, Louisiana, Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except West Virginia)...”

“...I do order and declare that all persons held as slaves within said designated States... are, and henceforward shall be free;”

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1. Shade in the areas on the map where slavery was ended by the Emancipation Proclamation.
 2. In a different color or pattern, shade in the states that still allowed slavery.
 3. Lastly, in a different color, shade in the states that did not allow slavery.





Use your shaded map and the primary documents to answer the following questions.

Name 5 places that newly freed people might go.

Why do you think the Border States (shaded in the middle) were important to Lincoln in his quest to retain the Union and win the War?

Why do you think the Border States did not secede from the Union even though they were Slave states?

How did the freeing of slaves affect the demographic landscape of the United States?

