

The Children's Education Program  
Of Performing Arts Fort Worth  
At Bass Performance Hall  
— *presents* —

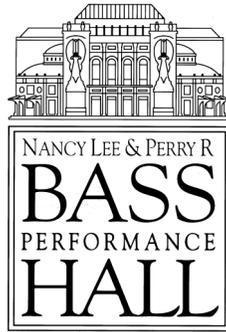
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Copland and the Common Man  
Featuring  
Fort Worth Symphony Orchestra  
With  
Babakayode Ipaye  
Maestro Miguel Harth-Bedoya, Conductor

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For Fifth Grade Students

September 20-22, 2017



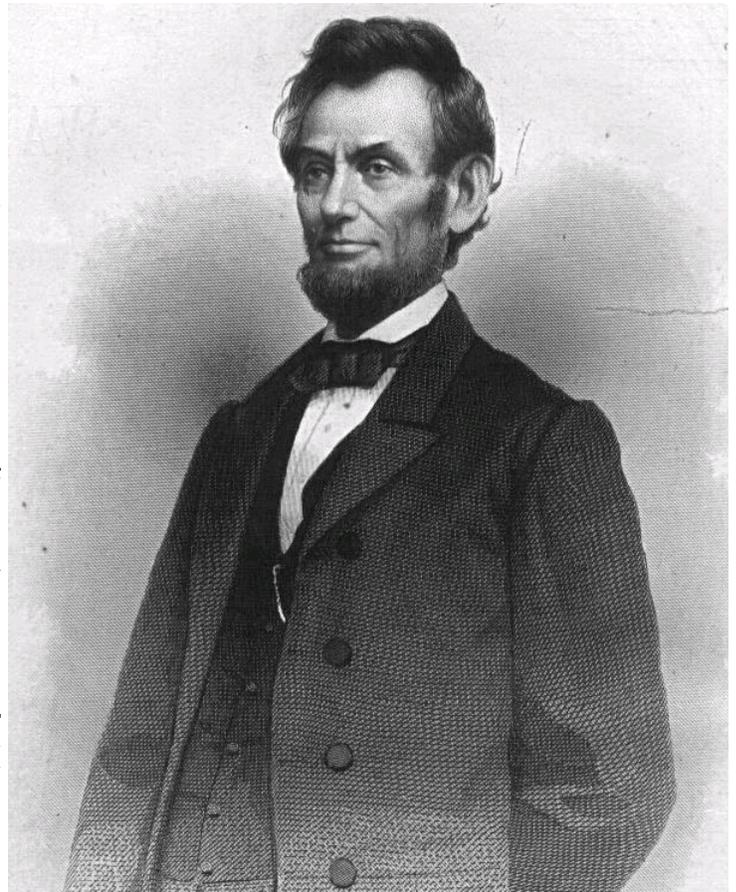
Dear Teachers:

Aaron Copland is one of our most important American composers. He was born in 1900 in Brooklyn and used American themes and stories, folk songs and jazz to create music that *sounds* distinctly **American**.

For “Copland and the Common Man,” the Fort Worth Symphony will play three compositions by Copland. They will begin with a short piece (three minutes) called *Fanfare for the Common Man*, which Copland wrote in 1942, during World War II. The Cincinnati Symphony had asked 18 composers to write music expressing love for America to encourage patriotism and this was the composition that Copland wrote. A fanfare is a piece for trumpets and other brass instruments, sometimes accompanied by percussion, for ceremonial purposes. Listen to this composition and think how Copland captured the distinctive American sound and spirit that is associated with our wonderful country.

The second piece is about John Henry, a legendary black steel-driving laborer who helped build the railroad across America after the Civil War. Copland’s *John Henry* (four minutes) captures the spirit of the clanging sledge hammer, the rhythm of the trains, the energy of a man and his times.

The final selection will be Copland’s *Lincoln Portrait* (15 minutes), for orchestra and narrator, with text taken from Abraham Lincoln’s writings. Abraham Lincoln, the 16<sup>th</sup> president of the United States, was born in a log cabin in 1809. His parents were uneducated and Lincoln attended school a total of only a few months, whenever work on the farm would permit it. Lincoln often painted himself as a common man, using self-deprecating humor to compensate for what he felt he lacked. (“Fellow citizens, I presume you all know who I am. I am humble Abraham Lincoln.”) However, he is considered by many as one of our greatest presidents: an



outstanding moral leader who led our country through the Civil War, brought about the end of slavery and held fast when disagreement and division seemed to split the country apart. He is remembered for his character, his great mind and his perseverance.

We hope that you will both learn from and enjoy this program designed just for you!

### TEKS Objectives—Copland and the Common Man

There are many TEKS objectives met with the materials covered in this lesson. We have listed a few options collectively that you might select. Choose those that would be of most use to your students. We have selected from fifth grade objectives, but similar ones can be found for other grades.

- |                       |  |
|-----------------------|--|
| English Language Arts | <ol style="list-style-type: none"><li>1) Listen to gain information, enjoy and appreciate</li><li>2) Listen to interpret speakers' messages, purposes and perspectives</li><li>3) Listen to proficient fluent models of oral reading, including classic works</li><li>4) Listen to gain knowledge of culture and connect experiences</li></ol>   |
| Social Studies        | <ol style="list-style-type: none"><li>4) Understand the causes and effects of the Civil War; explain reasons for and rights provided by 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments to the U. S. Constitution</li><li>20) Identify and compare leadership qualities of national leaders</li><li>21) Understand the fundamental rights of American citizens and selected amendments to US Constitution</li><li>22) Understand the relationship between arts and the times with examples of art, music and literature from various periods in U. S. history and how they reflect the times</li><li>23) Understand the similarities and differences of various racial, ethnic and religious groups, their traditions and creations</li></ol> |
| Fine Arts             | <ol style="list-style-type: none"><li>5) Identify the diverse genres, styles, periods and cultures in music; identify concepts taught in other fine arts and relationships to music</li><li>6) Respond and evaluate musical performances and exhibit concert etiquette</li></ol>   |

  
Sue Buratto  
Education Director

**Teachers!** Look at Silver Burdett Scott Foresman *Making Music* Grade VII C-43 for an excellent listening map and teaching ideas for *Fanfare for the Common Man*.

**These materials are for educational use only in connection with The Children's Education Program of Performing Arts Fort Worth at Bass Performance Hall. They are to be used in preparation for an education performance.**

# John Henry

The story of John Henry takes place around 1870 during the building of the Chesapeake and Ohio Railroad (the C & O) through West Virginia. This popular ballad represents a valiant battle of man against machine, of man against boss. John Henry became a hero and a symbol of power, strength and courage.

The Civil War (1860 - 1861) had torn the nation apart. When the country began to recover after the war, railroads were built to connect the nation, and before long it was possible to travel from one side of the country to another in a week, instead of six months or longer.

Men who worked to build the railroad had to make a level path for the tracks. This meant cutting through mountains, hills and anything else that stood in their way. Steel drivers, also known as "hammer men," would spend their days driving holes into rock by hitting thick steel spikes in the rock face. The hammer man always had a partner, known as a "shaker" or "turner", who would crouch close to the hole and turn the spikes after each blow. Once the hole was deep enough, a "blaster" would pack the hole with explosives and blow another notch into the rock.

John Henry, an American folk tale, tall tale and ballad, is based at least in part on a real person - a black "hammer man" who had a contest with a steam drill during the building of Big Bend Tunnel near Hinton, West Virginia to prove that a person was worth more than the machines that were beginning to do the same jobs. The building of the mile-and-a-quarter long tunnel through Big Bend Mountain caused the air to become thick and hot and the space was cramped. The work was hard and resulted in a number of deaths.

Although there are many versions of the John Henry story and song, there are some elements that are constant: John Henry was born to slave parents (in various accounts he was born in Alabama, North Carolina, Mississippi or West Virginia) and by the time he was a teenager, he was reportedly six feet tall, weighed more than 250 pounds and could easily outwork nine men.

After the Civil War, John Henry got a job on the track gang in West Virginia, driving long, steel blasting rods into the rocky mountainside. The race of man against machine began early one morning. John Henry, with a 12-pound (or nine or 14 pound or 20 pound) sledge hammer in each hand, drove steel into rocks all day long without stopping. Legend has it that the sparks flew like lightning and his hammers rang like thunder. When dusk came, the race was over, the machine was defeated and the workers' jobs were safe. But they had lost their mighty hero, who died of exhaustion from his superhuman task, with the hammer still in his hand.

The ballad of John Henry has passed down through generations, sung by folk singers and popular performers such as Johnny Cash and June Carter. The words and melody vary considerably from version to version. Listen to one version of the folksong, "John Henry" (with words), and as you listen to Copland's music, compare how it differs from this ballad.

# John Henry

Folk Song

When John Hen - ry was a - - lit - tle ba-by boy, You could hold him in

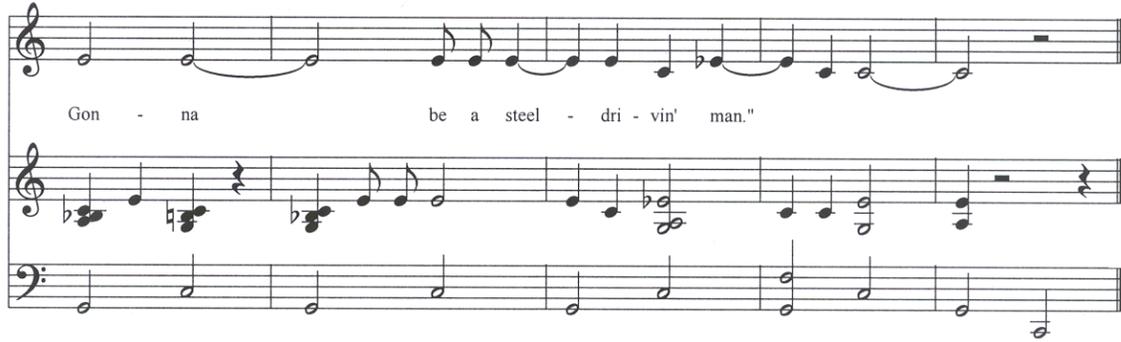
The first system of musical notation for the song 'John Henry'. It consists of three staves: a vocal line in the treble clef, a piano accompaniment in the treble clef, and a bass line in the bass clef. The music is in 2/4 time and G major. The lyrics are: 'When John Hen - ry was a - - lit - tle ba-by boy, You could hold him in'.

the palm of your hand, He gave a long- - and a

The second system of musical notation. It continues the melody and accompaniment from the first system. The lyrics are: 'the palm of your hand, He gave a long- - and a'.

lone-some cry, "Gon - na be a steel - dri - vin' man, Lawd, Lawd,

The third system of musical notation, concluding the piece. The lyrics are: 'lone-some cry, "Gon - na be a steel - dri - vin' man, Lawd, Lawd,'.



2. Well, the captain said to John Henry,  
“Gonna bring that steam drill ‘round,  
Gonna take that steam drill out on the job,  
Gonna whop that steel on down, Lawd, Lawd,  
Gonna whop that steel on down.”
3. John Henry said to the captain,  
“Well, a man ain’t nothin’ but a man,  
And before I let a steam drill beat me down  
Gonna die with the hammer in my hand, Lawd, Lawd,  
Gonna die with the hammer in my hand.”
4. They took John Henry to the tunnel,  
Put him in the lead to drive,  
The rock so tall, John Henry so small,  
That he laid down his hammer and he cried, Lawd, Lawd,  
Laid down his hammer and he cried.
5. John Henry said to his shaker,  
“Now, Shaker, why don’t you sing?  
I’m throwin’ nine pounds from my hips on down,  
Just listen to the cold steel ring, Lawd, Lawd,  
Just listen to the cold steel ring.”
6. Well, the man that invented the steam drill,  
He thought he was mighty fine,  
But John Henry drove his fifteen feet,  
And the steam drill only made nine, Lawd, Lawd,  
The steam drill only made nine.
7. John Henry looked up at the mountain,  
And his hammer was striking fire,  
He hammered so hard that he broke his heart  
And he laid down his hammer and he died, Lawd, Lawd,  
He laid down his hammer and he died.
8. They took John Henry to the tunnel,  
And they buried him in the sand,  
And ev’ry locomotive comes a-roarin’ by  
Says, “There lies a steel-drivin’ man, Lawd, Lawd,  
There lies a steel-drivin’ man.”

The piece begins with a muted trumpet in the background, setting a tone of sadness and wistfulness found in this story. The “John Henry” melody is first played quietly in the clarinet, answered by the bassoon. The clanging metal of hammers, played by dissonant strings and percussion, breaks through. The second time the “John Henry” melody is played by several winds in block chords, and one can almost *feel* the wheels of the train start turning, getting faster and faster and can imagine it racing through the valley. The melody is played by various sections of the orchestra. Listen as the train goes faster and faster and the train whistle wails its high-pitched sound before it stops.

If you were to write a piece about trains, what instruments would you use? What elements would you want the audience to hear to make them think of trains? Train wheels turning, the whistle, the clang of the metal of the 12 pound sledge hammer hitting the rock?



From –

<http://www.foldedspace.org/archives/002064.html>

*From Sea to Shining Sea; A Treasury of American Folklore and Folk Songs.* Compiled  
Amy L. Cohn. NY: Scholastic, 1993.

[http://www.pbs.org/americanrootsmusic/pbs\\_arm\\_es\\_folkballad.html](http://www.pbs.org/americanrootsmusic/pbs_arm_es_folkballad.html)

<http://www.martinsburg.com/state.history/famous.html>

*John Henry.* Julius Lester, illus. Jerry Pinkney. NY: Dial Books, 1994.

<http://www.npr.org/programs/morning/features/patc/johnhenry/>

<http://www.ferrum.edu/applit/bibs/tales/JHenry.htm>

<http://www.42explore.com/talltale.htm>

[http://www.ibiblio.org/john\\_henry/musicanalysis.html](http://www.ibiblio.org/john_henry/musicanalysis.html)

<http://www.americanfolklore.net/folktales/wv2.html>

# Lincoln Portrait

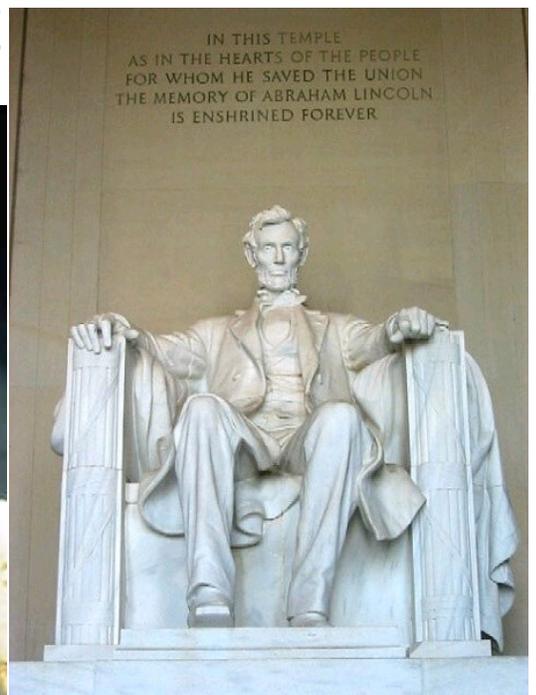
*The Lincoln Portrait* demonstrates just how *American* Copland could be. In 1941 the United States entered World War II against Germany and Japan. To encourage patriotism many organizations around the country asked artists and composers to create artwork which symbolized the essential American spirit. Copland responded in 1942 with two works—*The Lincoln Portrait* and *Fanfare for the Common Man*.

In his music he often chose to use American folksong melodies for many of his themes. He also felt that his music should *sound* American, rather than European, as much of the music before him. As a result, many of his melodies are simpler and almost naïve sounding, like many of our folk tunes. He thought Abraham Lincoln represented *the* great American hero and chose to deal with the greatness of the man through excerpts of Lincoln’s own words—words about the struggles for justice and against slavery before and during the Civil War. Lincoln’s words express some of the highest ideals of the United States.

*The Lincoln Portrait* is in three sections. Copland said that in the first section he wanted to capture the “mysterious sense of fatality that surrounds Lincoln’s personality.” Near the end of that section he attempted to show Lincoln’s “gentleness and simplicity of spirit.” As you listen to this first section, think of how you would portray this music if you were to draw it. What colors would you use? Would the shapes you use be small and busy? Or would they be large and bold?

Look at a picture of the massive Lincoln Memorial built in Washington D.C. as a tribute to the 16<sup>th</sup> president of the United States. The Lincoln Memorial was built to resemble a Greek temple. There are 36 columns, one for each state in the union at the time of Lincoln’s death, around the enormous statue of Lincoln seated in the middle. On the south wall of the monument is The Gettysburg Address. Above it is a mural depicting the angel of truth freeing a slave. On the north wall is a mural depicting the unity of North and South, and below it is the text of Lincoln’s second inaugural speech. Some have said that the memorial also symbolizes the rebirth of our nation, a democracy that is built on freedom for all.

Does the music *sound* like the memorial looks?



In the lively second section, Copland was trying to capture the spirit of Lincoln's time with fragments of "Camptown Races" by the American songwriter, Stephen Foster.

# Camptown Races

Stephen Foster

*Moderato con Spirito*

The Camp - town la - dies sing this song, Doo - dah!

The first system of musical notation for the first system of the piece. It consists of a vocal line in treble clef and a piano accompaniment in bass clef. The key signature is one sharp (F#) and the time signature is 2/4. The vocal line begins with a quarter rest, followed by a quarter note G4, an eighth note A4, a quarter note B4, an eighth note A4, a quarter note G4, an eighth note F#4, a quarter note E4, and a quarter note D4. The piano accompaniment features a steady eighth-note bass line in the left hand and a more active eighth-note melody in the right hand.

Doo-dah! The camp-town race-track five miles long, Oh! Doo-dah - day! I come down there with my

The second system of musical notation. The vocal line continues with a quarter note D4, a quarter note E4, an eighth note F#4, a quarter note G4, an eighth note A4, a quarter note B4, an eighth note A4, a quarter note G4, and a quarter note E4. The piano accompaniment continues with its characteristic rhythmic pattern.

hat caved in, Doo - dah! Doo - dah! I go back home with a

The third system of musical notation. The vocal line continues with a quarter note D4, a quarter note E4, an eighth note F#4, a quarter note G4, an eighth note A4, a quarter note B4, an eighth note A4, a quarter note G4, and a quarter note E4. The piano accompaniment continues with its characteristic rhythmic pattern.

pock-et full of tin, Oh, Doo-dah - day! Goin' to run all night! Goin' to run all

This system contains the first line of the vocal melody and the first two staves of the piano accompaniment. The key signature is one sharp (F#) and the time signature is 3/4. The lyrics are: "pock-et full of tin, Oh, Doo-dah - day! Goin' to run all night! Goin' to run all".

day! I'll bet my mon-ey on the bob-tail nag, Some-bod - y bet on the bay.

This system contains the second line of the vocal melody and the second two staves of the piano accompaniment. The key signature is one sharp (F#) and the time signature is 3/4. The lyrics are: "day! I'll bet my mon-ey on the bob-tail nag, Some-bod - y bet on the bay."

“The Pesky Sarpent [serpent],” is also called “On Springfield Mountain.” Both of these songs were popular during the 1800s when Lincoln was active. Look at the song “On Springfield Mountain.” [There are many versions of this and most folksongs, which vary in both melody and text.]

On Spring-field Moun-tain there did dwell, A hand-some youth, was known full well. Lieu - te-nant

This system contains the first line of the vocal melody for the song "On Springfield Mountain". The key signature is one sharp (F#) and the time signature is 3/4. The lyrics are: "On Spring-field Moun-tain there did dwell, A hand-some youth, was known full well. Lieu - te-nant".

Do you hear it in the melody that Copland wrote? Is it exact? Look at the melody which Copland wrote—how is it different? [The rhythms and time signature have been expanded. Some note values have been stretched to fit his theme. He also changed time signatures often.]

Look at the text of “On Springfield Mountain.”

On Springfield mountain there did dwell  
A handsome [lovely] youth I knew him well  
This handsome youth one day did go  
Down to the meadow for to mow

Tu-rudy-nay, tu-rudy-new, tu-rudy-nay-tu-rudy-new. Etc.

He had not mowed quite ‘round the field  
When a pesky serpent [serpent] bit his heel  
He took his scythe and with a blow,  
He laid the pesky serpent low.

Tu-rudy-nay, etc.

He took the serpent in his hand  
And straightway went to Molly Bland.  
Oh, Molly, Molly, here you see,  
The pesky serpent what bit me

Tu-rudy-nay, etc.

Now Molly had two ruby lips  
With which the poison she did sip  
But Molly had a rotten tooth  
And so the poison killed them both.

Why did Copland choose this folksong? Where did Lincoln grow up, first establish himself as a lawyer and run for president? [Springfield, Illinois] How is the young man in the song described? [a handsome—lovely—youth] What eventually happened to him? [He was killed by a pesky serpent.] Are there similarities between Abe Lincoln and the young man in the folksong? In the third section Copland said that his sole purpose was “to draw a simple but impressive frame” around Lincoln’s closing words from the Gettysburg Address. By choosing Lincoln, one of the most important presidents during one of the most difficult times in our country’s history, Copland was inspired to “mirror the magnificent spirit of our country in music,” to “portray the American characteristics—courage, dignity, strength and simplicity.” Do you think he succeeded?

From—

<http://www.menc.org/guides/classictale/LincolnPortrait.html>

<http://loralee.net/shari/copland.htm>

[http://www.manythings.org/voa/04/040209ta\\_t.htm](http://www.manythings.org/voa/04/040209ta_t.htm)

<http://www.lewisvillesymphony.org/lincoln.htm>

<http://www.contemplator.com/america/serpent.html>

[http://web.telia.com/~u87125666/lyrics/springfield\\_mountain.htm](http://web.telia.com/~u87125666/lyrics/springfield_mountain.htm)

*Fireside Book of Favorite American Songs*. Simon and Schuster, 1952.

# Lincoln Portrait Text

“Fellow citizens, we cannot escape history.”  
That is what he said.  
That is what Abraham Lincoln said:

“Fellow citizens, we cannot escape history. We of this Congress and this administration will be remembered in spite of ourselves. No personal significance or insignificance can spare one or another of us. The fiery trial<sup>1</sup> through which we pass will light us down, in honor or dishonor, to the latest generation. We—even we here—hold the power and bear the responsibility.”

[from Annual Message to Congress, Dec, 1862]

He was born in Kentucky, raised, in Indiana, and lived in Illinois.  
And this is what he said:  
This is what Abe Lincoln said:  
He said:

“The dogmas<sup>2</sup> of the quiet past are inadequate<sup>3</sup> to the stormy present. The occasion is piled high with difficulty, and we must rise with the occasion. As our case is new, so we must think anew and act anew. We must disenthrall<sup>4</sup> ourselves, and then we shall save our country.”

[from Second Annual Message to Congress, 1862]

When standing erect he was six feet four inches tall.  
And this is what he said:  
He said:

“It is the eternal struggle between two principles—right and wrong—throughout the world...It is the same spirit that says, ‘You toil<sup>5</sup> and work and earn bread—and I’ll eat it.’ No matter in what shape it comes, whether from the mouth of a king who seeks to bestride<sup>6</sup> the people of his own nation and live by the fruit of their labor, or from one race of men as an apology for enslaving another race, it is the same tyrannical<sup>7</sup> principle!”

[from Last Presidential Debate, 1858]

Lincoln was a quiet man.  
Abe Lincoln was a quiet and melancholy man.  
But when he spoke of democracy,  
This is what he said:  
He said:

“As I would not be a slave, so I would not be a master. This expresses my idea of democracy. Whatever differs from this, to the extent of the difference, is no democracy.”

[from Collected Works of Abraham Lincoln, 1858]

Abraham Lincoln, 16<sup>th</sup> President of these United States, is everlasting in the memory of his countrymen, for on the battleground at Gettysburg, this is what he said:

He said:

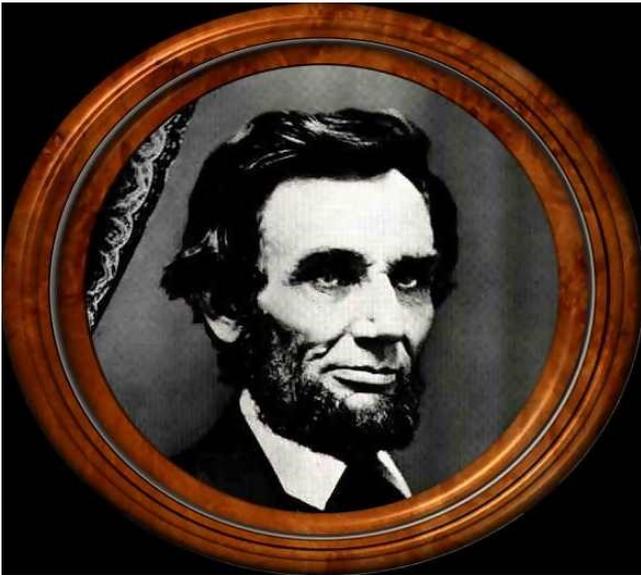
“...that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion: that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people and for the people, shall not perish<sup>8</sup> from the earth.”

[from Closing of Gettysburg Address, 1863]

<sup>1</sup> <b>fiery trial</b>	Civil War, death
<sup>2</sup> <b>dogma</b>	a code of beliefs, a point of view put forth as rule
<sup>3</sup> <b>inadequate</b>	not enough
<sup>4</sup> <b>disenthrall</b>	free, liberate, untangle
<sup>5</sup> <b>toil</b>	work, labor
<sup>6</sup> <b>bestride</b>	tower over, straddle, ride, sit, stand astride
<sup>7</sup> <b>tyrannical</b>	unjust, oppressive
<sup>8</sup> <b>perish</b>	be destroyed or ruined; die

**Exercise:** For an excellent listening map for *Fanfare for the Common Man*, look at the Grade 7 edition of *Silver Burdett Making Music* series. It is Transparency 2, CD 8-5 Page C-43 and is excellent. It should add immensely to the students' understanding and listening pleasure of this piece.

# Abraham Lincoln



was the 16<sup>th</sup> President of the United States. Many consider him the greatest president who ever lived. He was born in 1809 and died in 1865. He served as president from 1861 until 1865 (he was re-elected in 1864).

He was born in a log cabin in Kentucky. He had very little formal schooling. After living in Indiana for quite a while his family moved to Illinois and he opened a general store. He eventually became a lawyer by reading law books and studying on his own.

If you wish to be a lawyer, attach no consequence to the place you are in, or the person you are with; but get books, sit down anywhere, and go to reading for yourself. That will make a lawyer of you quicker than any other way.

He married Mary Todd in 1842 and was elected to the state and then U. S. Legislature. In 1860 he ran for president and won by a slim margin.

A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free. 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.

While Lincoln was president, the Southern states seceded from (left) the Union and formed a separate Confederacy. Six weeks after Lincoln became president, the Civil War began. The Civil War lasted from 1861 to 1865. The Union army defeated the Confederate army. More than 600,000 soldiers from both sides died.

On January 1, 1863, Lincoln issued the Emancipation Proclamation, which eventually led to the freeing of all slaves in the U.S.

Although he had little schooling, he made many eloquent and often humorous speeches.

Common-looking people are the best in the world; that is the reason the Lord makes so many of them.

One of his most important speeches was the Gettysburg Address in November 1863. [See Gettysburg Address] In that short speech, he said that a country must be dedicated to human freedom for all its citizens in order to survive. Many say that The Gettysburg Address defined Americans as a people who believe in freedom, democracy and equality.

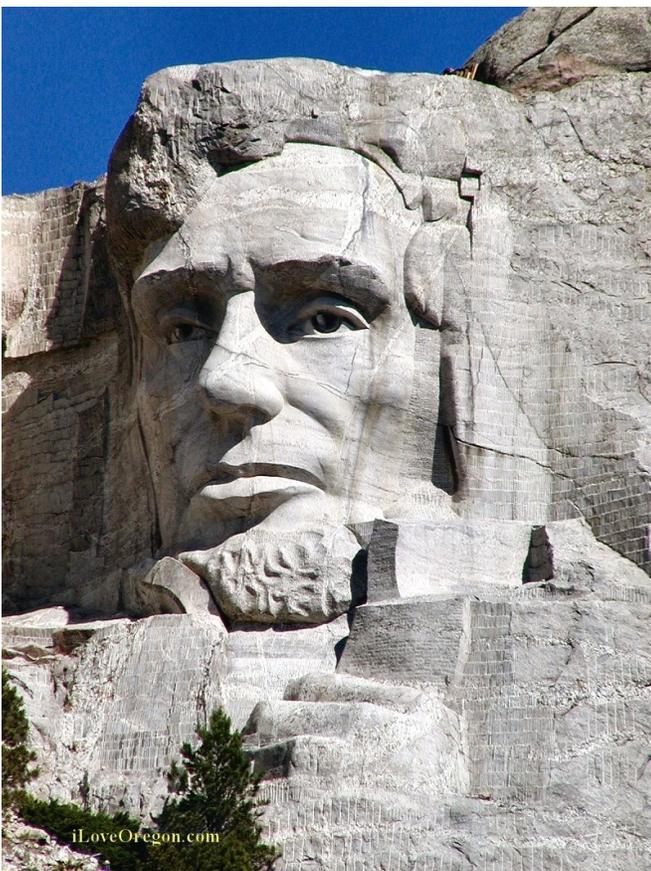
He was re-elected president in 1864.

“With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation’s wounds; to care for him who shall have borne the battle, and for his widow and his orphan—to do all which may achieve and cherish a just and lasting peace, among ourselves, and with all nations.” Lincoln’s Second Inaugural Address, March 4, 1865.

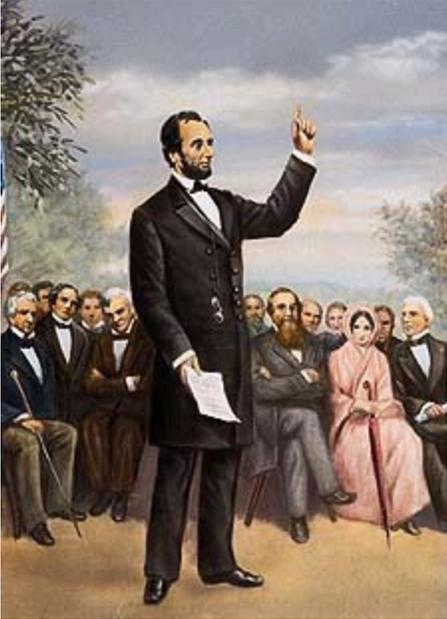
General Robert E. Lee, leader of the Confederacy, surrendered to General Ulysses S. Grant, leader of the Union on April 9, 1865, ending the Civil War.

Lincoln was shot five days later by John Wilkes Booth, an actor, while attending a play at Ford’s Theater in Washington, D.C. Lincoln died the next morning. He was the first President of the United States to be assassinated.

Today Lincoln’s face is on the penny, \$5 bill and the side of Mount Rushmore. He is also honored by the Lincoln Memorial in Washington, D.C.



# The Gettysburg Address



*In early July 1863, the Union Army defeated the Confederate Army at the Battle of Gettysburg in Pennsylvania in the bloodiest battle in American history. [More than 50,000 soldiers died in that battle.] In November 1863, Lincoln was asked to speak at the dedication of a military cemetery at Gettysburg, commemorating those who had lost their lives there. Lincoln spoke for two minutes; many criticized the speech, saying it was not worthy of those who had died there. However, almost 150 years later, we still remember The Gettysburg Address. Why do you think it is important to so many people? [Because he offered thanks and remembrance to the fallen and expressed belief and hope in the birth of freedom for all.]*

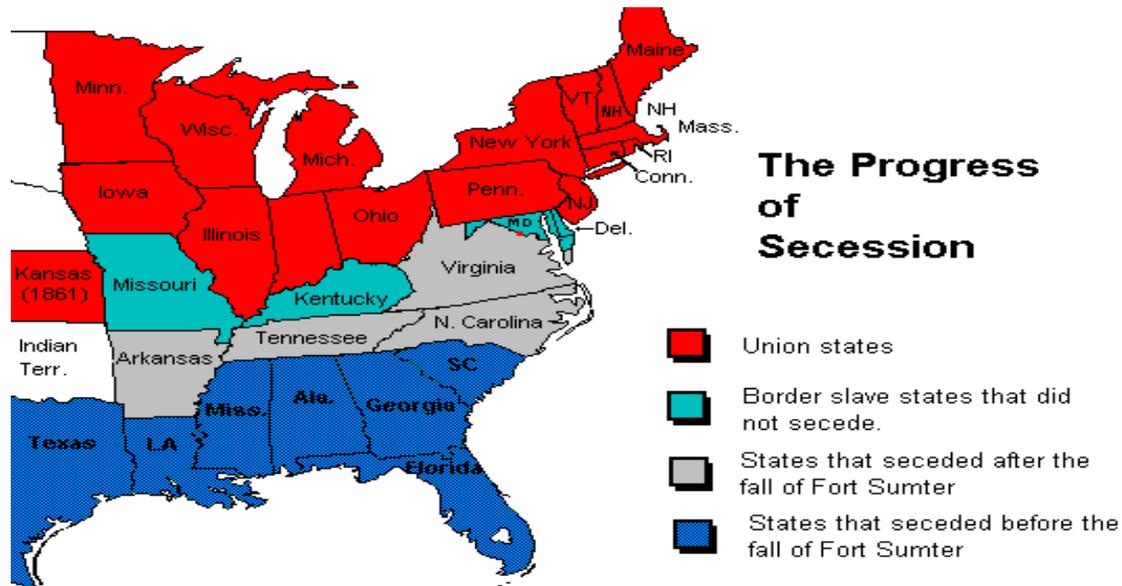
Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation, so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate, we can not consecrate, we can not hallow this ground. The brave men, living and dead, who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living rather to be dedicated here to the unfinished work which they who have fought here have so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us – that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion – that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth.

# Civil War 1861-1865

By 1850 the issues of equal taxation, state's rights and slavery were tearing the United States apart. The northern states thought slavery was contrary to the concept of a free country; the southern states did not want their way of life challenged. They felt the large plantations in the south depended on free labor – slave labor – to survive. When new territories wanted to join the Union as states, how would they join – as slave states or free states? This became the major issue and one which challenged the balance of power between the two sides. See the map below.



Several attempts at compromise were made through the years, but there continued to be great disagreement up until the election of 1860. Lincoln had made a campaign promise to keep the country united and not to expand slavery in the territories. When he was elected president, the southern states seceded (withdrew) from the Union and formed a separate nation, calling themselves the Confederate States of America, or the Confederacy.

**1861-1865** A rebellion at Fort Sumter in South Carolina started the war; many believed that it would be over in a few weeks, but they were wrong. Four years later, when the Union army had finally defeated the Confederate army, 620,000 people had been killed.

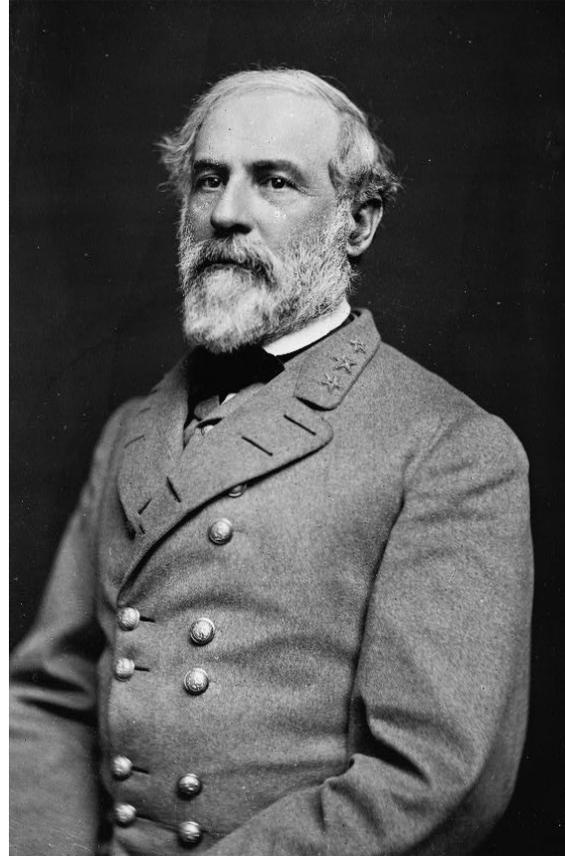
At first the purpose of the war seemed to be to save the Union. However, in 1863 Lincoln issued the Emancipation Proclamation, freeing many blacks from slavery. The war waged on month after month, with heavy casualties on both sides. Early in the war the Confederate army had seemed to be in control and Lincoln spent many wakeful nights, worrying about the fate of the Union. The Confederate army had many of the best officers, cavalry members and horses. Eventually the Union's strengths – many more people, more factories, railroads, ships and raw materials – prevailed.

# The Supreme Commanders

**Ulysses S. Grant,  
Union General**



**Robert E. Lee,  
Confederate General**



The war  
d e a t h

brought  
and de-

struction to families, destroyed homes, farms, villages and whole towns. Crops, warehouses and railroads were burned or dismantled. Blockades prevented exports or imports to Southern ports.

Many young people were called into service as drummer boys, cooks and helpers for soldiers. At times they acted as soldiers, too.

The turning points for the Union army were the battles in Gettysburg, Pennsylvania in July of 1863 and the battle at Vicksburg, Mississippi. After those battles, the end of war was in sight and Robert E. Lee, General of the Confederate Army, surrendered at Appomattox, Virginia in 1865.



# Abraham Lincoln

1809



**Abraham Lincoln** is born in a one room log cabin in Kentucky.

1815

Young **Lincoln** attends school but only off and on; he must work on the family farm; reads books constantly.



1818

Abraham's mother dies. His father remarries the following year.

1830



The family moves to Illinois where they settle on uncleared land. Abe helps by chopping trees and splitting rails. By 1831 he finds work in a village store. When the store that he and a friend later open fails, he struggles for many years to pay off the debt; called "Honest Abe."

1834

Elected to the Illinois General Assembly; starts to study law.



1837

Moves to Springfield. Becomes a law partner in a firm, travels around the state practicing law in 1839 and meets Mary Todd.



1842

Marries Mary Todd and eventually they have four sons, two of which die in childhood.



1846

Elected to U. S. House of Representatives but returns to Illinois in 1849. He gains a reputation as an outstanding lawyer.

1856

Helps to organize the new Republican party of Illinois. Begins to make speeches/debates around the country.

1860



In November he is elected **16<sup>th</sup> president** of the United States. In 1861 the Civil War began, one month after Lincoln's Inauguration.

1863

Lincoln issues the Emancipation Proclamation; November 19 he delivers The Gettysburg Address.



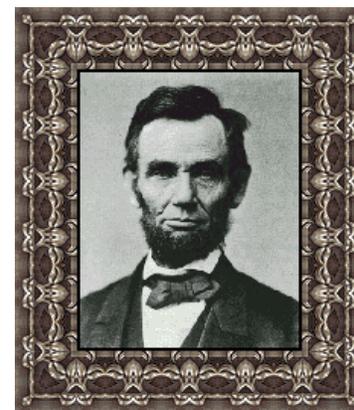
1864

Lincoln re-elected President of the United States.

1865



April 9, Confederate army surrenders; April 14 Lincoln is shot in the head by John Wilkes Booth; Lincoln dies the following morning.



# The 1860s

The mid-1800s was a time of change and great growth in the United States. While Abraham Lincoln and the Civil War were the most important events, there are many other people to remember —

## Harriet Tubman



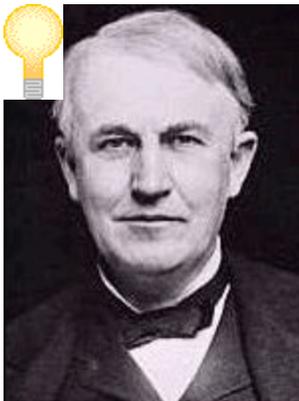
Known as the “Female Moses”, she led over 300 slaves to freedom in the north and Canada in what was called the “Underground Railroad.” During the war, she served as soldier, spy and nurse.

## Walt Whitman



Great American poet who admired Lincoln and wrote “O Captain, My Captain” and “When Lilacs Last in the Door-yard Bloom’d” as tributes when Lincoln died.

## Thomas Edison



As a boy, Lincoln was his hero. In addition to the useful electric light bulb he had more than 1,000 inventions.

## Louisa May Alcott



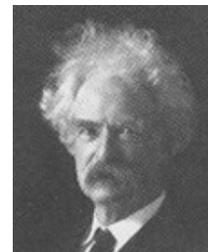
In addition to being the author of Little Women and other wonderful books, she was an army nurse for the Union army. (The war that Jo’s father goes to fight is the Civil War.)

## Clara Barton



She worked as a nurse and distributed medical supplies during the Civil War. Later formed the Red Cross. She was called the “Angel of the Battlefield.”

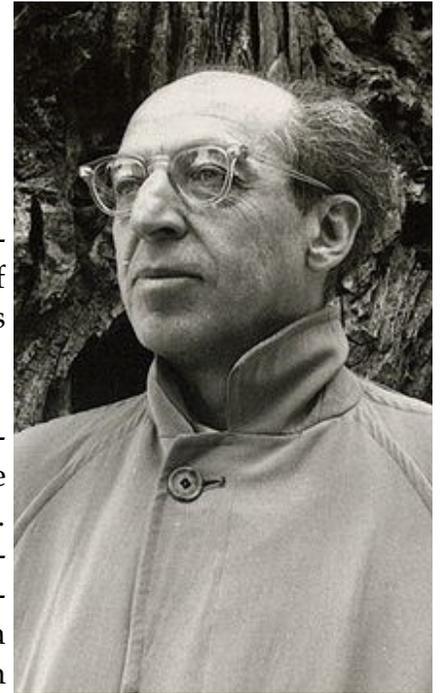
## Mark Twain



Writer Samuel Clemens took the name Mark Twain and wrote Tom Sawyer and Huckleberry Finn.

# Aaron Copland

## 1900-1990



Becoming a composer in America around 1920 was not a simple matter. Almost all classical musicians either played or copied the style of European music. Copland and a small group of American musicians gradually changed that.

Copland first went to Paris and studied with Nadia Boulanger, probably the most famous music teacher of the 20<sup>th</sup> century. When he came back to the United States, he began to write music of ordinary people. His first big success was *El Salón México*, in 1936, a piece that combined popular melodies Copland had heard in Mexico to give the feeling of a dance hall. He felt he should be “part of a nation that has a musical profile of its own” and so, he drew much of his inspiration from folk art and music.

He wrote a number of ballets, such as *Billy the Kid*, *Rodeo*, and *Appalachian Spring*, with many of the dance world's great choreographers. He also wrote film scores for the movies *The Red Pony* and *Our Town*. His *Fanfare for the Common Man*, which was part of his Third Symphony, became famous by itself. For a boy from Brooklyn who was the child of Russian immigrants, he wrote many pieces of music with a strong feeling for rural life and the old west.

Serving as director of the Berkshire Music Festival at Tanglewood, Massachusetts, for over 20 years, he was well known as a music educator. His books about music, *What to Listen for in Music* and *Our New Music*, have been very popular with music lovers and educators. He received many prizes over his lifetime, among them the Pulitzer Prize, an Oscar for film music writing and the Presidential Medal of Freedom. Aaron Copland is one of the most popular American classical composers of the 20<sup>th</sup> century.

### *Interesting bit of trivia –*

Spike Lee chose the music of Copland exclusively for his movie, *He Got Game* starring Denzel Washington, about the game of basketball. When asked why, he said “Why not? Mr. Copland is considered to be one of the greats of American classical music.... When I listen to his music, I hear America...”



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[http://americancivilwar.com/kids\\_zone/causes.html](http://americancivilwar.com/kids_zone/causes.html)

[http://americancivilwar.com/kids\\_zone/gettysburg\\_battle](http://americancivilwar.com/kids_zone/gettysburg_battle)

[http://www.civilwar.si.edu/lincoln\\_intro.html](http://www.civilwar.si.edu/lincoln_intro.html) Excellent Smithsonian Institution site  
[www.civilwarhome.com/bartonbio.html](http://www.civilwarhome.com/bartonbio.html)

[www.wmol.com/whalive/alcott.htm](http://www.wmol.com/whalive/alcott.htm)

<http://www.lkwdp.org/>

<http://memory.loc.gov/ammem/> American Memory Project. Excellent

<http://memory.loc.gov/learn/> – The Learning Page. Excellent

<http://www.pitt.edu/ameimus/ofah.htm>

<http://www.loc.gov/rr/print/107civw.html>

<http://www.nara.gov:80/cgi-bin/starfinder/7594/images.tst>. One of many great resources for Civil War pictures.

<http://usinfo.state.gov/usa/infousa/facts/democrac/23.htm>

[www.pbs.org/civilwar/cwimages/](http://www.pbs.org/civilwar/cwimages/) Connects to material for the Ken Burns Civil War series. Superb.

<http://EnchantedLearning.com>

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[http://www.pbs.org/americanrootsmusic/pbs\\_arm\\_es\\_folkballad.html](http://www.pbs.org/americanrootsmusic/pbs_arm_es_folkballad.html)

[http://www.nsknet.or.jp/~motoya/J/John\\_Henry.html](http://www.nsknet.or.jp/~motoya/J/John_Henry.html)

[http://www.klte.hu/~klamp/blues/lyrics/st\\_n\\_bm/john\\_henry.html](http://www.klte.hu/~klamp/blues/lyrics/st_n_bm/john_henry.html)

<http://www.wvaworldschool.org/caw/htm/henry.htm#Learn>

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