

Freedom: A History of US

Educator's Guide



Developed by

THE GILDER LEHRMAN
INSTITUTE of AMERICAN HISTORY

www.gilderlehrman.org

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A. Note to Educators and Librarians

The Gilder Lehrman Institute of American History is delighted to bring you this traveling exhibition. Traveling exhibitions are freestanding panels with graphic reproductions of important historical documents, images, and interpretive text by leading scholars. Exhibitions cover a range of major topics in American history, including the Revolutionary era, the Civil War era, and the Civil Rights Movement. Since 1997, exhibitions have been hosted in almost fifty states nationwide.

One of the goals of this project is to expand educational outreach in your community. Document-based traveling exhibitions, in particular, support the mission of the Gilder Lehrman Institute of American History, a New York-based national nonprofit devoted to the teaching and learning of American history. Gilder Lehrman draws on top scholars, an unparalleled collection of original historical documents, and a national network of affiliate schools to create and provide a broad range of innovative resources, help new generations of students learn about American history in a way that is engaging and memorable, and promote critical thinking and excellent writing.

For further information about the Institute, visit www.gilderlehrman.org.



Susan F. Saidenberg
Senior Curator

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B. Overview of Exhibition

Freedom: a natural right or a civil right?

Freedom: the right to resist oppression and to live free of bondage?

Freedom: the right to participate in the political life of a nation and to elect officials?

Freedom: the opportunity to earn a living and to enjoy the fruits of one's labor?

In the Declaration of Independence, Jefferson based the colonists' right to separate on the King's denial of their freedom – their inalienable rights to “life, liberty and the pursuit of happiness.” Yet for more than 225 years the principle of freedom and our understanding of its implications have evolved dramatically.

The debates, decisions, and battles of our past shape the United States in which we live today. For all their idealism and confidence, Americans know that their history is grounded in the experiences of real men and women. This exhibition invites you to read the words and see the images of men and women who, whether they arrived in this land by choice or in chains, forged this nation. Their words and images provide insights into the complexity of the past.

Freedom: A History of US draws primarily on materials from the Gilder Lehrman Collection. These artifacts present a few of the Americans who fought and, in some cases, died in the cause of freedom. We hope that the legacy of their struggle will resonate for Americans as they face the challenges of the future.

C. Documents and Questions for Interpretation

1. Paul Revere. "The Bloody Massacre perpetrated in King-Street, Boston on March 5, 1770." (The Gilder Lehrman Institute, GLC01868)

By the beginning of 1770, there were 4,000 British soldiers in Boston, a city with 15,000 inhabitants, and tensions were running high. On the evening of March 5, crowds of day laborers, apprentices, and merchant sailors began to pelt British soldiers with snowballs and rocks. A shot rang out, and then several soldiers fired their weapons. When it was over, five civilians lay dead or dying, including Crispus Attucks, an African American merchant sailor who had escaped from slavery more than twenty years earlier.

Produced just three weeks after the Boston Massacre, Paul Revere's historic engraving, "The Bloody Massacre in King-Street," was probably the most effective piece of war propaganda in American history. Not an accurate depiction of the actual event, it shows an orderly line of British soldiers firing into an American crowd and includes a poem that Revere likely wrote. Revere based his engraving on that of artist Henry Pelham, who created the first illustration of the episode—and who was neither paid nor credited for his work.

Questions for Discussion

Read the introduction, examine the document, and study the transcript.
Then apply your knowledge of American history to answer the following questions:

1. Use the information from the illustration and your knowledge of American history to: a) describe the setting; b) the participants; and c) the action taking place.
2. Explain the point of view of the artist, Paul Revere. Identify clues in the image which help to understand Revere's sympathies.
3. How do the title, as well as the text and the poem below the image, reinforce the illustration's depiction of the event?
4. Why has this illustration been called "brilliant propaganda?"

The BLOODY MASSACRE perpetrated in King-Street BOSTON on March 5th 1770 by a party of the 29th REG



Engrav'd Printed & Sold by PAUL REVERE BOSTON

Unhappy Boston! see thy Sons deplore,	Thy hallow'd Walks besmear'd with guiltless Gore,	While faithless P—n and his savage Bands	With murderous Rancour stretch their bloody Hands	Like fierce Barbarians grinning o'er their Prey	Approve the Carnage, and enjoy the Day
Of scalding drops from Rage from Anguish Wring	Speechless Sorrows lab'ring for a Tongue	A weeping World can ought appease	The plaintive Ghosts of Victims such as these	The Patriot's copious Tears for each are shed	A glorious Tribute which embalms the Dead
But know Earth summons to that awful God!	Where Justice strips the Murderer of his Soul	Should venal C—ts the scandal of the Land	Snatch the relentless Villain from her Hand	Keen Execrations on this Plate inscrib'd	Shall reach a JUDGE who never can be brib'd

*The unhappy Sufferers were these SAM^l GRAY SAM^l MAVERICK, JAM^l CALDWELL, CRISPUS ATTUCKS & PAT^l CARE
Killed Six wounded two of them (CHRIST^l MONK & JOHN CLARK) Mortally*

2. George Washington, letter to John F. Mercer, 9 September 1786 (The Gilder Lehrman Institute, GLC03705)

In this letter, written at a time when he owned 250 slaves, Washington avows his dislike of the institution of slavery, an institution that violates the ideal of freedom and equality. "I never mean... to possess another slave by purchase; it being among my first wishes to see some plan adopted by which slavery in this Country may be abolished...." He looks to legislators to pass laws ending nation's most troubling issue.

Questions for Discussion

Read the introduction, examine the document, and study the transcript.
Then apply your knowledge of American history to answer the following questions:

1. How does this letter illustrate Washington's changing opinion of slavery?
2. Why did Washington write that slavery must be "abolished by slow, sure and imperceptible degrees?"
3. Explain the methods Washington considered to settle his debts.

Mount Vernon 9th Sep 1786

Dear Sir,

Your favor of the 20th ult^o did not reach me till about the first inst^o. — It found me in a fever, from which I am now but sufficiently recovered to attend to business. — I mention this to shew that I had it not in my power to give an answer to your proposition, sooner. —
With respect to the first.

I never mean (unless some particular circumstances should compel me to it) to possess another Slave by purchase; it being among my first wishes to see some plan adopted by ^{the Legislature} which Slavery in this Country may be abolished by slow, sure, & imperceptible degrees. — With respect to the 2^d, I never did, nor never intend to purchase a military certificate; — I see no difference it makes with you (if it is one of the funds allotted for the discharge of my claim) who the purchaser is

Transcript of George Washington, letter to John F. Mercer, 9 September 1786.
(The Gilder Lehrman Institute, GLC03705)

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Your favor of the 20th. ulto. did not reach me till about the first inst. - It found me in a fever, from which I am now but sufficiently recovered to attend to business. - I mention this to shew that I had it not in my power to give an answer to your propositions sooner. - ,

With respect to the first. I never mean (unless some particular circumstances should compel me to it) to possess another slave by purchase; it being among my first wishes to see some plan adopted by, [inserted: The Legislature by] which slavery in this Country may be abolished by slow, sure, & imperceptable degrees. - With respect to the 2d., I never did, nor never intend to purchase a military certificate; - I see no difference it makes with you (if it is one of the funds allotted for the discharge of my claim) who the the purchaser is [2] is. - If the depreciation is 3 for 1 only, you will have it in your power whilst you are at the receipt of Custom - Richmond - where it is said the great regulator of this business (Greaves) resides, to convert them into specie at that rate. - If the difference is more, there would be no propriety, if I inclined to deal in them at all, in my taking them at that exchange.,

I shall rely on your promise of Two hundred pounds in five Weeks from the date of your letter. - It will enable me to pay the work men which have been employed abt. this house all the Spring & Summer, (some of whom are here still). - But there are two debts which press hard upon me. One of which, if there is no other resource, I must sell land or negroes to discharge. - It is owing to Govr. Clinton of New York, who was so obliging as to borrow, & become my security for £2500 to answer some calls of mine. - This sum was to be returned in twelve [3] twelve months from the conclusion of the Peace. - For the remains of it [struck: this sum], about Eight hundred pounds york Cy. I am now paying an interest of Seven prCt.; but the high interest (tho' more than any estate can bear) I should not regard, if my credit was not at stake to comply with the conditions of the loan. - The other debt tho' I know the person to whom it is due wants it, and I am equally anxious to pay it, might be put of a while longer. - This sum is larger than the other,

I am. Dr Sir,

Yr. Most Obedt. Hble Sert,

Go: Washington

3. First draft of the United States Constitution, with notes and changes in the handwriting of Pierce Butler, 6 August 1787. (The Gilder Lehrman Institute, GLC00819.01)

This copy of the draft of the Constitution was printed secretly for the delegates with wide margins for notes. Delegate Pierce Butler, one of the wealthiest slaveholders from South Carolina, added the clause requiring the return of fugitives to their owners.

4. United States Constitution, printed for members of the Constitutional Convention, inscribed by Benjamin Franklin to Jonathan Williams, 17 September 1787. (The Gilder Lehrman Institute, GLC03585) [Note: for comparison only. Does not appear in exhibition.]

The first official printed version of the Constitution was distributed to the delegates, among whom Benjamin Franklin, aged 81, was the senior member. Franklin underlined the passages legalizing rights of individuals in cases of bankruptcies and standards of punishment, principles he championed throughout his life.

Questions for Discussion

Read the introduction, examine the document, and study the transcript.
Then apply your knowledge of American history to answer the following questions:

1. How does the preamble differ between the Pierce Butler and Benjamin Franklin versions of the United States Constitution?
2. Why were states specifically named in the Pierce Butler version?
3. How do the two versions illustrate the concern over the role of a central government?

Edw. D. Miller
August 6th 1787

WE the People of the States
of New-Hampshire, Massachusetts,
Rhode-Island and Providence Plan-
tations, Connecticut, New-York, New-Jersey, Penn-
sylvania, Delaware, Maryland, Virginia, North-Caro-
lina, South-Carolina, and Georgia, do ordain, declare
and establish the following Constitution for the Govern-
ment of Ourselves and our Posterity.

A R T I C L E I.

The stile of this Government shall be, "The United States of America."

II.

The Government shall consist of supreme legislative, executive and judicial powers.

III.

*at least Once every Year & such
meeting shall be on the first Monday
of Jan*

The legislative power shall be vested in a Congress, to consist of two separate
and distinct bodies of men, a House of Representatives, and a Senate; ~~each of~~
~~which shall, in all cases, have a negative on the other.~~ The Legislature shall
meet on the first Monday in December in every year. *unless a different day*

IV.

Sec. 1. The Members of the House of Representatives shall be chosen eve-
ry second year, by the people of the several States comprehended within this
Union. The qualifications of the electors shall be the same, from time to time,
as those of the electors in the several States, of the most numerous branch of
their own legislatures.

seven

Sec. 2. Every Member of the House of Representatives shall be of the age
of twenty-five years at least; shall have been a citizen ~~of~~ the United States
for at least three years before his election; and shall be, at the time of his e-
lection, a resident of the State in which he shall be chosen.

Sec. 3. The House of Representatives shall, at its first formation, and until
the number of citizens and inhabitants shall be taken in the manner herein af-
ter described, consist of sixty-five Members, of whom three shall be chosen in
New-Hampshire, eight in Massachusetts, one in Rhode-Island and Providence
Plantations, five in Connecticut, six in New-York, four in New-Jersey, eight
in Pennsylvania, one in Delaware, six in Maryland, ten in Virginia, five in
North-Carolina, five in South-Carolina, and three in Georgia.

*has been mentioned
the rule for dividing taxation
Article 4 & Section 3. which
shall be a subject for
consideration in the 3rd section of the
7th Article
of the Constitution
to be by the Senate*

Sec. 4. As the proportions of numbers in the different States will alter from
time to time; as some of the States may hereafter be divided; as others may
be enlarged by addition of territory; as two or more States may be united; as
new States will be erected within the limits of the United States, the Legisla-
ture shall, in each of these cases, regulate the number of representatives by the
number of inhabitants, according to the provisions herein after made, *by the*
rate of one for every forty thousand. provided every State shall have
one Representative

Sec. 5. All bills for raising or appropriating money, and for fixing the sala-
ries of the officers of government, shall originate in the House of Representa-
tives, and shall not be altered or amended by the Senate. No money shall be
drawn from the public Treasury, but in pursuance of appropriations that shall
originate in the House of Representatives. *that out*

Sec. 6. The House of Representatives shall have the sole power of impeach-
ment. It shall choose its Speaker and other officers.

Sec. 7. Vacancies in the House of Representatives shall be supplied by writs
of election from the executive authority of the State, in the representation from
which they shall happen. *the Speaker of the House*

V.

*To Jonathan Williams Esq
from B. Franklin*

WE, the People of the United States, in order to form
a more perfect union, establish justice, insure domestic tranquillity, provide
for the common defence, promote the general welfare, and secure the blessings
of liberty to ourselves and our posterity, do ordain and establish this Constitution for the
United States of America.

A R T I C L E I.

Sec. 1. ALL legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Sec. 2. The House of Representatives shall be composed of members chosen every second year by the people of the several states, and the electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislature.

No person shall be a representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state in which he shall be chosen.

Representatives and direct taxes shall be apportioned among the several states which may be included within this Union, according to their respective numbers, which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three-fifths of all other persons. The actual enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of representatives shall not exceed one for every thirty thousand, but each state shall have at least one representative; and until such enumeration shall be made, the state of New-Hampshire shall be entitled to chuse three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New-Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North-Carolina five, South-Carolina five, and Georgia three.

When vacancies happen in the representation from any state, the Executive authority thereof shall issue writs of election to fill such vacancies.

The House of Representatives shall chuse their Speaker and other officers; and shall have the sole power of impeachment.

Sec. 3. The Senate of the United States shall be composed of two senators from each state, chosen by the legislature thereof, for six years; and each senator shall have one vote.

Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three classes. The seats of the senators of the first class shall be vacated at the expiration of the first year, of the second class at the expiration of the second year, and of the third class at the expiration of the third year, so that one-third may be chosen every second year; and if vacancies happen by resignation, or otherwise, during the recess of the Legislature of any state, the Executive thereof may make temporary appointments until the next meeting of the Legislature, which shall then fill such vacancies.

No person shall be a senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state for which he shall be chosen.

The Vice-President of the United States shall be President of the senate, but shall have no vote, unless they be equally divided.

The Senate shall chuse their other officers, and also a President pro tempore, in the absence of the Vice-President, or when he shall exercise the office of President of the United States.

The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no person shall be convicted without the concurrence of two-thirds of the members present.

Judgment in cases of impeachment shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honor, trust or profit under the United States; but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment and punishment, according to law.

Sec. 4. The times, places and manner of holding elections for senators and representatives, shall be prescribed in each state by the legislature thereof; but the Congress may at any time by law make or alter such regulations, except as to the places of chusing Senators.

The Congress shall assemble at least once in every year, and such meeting shall be on the first Monday in December, unless they shall by law appoint a different day.

Sec. 5. Each house shall be the judge of the elections, returns and qualifications of its own members, and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and under such penalties as each house may provide.

Each house may determine the rules of its proceedings, punish its members for disorderly behaviour, and, with the concurrence of two-thirds, expel a member.

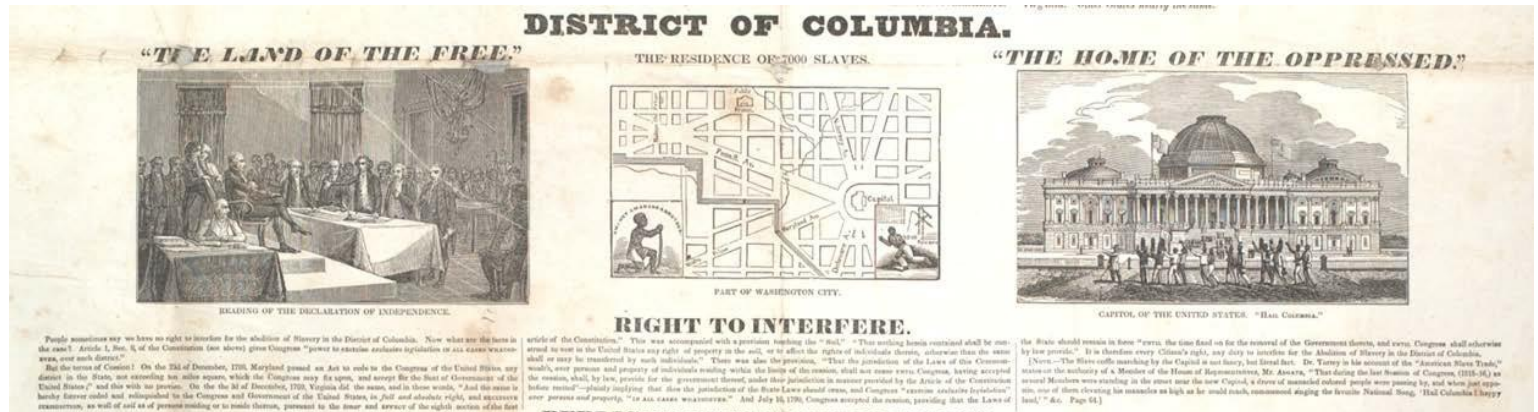
Each house shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy; and the yeas and nays of the members of either house on any question shall, at the desire of one-fifth of those present, be entered on the journal.

Neither house, during the session of Congress, shall, without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two houses shall be sitting.

Sec. 6. The senators and representatives shall receive a compensation for their services, to be ascertained by law, and paid out of the treasury of the United States. They shall in all cases, except treason, felony and breach of the peace, be privileged from arrest during their attendance at the

5. "Slave Market of America." Published by the American Anti-Slavery Society, New York, 1836. The Gilder Lehrman Collection, GLC04557

Beginning in the 1830s, abolitionist societies printed millions of broadsides to expose the brutality of slavery. "Slave Market of America" asserts that slavery violates the Bible, the Declaration of Independence, and the Constitution. The image of Washington D.C. as home of the free is eclipsed by an image of the nation's capital on the right as "Land of the Oppressed."



Questions for Discussion

Read the introduction, examine the document, and study the transcript.
Then apply your knowledge of American history to answer the following questions:

1. Why do you think abolitionists selected the District of Columbia as the subject for this broadside?
2. Directly below the District of Columbia are two images. Why did the artist choose to label one "The Land of the Free" and the other "The Home of the Oppressed"?
3. Select two images from the broadside which illustrate the brutal nature of the slave trade. Explain the reason for your choices.
4. Why would abolitionists publicize this picture? What reaction did they expect to this broadside? Explain.

6. Abraham Lincoln, manuscript fragment of “House divided” speech, ca. 1857.

The Gilder Lehrman Collection, GLC02533

In this draft, Abraham Lincoln offers an early formulation of the ideas that he would advance in his speech accepting the Republican nomination for the U.S. Senate in 1858. Lincoln identified slavery as a moral and a political issue that threatened the continued existence of the United States. Invoking the famous biblical words, “A house divided against itself cannot stand,” he declared, “I believe this government cannot endure permanently half slave, and half free.”

Questions for Discussion

Read the introduction, examine the document, and study the transcript.
Then apply your knowledge of American history to answer the following questions:

1. What evidence can be presented that in 1857 Lincoln believed that the US was at a crossroads regarding race?
2. Why does Lincoln believe that a nation “cannot endure permanently half-slave and half-free?”
3. Why did Lincoln point to the Dred Scott decision as an indication of a terrible predicament facing America?
4. From reading this selection, can you determine whether Lincoln opposed slavery? Explain your answer.

Why, Kansas is neither the whole, nor a
bits of the real question—

"A house divided against itself can not
stand"

I believe this government can not endure
permanently, half slave, and half free—

I expressed this belief a year ago; and
subsequent developments have but confirmed me.

I do not expect the Union to be dissolved—
I do not expect the house to fall; but
I do expect it will cease to be divided— It
will become all one thing, or all the other— Either
the opponents of slavery will arrest the further spread
of it, and put it in course of ultimate extinction; or
its advocates will push it forward till it shall be
completely lawful in all the states, old, as well
as new— Do you wonder it? Study the Dred Scott
decision, and then see, how little, even now, remains
to be done—

That decision may be reduced to three points—
The first is, that a negro can not be a citizen—
That point is made in order to deprive the negro
in every possible event, of the benefit of that provis-
ion of the U. S. Constitution which declares that:
"The citizens of each state shall be entitled to
all privileges and immunities of citizens in the
several states"

The second point is, that the U. S. Constitution pro-
tects slavery, as property, in all the U. S. territories, and
that neither Congress, nor the people of the territories,
nor any other power, can prohibit it, at any time prior
to the formation of state constitutions—

This point is made, in order that the territories may
safely be filled up with slaves, before the formation of
state constitutions, and thereby to embarrass the free states

Transcript of Abraham Lincoln, manuscript fragment of "House divided" speech, ca. 1857
The Gilder Lehrman Collection, GLC02533

Why, Kansas is neither the whole, nor a tithe of the real question.

"A house divided against itself can not stand"

I believe this government can not endure permanently, half slave, and half free –

I expressed this belief a year ago; and subsequent developements have but confirmed me.

I do not expect the Union to be dissolved – I do not expect the house to fall; but I do expect it will cease to be divided – It will become all one thing, or all the other – Either the opponents of slavery will arrest the further spread of it, and put it in course of ultimate extinction; or its advocates will push it forward till it shall become alike lawfull in all the states, old, as well as new – Do you doubt it? Study the Dred Scott decision, and then see, how little, even now, remains to be done. –

That decision may be reduced to three points – The first is, that a negro can not be a citizen – That point is made in order to deprive the negro in every possible event, of the benefit of that provision of the U. S Constitution which declares that: "The citizens of each State shall be entitled to all privileges and immunities of citizens in the several States"

The second point is, that the U. S. Constitution protects slavery, as property, in all the U. S. territories, and that neither Congress, nor the people of the territories, nor any other power, can prohibit it, at any time prior to the formation of State Constitutions –

This point is made, in order that the territories may safely be filled up with slaves, before the formation of State constitutions, and thereby to embarrass the free state sentiment, and enhance the chances of slave constitutions being adopted.

The third point decided is that the voluntary bringing of Dred Scott into Illinois by his master, and holding him here a long time as a slave, did not operate his emancipation, did not make him free.

7. “Men of Color, to Arms! to Arms!” Philadelphia, ca. 1863.
Private Collection

During the early years of the Civil War, Frederick Douglass had lobbied the President to organize black regiments and proclaim emancipation. The President postponed the decision, awaiting a favorable political climate. After emancipation, Douglass toured the country leading recruitment drives, entreating African Americans to “join in fighting the Battles of Liberty and the Union.”

Questions for Discussion

Read the introduction, examine the document, and study the transcript.
Then apply your knowledge of American history to answer the following questions:

1. Explain the purpose of this broadside.
2. Identify the emotional arguments used to persuade African Americans to join the Union Army.
4. Why did this broadside not appear before 1863?
5. Why did many African Americans agree with the broadside that “This is our golden moment!”?

MEN OF COLOR TO ARMS! TO ARMS! NOW OR NEVER

This is our golden moment! The Government of the United States calls for every Able-bodied Colored Man to enter the Army for the

Three Years' Service!

And join in Fighting the Battles of Liberty and the Union. A new era is open to us. For generations we have suffered under the horrors of slavery, outrage and wrong; our manhood has been denied, our citizenship blotted out, our souls seared and burned, our spirits cowed and crushed, and the hopes of the future of our race involved in doubt and darkness. But now our relations to the white race are changed. Now, therefore, is our most precious moment. Let us rush to arms!

FAIL NOW, & OUR RACE IS DOOMED

On this the soil of our birth. We must now awake, arise, or be forever fallen. If we value liberty, if we wish to be free in this land, if we love our country, if we love our families, our children, our home, we must strike now while the country calls; we must rise up in the dignity of our manhood, and show by our own right arms that we are worthy to be freemen. Our enemies have made the country believe that we are craven cowards, without soul, without manhood, without the spirit of soldiers. Shall we die with this stigma resting upon our graves? Shall we leave this inheritance of Shame to our Children? No! a thousand times NO! We WILL Rise! The alternative is upon us. Let us rather die freemen than live to be slaves. What is life without liberty? We say that we have manhood; now is the time to prove it. A nation or a people that cannot fight may be pitied, but cannot be respected. If we would be regarded men, if we would forever silence the tongue of Calumny, of Prejudice and Hate, let us Rise Now and Fly to Arms! We have seen what Valor and Heroism our Brothers displayed at Port Hudson and Milliken's Bend, though they are just from the galling, poisoning grasp of Slavery, they have startled the World by the most exalted heroism. If they have proved themselves heroes, cannot WE PROVE OURSELVES MEN!

ARE FREEMEN LESS BRAVE THAN SLAVES

More than a Million White Men have left Comfortable Homes and joined the Armies of the Union to save their Country. Cannot we leave ours, and swell the Hosts of the Union, to save our liberties, vindicate our manhood, and deserve well of our Country. MEN OF COLOR! the Englishman, the Irishman, the Frenchman, the German, the American, have been called to assert their claim to freedom and a manly character, by an appeal to the sword. The day that has seen an enslaved race in arms has, in all history, seen their last trial. We now see that our last opportunity has come. If we are not lower in the scale of humanity than Englishmen, Irishmen, White Americans and other Races, we can show it now. Men of Color, Brothers and Fathers, we appeal to you, by all your concern for yourselves and your liberties, by all your regard for God and humanity, by all your desire for Citizenship and Equality before the law, by all your love for the Country, to stop at no subterfuge, listen to nothing that shall deter you from rallying for the Army. Come Forward, and at once Enroll your Names for the Three Years' Service. Strike now, and you are henceforth and forever Freemen!

E. D. Bassett,
William D. Forten,
Frederick Douglass,
Wm. Whipper,
B. D. Turner,
Jas. McCrummell,
A. S. Cassey,
A. M. Green,
J. W. Page,
L. R. Seymour,
Rev. William T. Catto,

Rev. J. Underdue,
John W. Price,
Augustus Dorsey,
Rev. Stephen Smith,
N. W. Depee,
Dr. J. H. Wilson,
J. W. Cassey,
James Needham,
Ebenezer Black,
James R. Gordon,
Samuel Stewart,

P. J. Armstrong,
J. W. Simpson,
Rev. J. B. Trusty,
S. Morgan Smith,
William E. Glipson,
Rev. J. Boulden,
Rev. J. Asher,
Rev. Elisha Weaver,
David B. Bowser,
Henry Minton,
Daniel Colley,

Rev. J. C. Gibbs,
Daniel George,
Robert M. Adger,
Heary M. Cropper,
Rev. J. B. Reeve,
Rev. J. A. Williams,
Rev. A. L. Stanford,
Thomas J. Bowers,
J. C. White, Jr.,
Rev. J. P. Campbell,
Rev. W. J. Alston,

Eljah J. Davis,
John P. Burr,
Robert Jones,
O. V. Catto,
Thos. J. Dorsey,
I. D. Chiff,
Jacob C. White,
Morris Hall,
J. P. Johnson,
Franklin Turner,
Jesse E. Glasgow,

A Meeting in furtherance of the above named object will be held

And will be Addressed by

U. S. Steam-Power Book and Job Printing Establishment, Ledger Buildings, Third and Chestnut Streets, Philadelphia.

**8. "The Fifteenth Amendment Celebrated." New York, 1870.
Private Collection.**

The passage of the thirteenth, fourteenth and fifteenth amendments were greeted enthusiastically by the African American community.

Questions for Discussion

Read the introduction, examine the document, and study the transcript.
Then apply your knowledge of American history to answer the following questions:

1. List the contributions of individuals in the broadside who worked to end slavery.
2. Explain the new opportunities open to African Americans which appear as illustrations in the broadside.
3. In what way did the Fifteenth Amendment fulfill for African Americans the ideals of the Declaration of Independence?



THE FIFTEENTH AMENDMENT.

CELEBRATED MAY 18th 1870

D. Suggested Reading List

Joy Hakim. *Freedom: A History Of US*. Oxford: Oxford University Press, 2002.

David Brion Davis, and Steven Mintz. *The Boisterous Sea of Liberty*. Oxford: Oxford University Press, 1998.

David Blight. *Race and Reunion*. New York: Bellknap Press, 2002.

Eric Foner. *The Story of American of Freedom*. New York: W.W. Norton, 1999.

Horton, James Oliver and Lois E. Horton. *Slavery and the Making of America*. New York: Oxford University Press, 2005.*

E. About the Gilder Lehrman Institute

Founded in 1994 by Richard Gilder and Lewis E. Lehrman, the Gilder Lehrman Institute of American History is a nonprofit organization devoted to the improvement of history education. The Institute has developed an array of programs for schools, teachers, and students that now operate in all fifty states, including a website that features more than 60,000 unique historical documents in the Gilder Lehrman Collection. Each year the Institute offers support and resources to tens of thousands of teachers, and through them enhances the education of more than a million students. The Institute's programs have been recognized by awards from the White House, the National Endowment for the Humanities, and the Organization of American Historians.

The Gilder Lehrman Institute offers professional development and resources to assist teachers in their classrooms. The Institute has pioneered new models of history schools and programs, with proven success in improving academic achievement.

For more information about the Gilder Lehrman Institute, and to access our resources, including primary source documents and *Teaching Literacy through History* lesson plans, please visit our website:

www.gilderlehrman.org