

DOCUMENT SET A

Document-Based Assessment

John Brown's Raid

Abolitionist John Brown dedicated his life to ending slavery in the United States. He was a deeply religious man, but he did not hesitate to use violence to achieve his goals. To what extent was John Brown's raid at Harpers Ferry successful? Use your knowledge of the raid and its consequences along with Documents A, B, C, and D to answer questions 1 through 4.

Document A

"I John Brown am now quite certain that the crimes of this guilty land: will never be purged away; but with Blood. I had as I now think: vainly flattered myself that without very much bloodshed; it might be done."

—John Brown, December 2, 1859

Document B

"Though it convert the whole Northern people, without an exception, into furious, armed abolition invaders, yet old Brown will be hung! That is the stern and irreversible decree, not only of the authorities of Virginia, but of the PEOPLE of Virginia, without a dissenting voice. And, therefore, Virginia, and the people of Virginia, will treat with the contempt they deserve, all the craven appeals of Northern men in behalf of old Brown's pardon. The miserable old traitor and murderer belongs to the gallows, and the gallows will have its own."

—Richmond "Whig" newspaper editorial quoted in the *Liberator*, November 18, 1859

Document C

"But the question is, Did John Brown fail? . . . And to this I answer ten thousand times, No! . . . When John Brown stretched forth his arm the sky was cleared. The time for compromises was gone—the harmed hosts of freedom stood face to face over the chasm of a broken Union—and the clash of arms was at hand. The South staked all upon getting possession of the Federal Government, and failing to do that, drew the sword of rebellion and thus made her own, and not Brown's, the lost cause of the century."

—Frederick Douglass, May 30, 1881

Document D



- How do Documents A, C, and D portray John Brown?
 - As a criminal who committed treason
 - As a martyr who died for a just cause
 - As an abolitionist who went too far
 - As the cause of the Civil War
- What does Document B predict about Brown's execution?
 - It will turn southerners into abolitionists.
 - The people of Virginia will not support it.
 - People will quickly forget about Brown.
 - It may turn northerners into abolitionists.
- According to Frederick Douglass, what did John Brown's raid achieve?
 - It pushed the nation toward the Civil War.
 - It made abolitionism a lost cause.
 - It helped the North to gain control of the government.
 - It achieved nothing of importance.
- Writing Task** To what extent was John Brown's raid on Harpers Ferry a success or a failure? Consider different points of view when constructing your answer. Use your knowledge of the time period and specific evidence from the primary sources above to support your answer.

DOCUMENT SET B

Document-Based Assessment

Total War

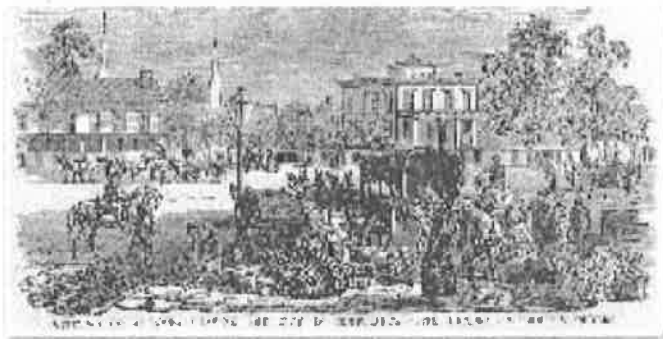
Union General William Tecumseh Sherman implemented a strategy of total war during his “march to the sea” in 1864. The concept of total war called for expanding military targets to include civilian economic resources. Use your knowledge of the Civil War and Documents A, B, C, and D to answer questions 1 through 4.

Document A

“Sherman’s Atlanta campaign in May to September 1864 won the Confederate prize that ensured Lincoln’s reelection that year. Sherman ordered a civilian evacuation of Atlanta, burned everything of any military value, and in November headed out of the city on his famous ‘march to the sea.’ More than any other Civil War commander, Sherman grasped the brutal logic of total war. In such a war, civilian morale and economic resources are as much military targets as the enemy’s armies. For Sherman, war unleashed the fury of hell, and he refused to sentimentalize the killing and pillaging required for victory.”

—William L. Barney, *The Reader’s Companion to American History*

Document B



“Citizens of Atlanta leaving the City in Compliance With General Sherman’s Orders.”

Document C

“Many people on both sides believed that the war would be short—one or two battles and the cowardly Yankees or slovenly rebels would give up. . . . Responsible leaders on both sides did not share the popular faith in a short war. Yet even they could not foresee the kind of conflict this war would become—a total war, requiring total mobilization of men and resources, destroying these men and resources on a massive scale, and ending only with unconditional surrender. In the spring of 1861 most northern leaders thought in terms of a limited war. Their purpose was not to conquer the South but to suppress insurrection and win back the latent loyalty of the southern people. The faith in southern unionism lingered long.”

—James M. McPherson, *Battle Cry of Freedom*

Document D

“William Tecumseh Sherman was considered one of the ablest generals in the Federal army, but he was a cruel one. . . . His celebrated march through Georgia put a stain upon his name that will cling to it as it is found upon the pages of history. . . . With his grand army of veterans, almost unopposed, he had overrun and desolated the fairest sections of the South, burning cities, towns, and country dwellings; had wantonly destroyed many millions of dollars worth of property, both public and private; had made thousands of women and children and aged men homeless and destitute by burning their homes and destroying their means of subsistence. And it was to glorify him for these deeds of barbarism that ‘Marching through Georgia’ was written, and it is for this that it is sung.”

—Milford Overley, “What ‘Marching Through Georgia’ Means”

1. The authors of Documents A and C define total war as
 - A total mobilization of men and resources against both military and civilian targets.
 - B a diplomatic effort aimed at avoiding the outbreak of hostilities.
 - C a military effort concentrated almost entirely on civilian targets.
 - D a policy for controlling the civilian populations of cities.
2. Which of the documents focuses on southerners reacting to total war?
 - A Documents A and B
 - B Documents B and C
 - C Documents B and D
 - D Documents A and D
3. According to Document A, why might Sherman have refused to “sentimentalize” total war?
 - A He wanted to protect Confederate government property.
 - B He wanted captured Confederate soldiers to help rebuild war-torn areas.
 - C He wanted more troops and supplies from Washington.
 - D He wanted civilian suffering to speed the collapse of the Confederate war effort.
4. **Writing Task** What impact did the military strategy of total war have on the people of the South during the Civil War? Use your knowledge of the war and specific evidence from the primary sources above to support your opinion.

DOCUMENT SET C

Document-Based Assessment

The Freedmen's Bureau

Congress created the Freedmen's Bureau to help freed slaves in the South. What impact did the Bureau have on education? How did white southerners react to the work of the Freedmen's Bureau? Use your knowledge of the Freedmen's Bureau and Documents A, B, C, and D to answer questions 1 through 4.

Document A

"I am just returned from a tour through my district, and in reply to your note . . . have to say that at this place there are 366 colored children under 14 of which perhaps 200 might be gathered into a school. . . . The colored people here are anxious that a school may be established, and I heartily second their desire. Winchester also presents a favorable field for efforts in their behalf. There are 372 under 14, and a colored church that will accommodate about half of the pupils. . . . At Harpers Ferry I found a school of 40 pupils established by Miss Mann . . . and taught by her for four months under every discouragement illustrating heroic charity. She is about to accept a situation elsewhere, and was exceedingly anxious that the school should be continued. . . . I promised that the school should continue."

—W. Storer How, August 31, 1865

Document B

Freedmen's Bureau school of Edisto Island, South Carolina



Document C

Cartoon depicting President Johnson's veto of the Freedmen's Bureau bill.



Document D

"We have pronounced ourselves distinctly in favor of the education of the Freedmen. . . . It is the interest of the whites and blacks alike that education should be generally diffused, and it will prepare both classes for the better performance of their duties. Therefore, let the people of the South, even the true, and, in fact, we think, only real friends of the negro move in the matter wisely and upon system. If the negro is to possess civil rights, and those are already accorded him, a certain amount of education will be indispensable. . . . The following . . . remarks show very clearly what difficulties are in the way of the system which has been established by those who are ignorant of the nature and character of the blacks. The Southern people must take the matter in their own hands."

—J.D.B. DeBrow, *Debow's Review*, July 1866

- Which documents present a constructive view of the Freedmen's Bureau's efforts?
 - Documents B and C
 - Documents A and D
 - Documents A and B
 - Documents C and D
- In Document D, what is the author's view of educating freed slaves?
 - The job should be given to the Freedmen's Bureau.
 - Northern teachers should be trained for the job.
 - The job should be given to educated blacks.
 - Southerners who understand freed slaves should educate them.
- Which document presents the conflict between President Johnson and Congress over the Freedmen's Bureau?
 - Document A
 - Document B
 - Document C
 - Document D
- Writing Task** How did the Freedmen's Bureau provide education for African Americans after the Civil War? Did everyone support its efforts to help freed slaves? Use your knowledge of the chapter content and specific evidence from the primary sources above to support your opinion.