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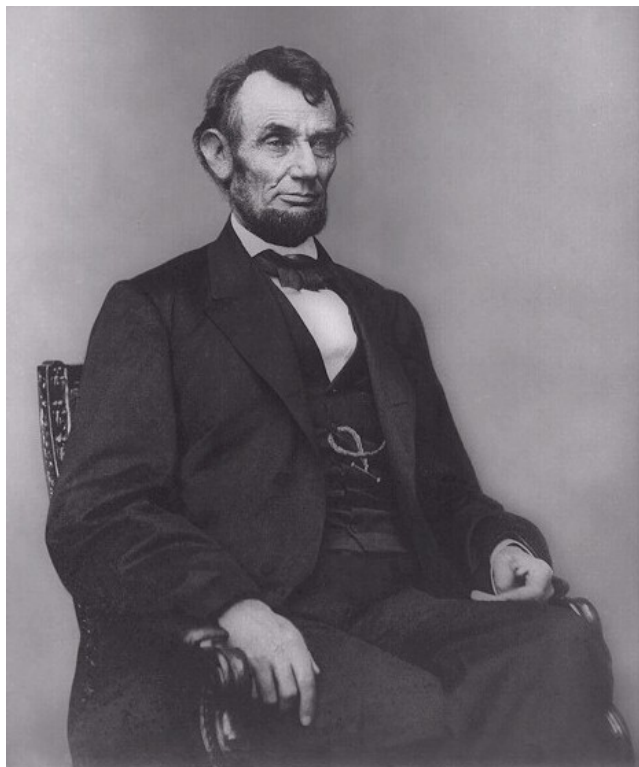
ABRAHAM LINCOLN

RAINBOW EDUCATIONAL MEDIA, 2004

Grade Level: 3-6

20 Minutes

7 Instructional Graphics



CAPTIONED MEDIA PROGRAM RELATED RESOURCES

[#8424 ABRAHAM LINCOLN](#)

[#8425 ABRAHAM LINCOLN: PRESERVING THE UNION](#)



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ABRAHAM LINCOLN

From the
American Heroes & Heroines
Series

Grades 2-5

Viewing Time: 18 minutes

PROGRAM OVERVIEW

Intended Audience and Uses

Abraham Lincoln has been produced for social studies students in grades 2-5. The second program in the American Heroes and Heroines series, it traces the life of the sixteenth president of the United States, from his birth in a log cabin in rural Kentucky to the end of the Civil War. This program meets Standard II, "Time, Continuity and Change;" Standard V, "Individuals, Groups and Institutions;" and Standard X, "Civic Ideals and Practices," of the National Council for the Social Studies.

Several viewing strategies may be employed. You may find it useful to show the program in its entirety, then play

it segment by segment, using each segment as a basis for a single lesson or multiple lessons, depending on the level of student comprehension. A final review screening, again showing the program without stopping, undoubtedly will help reinforce student understandings.

Program Synopsis

The program is divided into three sections: Lincoln's childhood; his early adult years as a frontier shopkeeper, soldier, lawyer and politician; and finally, his presidency during the Civil War. After the program's introduction, which discusses how Americans are able to rise from humble beginnings, viewers see how Lincoln's father, Thomas, moved the family from Kentucky to Indiana when Abe was seven in order to move from a state that allowed slavery. A brief explanation of slavery follows. The video then shows young Lincoln in school, his mother's illness and subsequent death, and Abe's warm relationship with his stepmother, Sally Johnston. Emphasis is given to Lincoln's scholarly inclinations. The next part of the program discusses Lincoln's trip to New Orleans as a 19-year-old, where he first encounters slavery. Then viewers see Lincoln in New Salem, Illinois, where he takes a job as a store clerk. It is here that he earns the moniker "Honest Abe" after he walks 10 miles to deliver a tin of tea left on the store's counter. Mention is given to Lincoln's brief stint as a military officer and his growing popularity among New Salem's citizens. Next, viewers are taken to Vandalia, where Lincoln served in the Illinois House of Representatives. Then they are taken to Springfield, where he became a partner in a law firm. His home life and his time spent as a "circuit lawyer" are discussed, as is his growing concern about slavery and the famous Lincoln-Douglas debates. Finally, Lincoln's election as president against the backdrop of gathering war clouds is explained. Civil War military campaigns are touched upon, but the

main emphasis is on Lincoln's difficulties finding a competent field commander, his understanding that the war imperiled democratic institutions worldwide, the Emancipation Proclamation and the final outcome of the war.

VIEWER OBJECTIVES

After viewing this video and participating in the suggested activities, viewers should be able to do the following:

1. Briefly recount Abraham Lincoln's childhood experiences.
2. Tell how Lincoln became known as an honest and hard-working individual.
3. Discuss slavery.
4. Tell why the Civil War was fought and discuss its outcome.

The producers encourage you to make adaptations and changes to the following lesson plan whenever you feel it will enhance your students' learning experiences. Only by tailoring the material to your unique classroom situation will you be able to maximize the educational experience afforded by these materials.

SUGGESTED LESSON PLAN

Introduce the Program

Ask the class, "What kind of person is a hero or heroine? Is it a person who is never afraid, or is there more to it than that?" Help your students understand that heroes and heroines can be afraid or discouraged, but still press on to meet their goals. Discuss how there can be many different kinds of heroism. Has anyone in the class ever acted heroically? How? Does anyone know someone who is a

hero or heroine? Are police officers and firefighters heroes and heroines? Why?

Pre-Viewing Activities

Segment 1

The producers encourage you to prescreen the program to familiarize yourself with its content. To gauge your students' familiarity with the program's material, you may find it useful to have them complete the ***Abraham Lincoln Pretest***. After grading the test, you may find it necessary to alter your presentation to meet your instructional goals. You may also want to look over the ***Suggested Discussion Questions*** before screening the program for your class.

Now tell the class that they are going to see a video on Abraham Lincoln. Does anyone know who Abraham Lincoln was? Why he is so important? Why he is considered a hero? Tell the class that they will now see the first part of the program, which tells about Abraham Lincoln's childhood. Ask them to pay close attention to how Abe lived so they will be able to discuss how his life compared to their lives.

Post-Viewing Activities

Segment 1

Discuss the first part of the program, using the ***Suggested Discussion Questions*** if you prefer. Be certain that your students understand the difficulties and dangers of pioneer life. Then turn your attention to slavery. Discuss how slaves lived. Help your students understand why slavery is so terrible. Compare slavery to freedom. Use concrete examples. Now pass out ***Comparing Lives***. If your students are unable to do this exercise on their own, do it as a class activity. If your students complete this activity individually, discuss the similarities and differences they've mentioned after the worksheet has been completed.

Ask whether anyone would prefer to live in pioneer times. Why?

Pre-Viewing Activities

Segment 2

Before showing the second part of the program, review the first segment if you feel it will help your students better understand Lincoln's early adult years. Tell the class they will now see what happened to Abraham Lincoln when he became an adult. Mention that the program discusses many of the jobs that Abraham had as a young man, and that he did certain things in his life that resulted in his becoming respected and famous. Ask your students to look for those things, so they can be discussed after the second part of the program is viewed.

Post-Viewing Activities

Segment 2

Discuss the second part of the program, using the ***Suggested Discussion Questions*** if you prefer. Be certain that your students understand that Lincoln exhibited several key personal qualities that helped cement his reputation: he was unfailingly honest; he had a keen sense of civic duty (although some might say misguided during the conflict with the Sauk Indians); he had a sharp mind; and he was empathetic – he understood the plight of the slaves and could see that slavery was morally abhorrent. Two other personal traits not mentioned in the video were his sense of humor and sociability. Although plagued with deep depression later in life, Lincoln enjoyed being a circuit lawyer, which allowed him to socialize with many people as he traveled through central Illinois. Now, pass out ***Lincoln's Jobs***. Younger students may need help with this activity and may benefit from doing it as part of a class exercise. If your students are older, tell them to complete this activity on their own. After they have finished the task,

ask them to discuss the personal qualities Lincoln might have used in each job. Be sure to have your students give specific examples of the qualities they have mentioned.

Pre-Viewing Activities

Segment 3

Before showing the third part of the program, review the first two segments if you feel a review will help your students understand what follows. Tell the class they will now see what happened to Abraham Lincoln after he became president. Tell the class they will want to look for the problems he faced as president and his two major accomplishments (saving the union and issuing the Emancipation Proclamation).

Post-Viewing Activities

Segment 3

Discuss the third part of the program, using the **Suggested Discussion Questions** if you prefer. Be certain that your students appreciate the historic magnitude of Lincoln's two major accomplishments as president. Also make certain that everyone understands the concept of democracy. Hand out **Lincoln's Civil War Puzzle**, and have your students complete this activity either as class exercise or as individual seat work. As a review, you may find it useful to show the entire program again, without stopping. As culminating activities, you may have your students draw a mural that shows the different stages of Lincoln's life and times, or have them make dioramas of his boyhood home in Indiana. Afterwards, give the **Post Test**, using it as an evaluation to determine the success of the entire lesson.

Description of Blackline Masters

ABRAHAM LINCOLN PRE-TEST – Provides an evaluation tool to gauge how much information students already know about Abraham Lincoln.

SUGGESTED DISCUSSION QUESTIONS – Gives questions that may be asked after each segment is viewed.

COMPARING LIVES – Helps students understand the life of a pioneer child compared to their own lives.

LINCOLN'S JOBS – Helps viewers understand the many personal qualities one must possess to achieve greatness.

LINCOLN'S CIVIL WAR PUZZLE – A review of some key facts about the Civil War.

ABRAHAM LINCOLN POST TEST – An evaluation tool to gauge student comprehension of the lesson's material.

ANSWER KEY

Abraham Lincoln Pre-test: 1. a 2. b 3. c 4. b 5. c 6. b 7. b

Comparing Lives: Answers will vary

Lincoln's Jobs: (Possible Answers) Clerk – honesty humor; Surveyor – intelligence, responsibility; Postmaster – honesty, responsibility; Soldier (volunteer) – leadership; Lawyer – honesty, intelligence, speaking skills, reading skills, responsibility; Politician – honesty, intelligence, speaking skills, reading skills, sympathy, humor.

Lincoln's Civil War Puzzle: Down 1. emancipation; 2. democracy; 3. cities; 4. soldier. Across 1. Lee; 2. Grant; 3. confederacy; 4. Sumter.

Abraham Lincoln Post Test: 1. c 2. a 3. b 4. a 5. b 6. b 7. c 8. T 9. F 10. T 11. F 12. T 13. T 14. F 15. F 16. F 17. F 18. T 19. T 20. F

TRANSCRIPT OF THE VIDEO

From its earliest days, our nation has been a home for immigrants, a land where people have come from other places to build a better life for themselves and their children.

For they knew that America was (and it still is) a place where people were judged for what they did and how they behaved,

unlike many other places, where a person's station in life depended on whether his or her family was rich or poor.

From colonial times to pioneer days – and beyond – even the poorest of children in America could do wonderful things with their lives if they studied hard, worked hard, used a special talent or skill, or took a chance on going to new and unfamiliar places or doing new and different things. And it's still true.

Abraham Lincoln, the sixteenth president of our country, is perhaps the best example of a person who came from humble beginnings, yet achieved greatness for he saved our nation and freed the slaves.

And, in doing so, became a true American hero.

Part I: Abraham Lincoln's Childhood

Abraham Lincoln was born in 1809 in a log cabin in Kentucky.

At that time, trees, grasses and other plant life covered much of the state, for the soil was rich there.

Abraham's father, Thomas Lincoln, knew the soil was good for growing farm crops, too. So, he cleared the land and farmed it.

But Thomas had difficulty keeping his land in Kentucky, so when Abraham was seven, the Lincoln family moved to Indiana, where Abraham's father could buy land inexpensively from the government.

Just as important, Abraham's father no longer wanted to live in Kentucky because it was a state that allowed white people to sell, buy and own black slaves.

In those days, many African-Americans were slaves.

They spent long hours picking cotton under the hot sun, but weren't paid for their work, and they couldn't come and go as they wished.

They were treated very poorly in many other ways, too.

The Lincolns, like many other pioneer families, lived a hard life,

also. But it was certainly better than a slave family's life.

Young Abraham, for example, went to school – but only in the late fall and winter, when there were fewer chores around the house and farm.

He walked several miles to his one-room schoolhouse.

Winter and fall were also times to read by the warm, cozy fireplace. Abraham loved to read and learn about new things.

About two years after the Lincolns settled in Indiana, Abraham's mother became very sick and died.

Abraham's father then married Sally Johnston. Sally's husband also had died, and left her with three children. Sally and Abraham liked each other immediately.

In time, she would learn that her new stepson was very smart. So she made certain that he went to school whenever possible.

Time passed, and Abraham became well known in his little Indiana community as a scholar, a person eager to learn new things.

He also became known as a hard working – and very strong – young man.

When he was 19, he and a friend traveled down the Mississippi River to take a load of farm crops to the city of New Orleans.

There, he saw a slave market, where African-Americans were bought and sold. The market saddened and deeply troubled Abraham. He couldn't understand how people could treat their fellow human beings so terribly.

Part II: Shopkeeper, Soldier, Lawyer & Politician

Two years later, the Lincolns moved to New Salem, Illinois. Now Abraham was 21, and ready to set out on his own.

He worked as a clerk in a small store, surveyed land, and became a postmaster.

Abraham also became known for his honesty. Once, a customer left behind a small amount of tea she had bought. It was worth only a few pennies.

But when Abe discovered the tea, he walked more than ten miles to the woman's house to make certain that she got it.

In a short time, he became known far and wide as "Honest Abe."

Then, in the early 1830s, a Native-American leader, Chief Black Hawk, fought Illinois settlers to take back Native-American homelands in northwestern Illinois – lands from which his people, the Sauk Indians, had been pushed off.

Abe, along with some other men from New Salem, volunteered to help push the Indians back across the Mississippi River, where they had been resettled.

The men from New Salem elected Abe as their captain, and he proved to be an excellent military officer.

Soon, his reputation as an outstanding leader began to spread throughout central Illinois.

Several years later, the citizens of New Salem, and other nearby communities, elected him to the state legislature in Vandalia, where "Honest Abe" helped decide what laws should be made for his state.

In the Illinois House of Representatives, where he served, Abraham Lincoln also helped make plans to build railroads in the state.

To this very day, Illinois is our country's leading rail center, an achievement at least partly due to Abraham Lincoln's hard work as a lawmaker.

It was in the Illinois House of Representatives that Abraham also made his first speeches against slavery.

In his free time back in Salem, Abraham continued to read and study, particularly law books. You see, he wanted to be a lawyer. And that's what happened.

In time, Abraham moved to Springfield, where Illinois' new state capitol was located.

He became a partner in a law firm there.

While he spent some time in his Springfield office, much of his time, at least at first, was spent helping people outside Springfield – those who needed his sound legal advice.

You see, Abraham was a "circuit" or "traveling" lawyer. He traveled throughout east-central Illinois.

People hired him more and more as his reputation for honesty and intelligence continued to grow.

In 1842, he married Mary Todd, and two years later, they settled into a comfortable home in Springfield. The house and its furnishings showed that, by this time, Abraham had become a successful lawyer.

In the Illinois Supreme Court, he represented large, powerful companies and common, everyday folk. He became famous for making complicated, hard-to-understand cases easy to understand.

During this time, the problem of slavery became more and more troublesome to many Americans. How could a country that stood for freedom, they asked, allow people to sell, buy – and own – slaves?

It was also a time when new states were being added to our country. In 1854, a famous United States senator from Illinois, Stephen A. Douglas, said that each new state should decide for itself whether it would allow slavery.

Abraham, who said slavery was evil, thought that the new states shouldn't have a choice. He said there should be no more slaves.

Two years later, Lincoln's political party gathered in Springfield and chose him to run against Senator Douglas.

Abraham's nomination led to a series of famous debates, called the "Lincoln-Douglas debates," during which the two men discussed their views of slavery.

Abraham did so well in the debates he almost won the election. But Senator Douglas was re-elected.

Even so, the debates made Abraham Lincoln famous throughout the country, and two years later, at a convention center in Chicago, he was named the Republican nominee for president.

People all over the country discussed who should be elected. Some in the South said if Abraham were elected, they would encourage their states to break away from the United States and form another country called the Confederate States of America.

Abraham did win and by the time he was sworn in as president, six Southern states had already withdrawn from the union.

Part III: Civil War President

Southern soldiers attacked a U.S. fort at Ft. Sumter, South Carolina five weeks after Abraham Lincoln became president. It was the first battle of the American Civil War.

President Lincoln immediately began building up the Union army to prevent the South from breaking away which, he said, would be terrible not only for the people of the United States (because it would destroy their country), but also for people everywhere else in the world.

For many foreign kings and queens didn't want freedom for their people. They wanted all the power for themselves and their children.

And so, if the United States destroyed itself in a civil war, thought President Lincoln, foreign rulers would say that regular people really weren't able to govern themselves.

President Lincoln felt that if the South won, it could mean the end of democracy in the world.

Democracy is the kind of government in which the people elect representatives to make laws for everyone.

The North had big cities that could supply thousands of soldiers and large factories that could make powerful weapons. So most people felt that the war would be short and that the South would be defeated easily.

But a major battle at the beginning of the war showed that the

Confederate Army would not be easily defeated.

For General Robert E. Lee, a very skillful military leader, led the Confederate army.

On the other hand, President Lincoln couldn't find a general whose skills matched those of General Lee. First, he tried General George McLennan; then, General John Pope; then, General Ambrose Burnside; then, General John Hooker.

Finally, General Ulysses S. Grant proved to be the right man for the job.

Besides trying to find a good general, Abraham Lincoln faced other difficulties as president.

He was criticized in the nation's newspapers. They wrongly accused him of being a weak leader. For instance, they said he didn't know whether he was a peacemaker or a warrior.

But Abraham Lincoln proved his critics wrong, when, in 1862, he issued the Emancipation Proclamation, the first step in freeing all the slaves.

Only the strongest of leaders, say many historians, could have done that.

The war continued for almost three more years. Finally, though, in April, 1865, General Robert E. Lee surrendered to Ulysses Grant and the war ended. Once again, the United States of America became a nation united.

And African-Americans, now free, began their long march toward equal treatment under the law.

The United States has had many wonderful presidents over the years. They have led our nation with honor in war and peace, in good times and in bad.

But only a very few have been truly great leaders – those who have met the most difficult challenges a president can face – and, through great heroism, have led the nation out of terrible danger.

Abraham Lincoln was one of those few – and, some say, the

greatest of them all.

For he was not born into a wealthy, important family.

And, as a child, he was not able to spend much time in school.

But he taught himself and was always honest in his dealings – a man who could be trusted to do the right thing.

He wasn't handsome. But he was wise and fair – and perhaps, the greatest American hero of all time.

Other Programs in the American Heroes & Heroines Series

George Washington
Martin Luther King, Jr.
More to Come

Web Resources

Abraham Lincoln's New Salem

<http://showcase.netins.net/web/creative/lincoln/sites/salem.htm>

Take a photo tour of the New Salem living museum.

Interesting commentary is included on the life and times of Lincoln.

The History Place Presents Abraham Lincoln

<http://www.historyplace.com/lincoln/>

Interesting facts, a timeline, photos and much more make this an ideal site to learn more about our 16th president.

Abraham Lincoln Research Site

<http://members.aol.com/RVSNorton/Lincoln2.html>

An excellent site that has an abundance of information about Lincoln, including correspondence, trivia, links and much more.

Abraham Lincoln Pre-Test

Directions: Circle the letter next to the statement that correctly finishes the sentence.

1. Abraham Lincoln was born
 - a. in a log cabin in Kentucky in 1809.
 - b. in a hospital in Springfield, Illinois in 1865.
 - c. in a small house in Indiana in 1783.
2. Abraham Lincoln
 - a. was a Senator from Illinois.
 - b. saved the United States and freed the slaves.
 - c. became president in 1945.
3. Some jobs Abraham Lincoln had were
 - a. shopkeeper, postmaster, lawyer and cowboy.
 - b. farmer, rancher, oilman and shopkeeper.
 - c. lawyer, postmaster, surveyor, clerk.
4. Thomas Lincoln moved his family to Indiana because
 - a. land was expensive there.
 - b. he didn't want to live in a state that allowed slavery.
 - c. he got a job as a wagon driver there.
5. Abraham and men from New Salem fought
 - a. Geronimo.
 - b. Bill Cody.
 - c. Chief Black Hawk.
6. The Emancipation Proclamation
 - a. lowered taxes.
 - b. freed the slaves.
 - c. helped build pioneer roads in Illinois.
7. The Confederate Army was led by
 - a. General Ambrose Burnside.
 - b. General Robert E. Lee.
 - c. General Ulysses S. Grant.

Suggested Discussion Questions – Abraham Lincoln

After Segment One

1. Where was Abraham Lincoln born?
2. Do you think his family was rich or poor? Why do you think so?
3. Why did Thomas Lincoln move his family to Indiana?
4. What did Thomas Lincoln do for a living?
5. What happened to Abraham's mother?
6. Who was Sally Johnston? Why was she important in Abraham's life?
7. Why was a slave's life so terrible?
8. When was Abraham able to go to school?
9. What did Abraham like to do when the weather turned cold?
9. What job did Abraham have when he moved to Springfield?
10. What is a "circuit lawyer?"
11. Who did Abraham marry? When?
12. Who did Abraham represent as a lawyer?
13. What were the "Lincoln-Douglas" debates?
14. Who won the election between Senator Douglas and Abraham Lincoln?
15. What did some people say they would do if Abraham became president?

After Segment Two

1. What did Abraham see in New Orleans that made him so upset?
2. Where did Abraham move when he was 21?
3. What jobs did Abraham have in New Salem?
4. What did Abraham do that proved he was honest?
5. What did Abraham do that proved he was a good leader?
6. Why did Abraham fight Chief Black Hawk?
7. Where did Abraham and his men push the Sauk Indians?
8. What two things did Abraham do when he was in the Illinois State legislature?
1. Where was the first battle in the Civil War fought?
2. What did President Lincoln do after Ft. Sumter was attacked?
3. Why did many people think the war would be short?
4. What did President Lincoln say would happen to democracy if the South won the war? Why?
5. Who led the Confederate Army?
6. What was the "Emancipation Proclamation?"
7. Which side won the Civil War?
8. Who eventually led the Union Army?

Name _____

Comparing Lives

Directions: Look at the picture of Abraham walking to school. Notice that he isn't wearing any shoes. Fill in the blanks, which will help you compare your life in today's world to Abraham's life in pioneer times.



Abraham's Life

My Life

Clothes:

Chores:

School:

Home:

Fun:

Name _____

Lincoln's Jobs

Directions: Abraham Lincoln had many different jobs before he became president. Below, you see him as a politician. Abraham had many personal qualities and skills that helped him in his jobs – honesty, intelligence, leadership, humor, speaking and reading skills, a sense of responsibility, and sympathy for others. Name six jobs Lincoln had, then list the personal qualities he needed to do the job well.

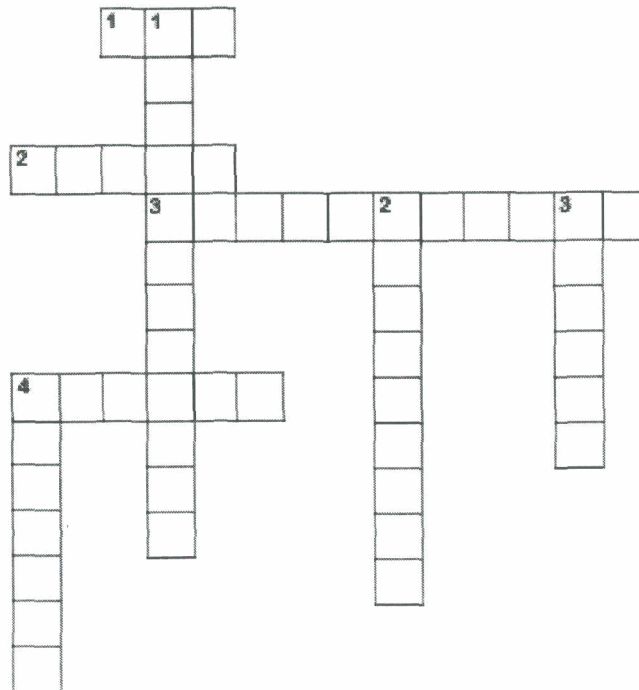
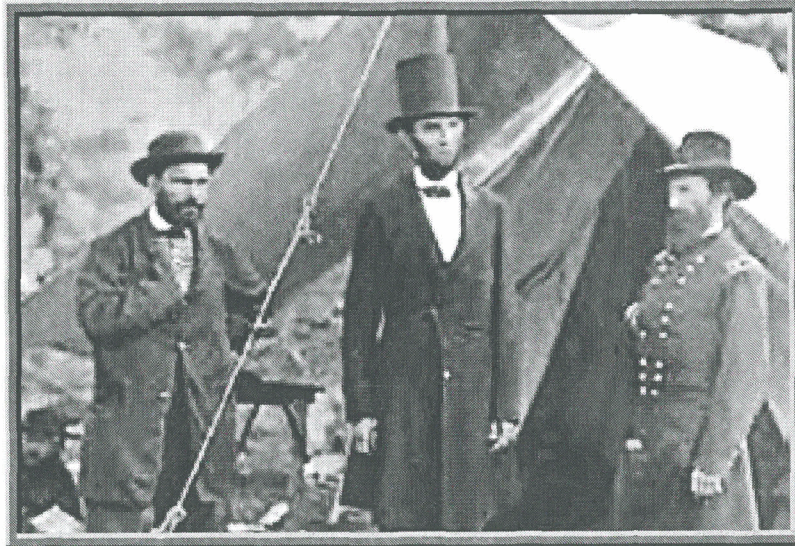


Abraham's Jobs	Personal Qualities Needed
1.	
2.	
3.	
4.	
5.	
6.	

Name _____

Lincoln's Civil War Puzzle

Directions: Abraham Lincoln couldn't find a good general for the Union Army. That was his Civil War puzzle. Below the picture, you'll find another Civil War puzzle. See if you can solve it.



Down

1. _____ Proclamation
2. Could be destroyed if the South won
3. North had more of these than the South
4. A person who fights battles

Across

1. Last name of Confederate general
2. Last name of Union general
3. Confederate States of America
4. Where first Civil War battle was fought

Abraham Lincoln Post Test

Directions: Circle the letter next to the statement that correctly finishes the sentence.

1. Abraham Lincoln was born
 - a. in a small house in Indiana in 1783.
 - b. in a hospital in Springfield, Illinois in 1865.
 - c. in a log cabin in Kentucky in 1809.
2. Abraham Lincoln
 - a. saved the United States and freed the slaves.
 - b. was a Senator from Indiana.
 - c. became president in 1961.
3. Some jobs Abraham Lincoln had were
 - a. shopkeeper, postmaster, lawyer and cowboy.
 - b. lawyer, postmaster, surveyor, clerk.
 - c. farmer, rancher, oilman and shopkeeper.
4. Thomas Lincoln moved his family to Indiana because
 - a. he didn't want to live in a state that allowed slavery.
 - b. land was expensive there.
 - c. he got a job as a wagon driver there.
5. Abraham and men from New Salem fought
 - a. Chief Black Dove.
 - b. Chief Black Hawk.
 - c. Chief White Eagle.
6. The Emancipation Proclamation
 - a. lowered taxes.
 - b. freed the slaves.
 - c. helped build pioneer roads in Illinois.
7. The Union Army was led by
 - a. General Ambrose Burnside.
 - b. General Robert E. Lee.
 - c. General Ulysses S. Grant.

Abraham Lincoln Post Test, page 2

Directions: Put a "T" on the blank next to the statement if it is true and an "F" if it is false.

8. ____ Abraham Lincoln had difficulty finding a general who could lead Union troops.
9. ____ Abraham was saddened when he saw slaves being sold in Memphis.
10. ____ Abraham helped Illinois become a leading rail center.
11. ____ Abraham married Mary Smith when he was a lawyer in Springfield.
12. ____ Abraham made his first speeches against slavery when he was a state representative in Vandalia.
13. ____ Abraham was a partner in a law firm.
14. ____ Two qualities Abraham became known for was dishonesty and stupidity.
15. ____ As a lawyer, Abraham represented common folk, but not big companies.
16. ____ During the Lincoln-Douglas debates, Senator Douglas said slavery should be abolished.
17. ____ No states withdrew from the Union until after Lincoln became president.
18. ____ Many foreign rulers wanted the United States to break apart.
19. ____ Abraham was a "circuit" lawyer who traveled around Illinois.
20. ____ The South had big cities and large factories, which helped it win the Civil War.