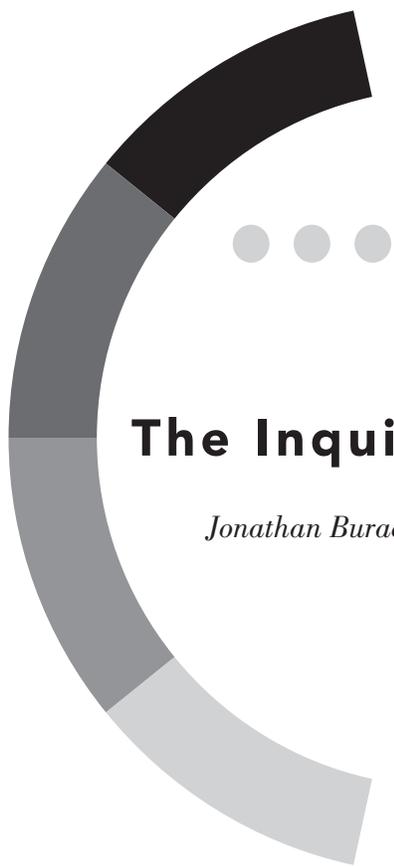


The Civil War and Reconstruction



The Inquiry Arc in U.S. History

Jonathan Burack

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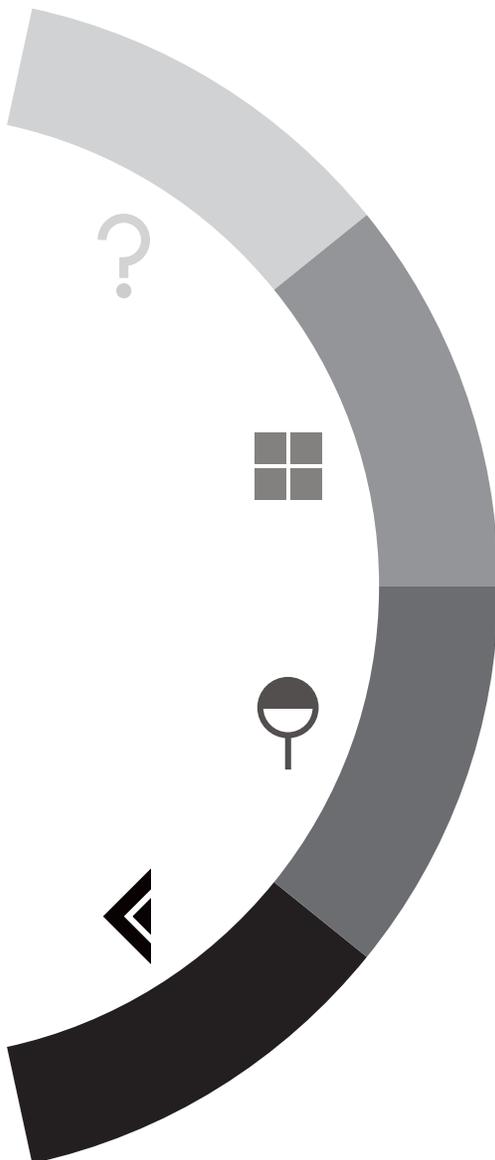
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C3 Framework

This book is based primarily on the College, Career, and Civic Life (C3) Framework for Social Studies Standards. This C3 Framework is an effective tool offering guidance and support for rigorous student learning. The assignments encourage students to be active participants in learning and to explore the parts of history that they find most compelling. Central to the C3 Framework and our use of it is its Inquiry Arc—a set of four interrelated dimensions of informed inquiry in social studies. The lessons in this book are based on all four dimensions of the C3 Inquiry Arc. While the C3 Framework analyzes each of the four dimensions separately, they are not entirely separable in practice—they each interact in dynamic ways. As a result, the lessons combine some or all of the dimensions in various ways.



Four Dimensions of the Inquiry Arc

1 Developing compelling and supporting questions and planning inquiries

Questions shape social studies inquiries, giving them broader meaning and motivating students to master content and engage actively in the learning process.

2 Applying disciplinary concepts and tools

These are the concepts and central ideas needed to address the compelling and supporting questions students pose. The C3 Framework stresses four subject fields: history, civics, economics, and geography. Each lesson addresses all of these disciplines.

3 Evaluating sources and using evidence

The purpose of using primary and secondary sources as evidence is to support claims and counterclaims. By assessing the validity and usefulness of sources, including those that conflict with one another, students are able to construct evidence-based explanations and arguments.

4 Communicating conclusions and taking informed action

While this may take the form of individual essays and other writing assignments, these units stress other kinds of individual and collaborative forms of communication, including debates, policy analyses, video productions, diary entries, and interviews. Meaningful forms of individual or collaborative civic action are also incorporated into each lesson.

How to Use This Book

This book offers you the chance to implement the entire C3 Inquiry Arc in brief, carefully structured lessons on important topics in U.S. history. Each lesson is driven by a central compelling question, and disciplinary supporting questions are provided. Each lesson asks students to apply understandings from all of the C3 disciplines—history, civics, economics, and geography—and they include individual and group tasks in an integrated way.

Each lesson includes an introductory essay, detailed teaching instructions, a set of primary sources, and the handouts needed to implement the lesson's assignments. Rubrics for student evaluation and sources for further study are also provided. The teaching instructions suggest a time frame for completion of each lesson, but the assessments can easily be adapted to fit into any lesson plan.

Each lesson is aligned with several C3 Framework standards and Common Core State Standards. The College and Career Readiness Anchor Standards for Literacy emphasize the reading and information texts, making these lessons ideal for integration into English Language Arts instruction.



C3 Disciplines



History



Civics



Economics



Geography

Introduction

In late 1860 and early 1861, eleven Southern states seceded from the Union to form a new nation, the Confederate States of America. President Abraham Lincoln insisted they had no right to do this. Legally speaking, he said they could not do it. He made it clear he would not accept their right to secede, and he would act to prevent them from doing so. As a result, America plunged into a long and bloody Civil War. Some historians have wondered whether Lincoln was right to fight to keep the South from seceding. However, historians less often ask why the South felt it had to leave in the first place. That is the compelling question this lesson will focus on. Students will work with short passages from primary sources. These primary sources form the core content for a set of tasks that will help them answer the lesson's compelling question.

Objectives

Students will work individually and in small groups to respond in a meaningful way to a compelling question about the South's decision to secede from the Union. They will apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

C3 Standards Addressed by This Lesson

- ◆ **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- ◆ **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
- ◆ **D2.His.5.6-8.** Explain how and why perspectives of people have changed over time.
- ◆ **D2.His.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- ◆ **D2.His.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- ◆ **D2.His.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- ◆ **D2.Civ.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- ◆ **D2.Eco.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- ◆ **D2.Geo.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- ◆ **D2.Geo.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- ◆ **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- ◆ **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.
- ◆ **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

- ◆ **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- ◆ **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- ◆ **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- ◆ **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Common Core Anchor Standards Addressed by This Lesson

- ◆ **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- ◆ **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ◆ **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Teaching Instructions

Compelling Question

Did it make sense for the South to leave the Union?

Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.

Asking Questions about Secession

This part of the lesson stresses Dimensions 1 and 2 of the C3 Framework

Day One

1. Briefly discuss the Introductory Essay with the class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the primary sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines identified in Dimension 2 of the C3 Framework—history, civics, geography, or economics. As they work, the groups should keep in mind the lesson’s overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Give each student a copy of all the sources for this lesson. Each group may share a primary and secondary source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three sources and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.

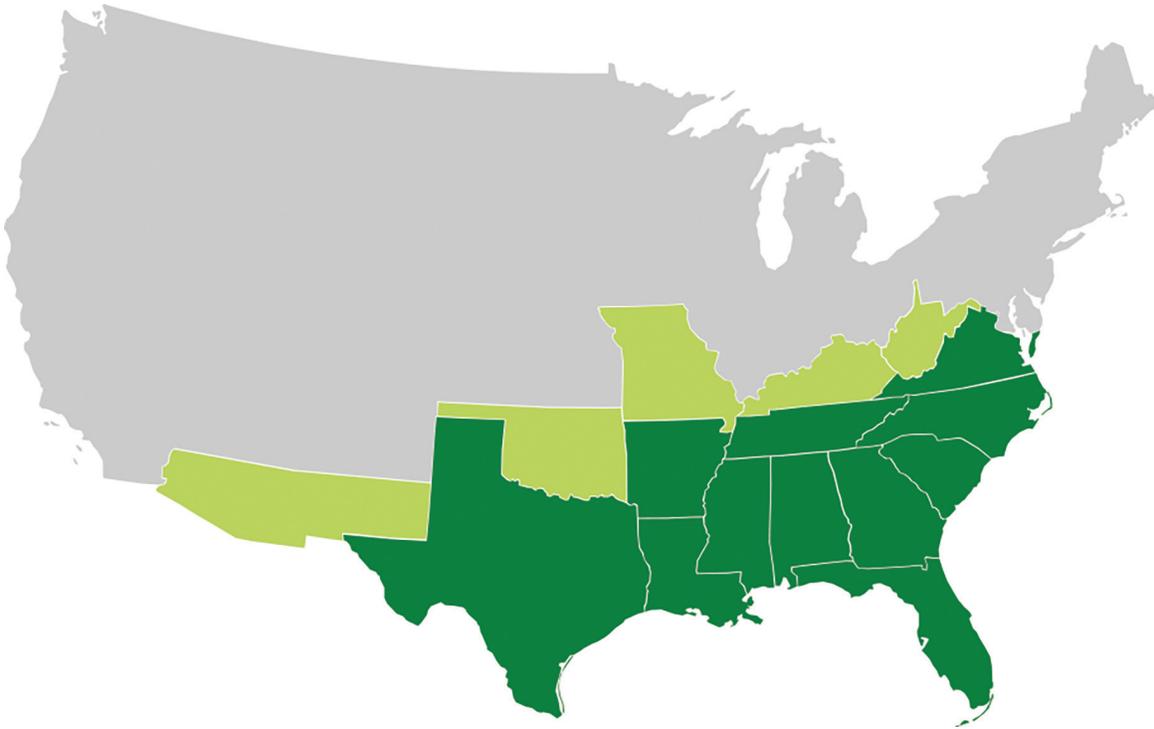
Applying Disciplinary Concepts and Evaluating Sources and Evidence

This part of the lesson stresses Dimensions 2 and 3 of the C3 Framework

Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group’s compelling question. After reading the remaining sources, they will select one that supports their claim.

The South Secedes



The Confederate States of America and claimed states and territories

In late 1860 and early 1861, eleven Southern states seceded from the Union. That is, they announced they were no longer a part of the United States. Instead, they formed a new nation, the Confederate States of America. President Abraham Lincoln insisted that they had no right to do this. He said that, legally speaking, they actually could not do it. He made it clear he would not accept their right to secede, and he would act to prevent them from doing so.

As a result, America plunged into a long and bloody Civil War. Before it ended in 1865, some 600,000 or more soldiers died in it. Many historians wonder if Lincoln was right to fight the Civil War once the South had seceded. Less often, it seems, do historians ask why the South felt it had to leave in the first place.



Slaves on a Georgia plantation

Above all, the South seceded in order to protect its slave-labor system. Today, we can agree it was wrong for the South to support slavery. But aside from right or wrong, did Southerners actually need to secede to preserve slavery? The Republican Party's Abraham Lincoln was elected president in 1860. It is true that the Republicans and Lincoln opposed slavery. It was this, above all, that led the South to secede. Yet was the South's slave-labor system really threatened by this election? Why did the South decide it had to leave the Union? That's the question this lesson and its primary sources may help you to answer.

Lincoln and his party had pledged to close the Western territories to slavery. They insisted, however, they had no plans to interfere with slavery in any state where it was already legal. Lincoln tried hard to reassure the South about this. He couldn't do it. The South felt the Republican victory was just a sign of worse things to come. They feared that if Republicans closed the territories to slavery, many new free states would be formed from those territories. This would mean more free-state senators and representatives in Congress. In time, this would make it much easier for Congress to impose new limits on slavery.

On the other hand, many Northerners were opposed to freeing all the slaves. Had the Southern states remained in the Union, their voters might well have joined with those of the Northerners. Together, they could have voted the Republicans out of office in future elections.

South Carolina senator James Henry Hammond was one of the strongest Southern defenders of slavery. Hammond gave his "Cotton Is King" speech to the Senate on March 4, 1858. In this passage from it, he praised the great economic power of the South.

Original Document

If we never acquire another foot of territory for the South, look at her. Eight hundred and fifty thousand square miles. As large as Great Britain, France, Austria, Prussia and Spain. Is not that territory enough to make an empire that shall rule the world? With the finest soil, the most delightful climate, whose staple productions none of those great countries can grow, we have three thousand miles of continental sea-shore line so indented with bays and crowded with islands, that, when their shore lines are added, we have twelve thousand miles. Through the heart of our country runs the great Mississippi, the father of waters, into whose bosom are poured thirty-six thousand miles of tributary rivers; and beyond we have the desert prairie wastes to protect us in our rear. Can you hem in such a territory as that? You talk of putting up a wall of fire around eight hundred and fifty thousand square miles so situated! How absurd.

But, in this territory lies the great valley of the Mississippi, now the real, and soon to be the acknowledged seat of the empire of the world. The sway of that valley will be as great as ever the Nile knew in the earlier ages of mankind. We own the most of it. The most valuable part of it belongs to us now; and although those who have settled above us are now opposed to us, another generation will tell a different tale. They are ours by all the laws of nature; slave labor will go over every foot of this great valley where it will be found profitable to use it, and some of those who may not use it are soon to be united with us by such ties as will make us one and inseparable. The iron horse will soon be clattering over the sunny plains of the South to bear the products of its upper tributaries of the valley to our Atlantic ports, as it now does through the ice-bound North. And there is the great Mississippi, a bond of union made by Nature herself. She will maintain it forever. . . .

But . . . would any sane nation make war on cotton? Without firing a gun, without drawing a sword, should they make war on us we could bring the whole world to our feet. The South is perfectly competent to go on, one, two, or three years without planting a seed of cotton. I believe that if she was to plant but half her

CONTINUED

cotton, for three years to come, it would be an immense advantage to her. I am not so sure but that after three years' entire abstinence she would come out stronger than ever she was before, and better prepared to enter afresh upon her great career of enterprise. What would happen if no cotton was furnished for three years? I will not stop to depict what every one can imagine, but this is certain: England would topple headlong and carry the whole civilized world with her, save the South. No, you dare not make war on cotton. No power on earth dares to make war upon it. Cotton is king.

Adapted Version

The South is huge. Eight hundred and fifty thousand square miles. As large as Great Britain, France, Austria, Prussia and Spain. It's a large enough empire to rule the world. We have the finest soil, the most delightful climate. We have staple products those other great countries cannot grow. We have three thousand miles of sea-shore full of bays and crowded with islands. When their shore lines are added, we have twelve thousand miles. Through the heart of our country runs the great Mississippi, the father of waters. Thirty-six thousand miles of tributary rivers empty into it. Beyond it are desert prairie wastes to protect us in our rear. Can you hem in a territory like that? You talk of putting up a wall of fire around eight hundred and fifty thousand square miles! How absurd.

The great valley of the Mississippi is already the seat of the empire of the world. Everyone will soon see that. It will be as important as the Nile in mankind's earlier ages. We own the most valuable part of it. Our opponents above us will change their views in time. Slave labor will spread over every part of this great valley where it is profitable. Those who do not use slave labor will soon be united with us anyway by other ties. Railroads will carry the products of the entire region to our Atlantic ports even as they now do in the ice-bound North. The Mississippi itself will be a bond of union forever.

No sane nation will make war on cotton. If any did, we could bring the whole world to our feet. The South can survive easily for one, two, or three years without planting a seed of cotton. If we plant only half our cotton crop, it would push up its price and be an immense advantage to us. Even without planting any cotton for three years, we would be stronger than ever and be ready to start up our enterprise all over again. If no cotton were furnished for three years, England would decline and fall and take the world with her—except for the South. No one will dare to make war on cotton. Cotton is king.

Original Document Source: James Henry Hammond, "On the Admission of Kansas, under the Lecompton Constitution," March 4, 1858, in *Selections from the Letters and Speeches of the Hon. James H. Hammond, of South Carolina* (New York: John F. Trow 1866), 311–322. Available online from [TeachingAmericanHistory.org](http://teachingamericanhistory.org/library/document/cotton-is-king/) at <http://teachingamericanhistory.org/library/document/cotton-is-king/>.