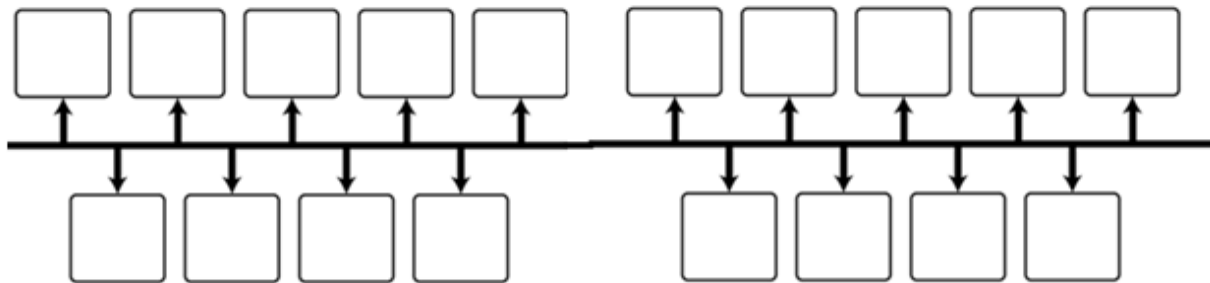


Section One: Countdown to Civil War

A. Pre-reading activities



1. Skim through the reading and highlight each date that you see. Once you've done this, place all of the years you've highlighted in sequential order on the timeline below. (2.NBT.2)



2. How many years are there between the first year and the last year on your timeline? (2.NBT.7)

3. Determine the mean and median years on the timeline. (6.SP.5)

4. Grover Cleveland is the only U.S. President to have served two non-consecutive terms. Determine when he was President by completing the formula below: (4.OA.3)

(Last year on your timeline + the mean you calculated)-2= ~

B. Understanding Language in Use

1. Understanding words you do not know can be simplified by examining the various parts of the word. The root is the basic part of the word; prefixes are placed before the root word and suffixes are placed after the root word.

Example:

un	pleasant	ness
↓	↓	↓
prefix	root word	suffix

If you know the meaning of each word part, you can determine the meaning of the unknown word in a sentence. So in the example given above, you would have:

'not' + 'happy' + (a suffix added to change the word to a noun so that it can define the state of the adjective)

Look at the words in the chart below that have been extracted from the reading. Write a definition for each part of the word. (L.2.4; L.4.4-5.4 merge)

	Root		Prefix		Suffix	
	Word	definition	part	definition	part	definition
unconstitutional						
patronage						
manufacturers						
emancipation						
discreditable						
frankly						
interminable						
demarcation						
recapture						
immensely						
inveighed						
unmitigated						
irreparable						

- Another way to help determine the meaning of unknown words is to use your own knowledge of the meaning of individual words to predict the meaning of a compound word. (L.2.4)

For Example: bird + house = birdhouse

Can you predict the meaning of each of the underlined words in these sentence extracts?

- a. "...slavery came into the quarrel merely as the supposed backbone of the planter party..."
- b. "A Massachusetts statesman gave the reason frankly in a letter..."
- c. "Governor Reeder vainly tried to keep order, but went to loggerheads with his Legislature..."

C. Guessing Meaning from Context

Extracted from: <http://www.ieltsbuddy.com/guessing-meaning-from-context.html>

Guessing meaning from context on your HSE is an important technique that will improve your reading skills and the speed with which you can read. If you come across a word you do not understand, then you cannot spend a lot of time working out its meaning because you only have a limited amount of time for each reading. Therefore, **guessing meaning from context** is necessary. This means you have to work out what it means (or have a good guess at least) from the words that are around it and from the topic of the paragraph.

Take a look at this example:

*It had been raining hard through the night so the ground was **saturated**.*

What does 'saturated' mean?

You may already know, but if you do not, you should be able to have a good **guess from the rest of the sentence**.

It had been raining which means the ground must be wet. It was raining 'hard' so this means the ground is probably very wet.

saturated = completely wet

By doing this you are **guessing meaning from context** and you should try and use this technique for words you do not know. It may not always be clear from the actual

sentence and you may have to look at other sentences around the word. However, only do this for **words that seem important for an understanding of the text**. If it looks like they are not, then leave it and move on with the reading. You probably won't have time to do it with every word, especially if you are at a lower reading level.

Practice

Look at this extract of the first paragraph of the reading. Some of the words are in bold print and may be words you do not know. Try to guess their meaning from the sentence it is in, or sentences around it, and from the topic of the paragraph. When you think you have guess, write a definition of the word.

“To get to the origin of the quarrel between the two great parties and interests in America which **culminated** in the great Civil War, we must go back to the early days of the Republic. The trouble started about 1790, and had become serious in 1803. An attempt was then made at a compromise, which satisfied no one, and which itself became the subject of **dispute**. It was a mere struggle for political power, which took the form that it did from the **peculiarity** of the system of State voting and State representation in the Senate, from the great part that the individual States, as such, without reference to size or importance, had in the choice of President, and the consequent settling of the policy of the country for the next four years, which carried with it the **patronage** at the disposal of the winning party; it was only in the last few years before the outbreak that the quarrel **crystallized** around the slavery question.”

(L.6.4)

- a. culminated:
- b. dispute:
- c. peculiarity:
- d. patronage:
- e. crystallized



Reading: The Beginning of the Quarrel

Extracted from: "The American Civil war" by John Formby

<https://archive.org/stream/americancivilwar00form#page/n7/mode/2up> (accessed November 4, 2013).

Pictures extracted from <http://www.civilwar.org/education/teachers/lesson-plans/the-gathering-storm/the-gathering-storm-for.html> (Accessed October 22, 2013)

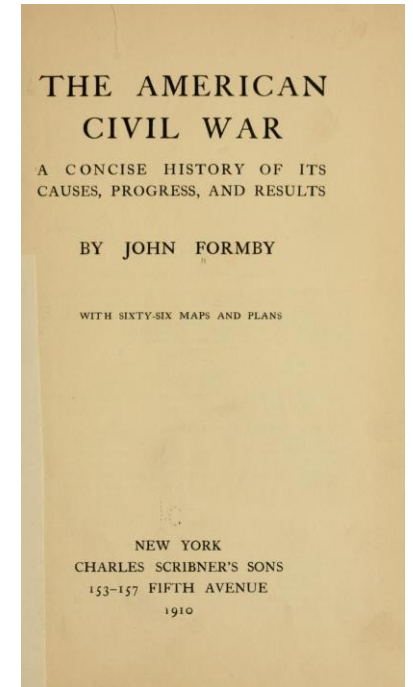
To get to the origin of the quarrel between the two great parties and interests in America which culminated in the great Civil War, we must go back to the early days of the Republic. The trouble started about 1790, and had become serious in 1803. An attempt was then made at a compromise, which satisfied no one, and which itself became the subject of dispute. It was a mere struggle for political power, which took the form that it did from the peculiarity of the system of State voting and State representation in the Senate, from the great part that the individual States, as such, without reference to size or importance, had in the choice of President, and the consequent settling of the policy of the country for the next four years, which carried with it the patronage at the disposal of the winning party; it was only in the last few years before the outbreak that the quarrel crystallized around the slavery question.

The cause of the War was the resistance of the Southern States to what they held to be unconstitutional and unjustifiable coercion on the part of the North, the differences regarding the admission of new States being the proximate, the open threats of the Abolitionists, and the political victory of the Republican or Union party at the Presidential Election of 1860, the deciding cause, of Secession and War. Former quarrels and crises had arisen, which had brought up the questions of State Rights and the Right of Secession.

The two great interests in the nation were the traders and manufacturers on the one side, and the planters on the other, and these became the two political parties which fought for supremacy. The peculiar position which the individual



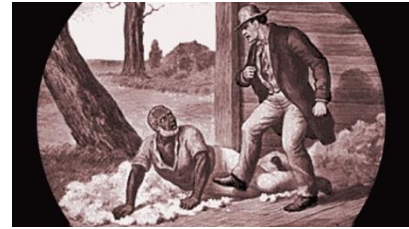
The Frederick Jones Shoe Factory of Plymouth, Massachusetts, shown in this 1850s engraving, was, by 1860, one of 1,354 shoe manufacturers in Massachusetts. Across New England, the shoe industry employed more than 62,000 people that year.



This 1866 image of field hands on a plantation on St. Helena Island, South Carolina, depicts a scene common on plantations throughout the South during more than two centuries of slavery.



States had under the Constitution, and their political power as States, intensified this, and slavery came into the quarrel merely as the supposed backbone of the planter party, which the other side attacked for that reason. Slavery was one of the greatest difficulties in drafting the Constitution, being then universal, except in Massachusetts, where it had just been given up; it was supposed to be a declining institution, which might be acknowledged by a compromise, and left to fade away of itself. In the Northern States it did decline, not from the growth of humanitarian feeling, but simply because it was not profitable financially, the climate and industrial conditions being unsuitable to it. In the South, however, the invention of the cotton gin in 1793 gave a great stimulus to cotton production in those States which had a suitable climate, which climate also made colored labor almost a necessity for the work.



It is rather curious to compare the different attitudes of the North and South to slavery in early days. The slave trade was in the hands of the Northern traders, but was prohibited by the State Constitution of Georgia and by the laws of several Southern States. The Constitution of the United States, however, protected it from interference by Congress till 1808, and when Congress did abolish it, as soon as it could, the dissentients came from both North and South. Virginia and Maryland began to allow emancipation by law, and showed a desire to be rid of it, as discreditable, and of doubtful utility. (cf.p.10)

It was never pretended that the basis of the difficulty was other than the struggle for political power at first. When, in 1803, it was proposed that Louisiana be made into a State, out of part of the territory just bought from France, the jealousy of the New England section was such that there were threats of dissolving the Union; but slavery was not mentioned as a point in the objection, though it existed in Louisiana. A Massachusetts statesman gave the reason frankly in a letter: "That the influence of our part of the Union must (i.e. certainly will) be diminished by the acquisition of more weight at the other extremity." Moderate men began to look for some *modus vivendi*, which should check these interminable quarrels, and an understanding grew up that there should be a balance kept in the admission of new States by making slave and free States alternately. At first they went on all right, thus:

Free State

Indiana, 1816

Illinois, 1818

Maine, 1820

Slave State

Mississippi, 1817

Alabama, 1819



The quarrel blazed up again as hotly as ever, and another compromise or sop to the South was effected, which, as before, only put off the evil day, but it was such a one as made the difference worse. This was the passing of the Fugitive Slave Act in 1850 (cf.p. 28), by which the owners of slaves were allowed to recapture their slaves in any part of the Free States, and to carry them back without trial by jury. *Jefferson Davis* and other prominent Southerners opposed it, not only because it merely gave them what they had before by the Constitution, but because they held it to be a bad thing to lay the obligations of the individual States on the General Government, and their feeling that this must do more harm than good was soon seen to be correct. This Act first made slavery, as such, a prominent plank in the political platform, and strengthened the hands of the Abolitionists



<http://www.trinityhistory.org/AH/u6map.html>

immensely. Up to now, though their language had been violent, like that of all extremists— to such an extent that even in 1831 the State of Georgia had offered five thousand dollars for the head of William Lloyd Garrison, who had started a paper called “The Liberator”— yet the nation at large had not taken them seriously, nor interested itself much about the moral side of the question as distinct from the purely political. Now, however, things were changed. As McCarthy says: “States are like human beings, they resent being interfered with and preached at. The more the Abolitionists of the North thundered against slavery and inveighed against the South, the more doggedly the South resolved to stand by its slavery system.” A little moderation might perhaps have weakened the Southern collation when the split did come; for, as we have seen, slavery might have been dropped or modified in many States, since in early days Virginia and Maryland were quite willing to let it go, though it was probably otherwise with the Cotton States, the leaders in Secession (cf. p.7). Virginia was on the verge of a law of State Emancipation in 1832, but it was rendered impossible by the excesses of the newly founded New England Anti-Slavery Society. The great evil of the inflaming of popular passions is the fact that the decision passes out of the hands of moderate men, who are best able to advise wisely and steer though the trouble, into those of



demagogues and those swayed by their violence, who always form the numerical majority. For instance, many of the best men in the South would not have lifted a finger



General Robert E. Lee

to preserve slavery; they considered it an unmitigated evil, even for the white population, and hoped that it would be gradually eliminated. Of such opinions, notably, was *General Lee*. What they did contend for, though, was their State Rights, and many were driven to take up the defence of slavery *qua* slavery by the tactics of their opponents, among whom was *Alexander Stephens*, afterwards the *Vice-President* of the Confederacy, who was at first quite a moderate man. Just at this time the South suffered an irreparable loss in the death of their great States Rights leader, John Calhoun (March 31, 1850),

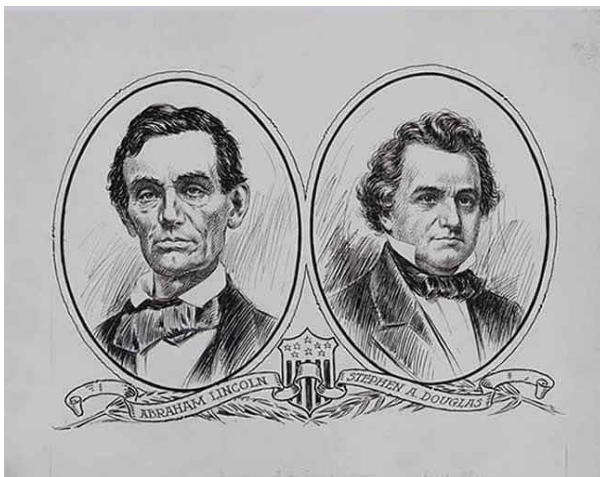
Many of the Northern States answered the passing of the Fugitive Slave Act by State laws which forbade their officials to take any part in the carrying out of its provisions, which were termed "personal liberty laws," thus nullifying the action of Congress and logically imposing on the General Government the duty of enforcing its own laws; but the remedy would have been worse than the disease. This nullification was an old trick, as we shall soon see.

In 1852 Franklin Pierce, Democrat, was elected President, taking office in the following year, and *Jefferson Davis* became his War Secretary. Soon after *Davis* took office a curious point arose, which must have been of use to him later when preparing for Secession—that in going through the list of officers for promotion, on the raising of several new regiments, it was seen that, on their military record, the number of those of Southern birth would be much larger than that of Northerners, and it was deemed advisable to maintain a geographical equality for political reasons. Thus one of the great elements of strength in the Confederacy was apparent long before the War, and, curiously enough, the Adjutant-General of this time, *Colonel Douglas Cooper*, was *Jefferson Davis'* Adjutant-General in the Confederate Government (cf.p. 66).

Though the question of slavery, pure and simple, was now coming to the front by leaps and bounds, the next great move in the campaign was the Kansas-Nebraska Bill of 1854. This dealt with the organization of Territorial Governments of Kansas and Nebraska, and the Missouri Compromise having been upset by the events of 1850, the purpose of this Bill was declared to be "to carry into practical operation the propositions and principles established by the compromise measures of 1850." It was



added that “the true intent and meaning” of the Act was “not to legislate slavery into any Territory or State, or to exclude it therefrom, but to leave the people thereof perfectly free to form and regulate their domestic institutions in their own way, subject only to the Constitution of the United States.” The repeal of the Missouri Compromise had been worked by Mr. Douglas of Illinois, and he set to work to convince the Northern Democrats of its value, and of his substitute, the Kansas-Nebraska Bill. The



arguments used against the Bill were more and more those of opposition to slavery in itself, on both moral and logical grounds, as incompatible with carrying on a Republic which affirmed as its fundamental

1858: Lincoln-Douglas Debates – Debates between Abraham Lincoln and Stephen Douglas, sponsor of the Kansas-Nebraska Act, over slavery. The debates forged Lincoln into a prominent national figure and solidified his Republican Party’s anti-slavery platform.

proposition the equality of men and their inherent right of self-government; it was in this connection that Abraham Lincoln first came to the front, as Douglas’ great opponent in his own state of Illinois. Douglas was reputed to be the ablest debater and parliamentary hand in the country; but Lincoln challenged him to a public argument, and got decidedly the best of it, his speeches contributed much towards the result of the Illinois State elections, which split up Douglas’ party.

The result of the Bill in Kansas Territory was sheer anarchy. Kansas lay to the west of Missouri, a strong slave State, whose settlers were imbued with the wild, lawless life of the West, and believed in deeds rather than words for enforcing their ideas. The President sent, as Governor, Mr. Reeder of Pennsylvania, a strong Democrat, with no objection to slavery; but, when the first elections were announced, the Missourians mustered along the border, were well armed, and swamped the polling with illegal votes. Trouble had been expected, but nothing to what actually took place. The first election, however, showed a majority of good votes for the slavery candidate, and he was declared duly elected; but Governor Reeder, a just and honorable man, set himself to put a stop to the scandals wrought by men avowedly of his own party, which were making government impossible. The invasion was met by a counter-invasion, each



side of course accusing the other of starting the disturbance. There seems nothing to choose between the Southern Border Ruffians and their opponents, who were led by the notorious fanatic, John Brown. Between them they kept up a state of civil guerilla war during the whole of Pierce's term of office.



In 1801, the United States Army and Arsenal opened at Harper's Ferry, Virginia, located at the confluence of the Shenandoah and Potomac rivers. The facility, situated in the center of this 1865 image, produced more than 600,000 muskets, rifles and pistols during the next 60 years, and became the target of John Brown's Raid in 1859.



Learning of the raid, local citizens and militia soon pinned Brown and his men inside the engine house, seen in the center of this wartime photograph. The structure has subsequently come to be known as John Brown's Fort.



A special artist for *Frank Leslie's Illustrated Newspaper* made this on-the-spot illustration of U.S. Marines under the command of Col. Robert E. Lee storming the engine house on October 18, 1859. Inside they captured a wounded Brown and freed his hostages.

Bogus elections were carried out by the two sides, who set up the rival draft Constitutions of Lecompton and Topeka. The former, recognizing slavery, was strictly legal, now that the Missouri Compromise was repealed, and slavery could only have been defeated by the anti-slavery party gaining a majority at the Lecompton Convention, not by keeping away from it. Governor Reeder vainly tried to keep order, but got to loggerheads with his Legislature, who passed laws over his veto and petitioned the Government to remove him, which the President had already seen to be necessary. His duties now devolved on one of the extreme slavery party, the Acting Governor, Woodson, and this party had it all their own way; they adopted a Constitution copied from that of Missouri, and passed the most extreme slavery measures.

This reign of the Border Ruffians caused the formation of the Free-Soil party, mostly Democrat supporters of the President, who were roused by their misdeeds to combine against them and form an opposition State Constitution, called the Topeka Constitution. Kansas could not come in as a State with this, though backed by the



newly formed Republican party, because the President and the decision of the Supreme Court were against it. Congress was hopelessly divided, the Republicans controlled the Lower House, the Democrats (the President's party) the Upper, and they barred the claim. Strengthened by this, those in power in Kansas became more and more outrageous, and passed laws to make the holding of Free-Soil principles, or rather of any principles in opposition to their own, a sort of treason. The Free-Soilers had had the worst of the civil war which had been going on for some time, and finally Woodson, with United States troops at his back, dispersed one of their meetings on July 4th, 1856. All passed off quietly, but the Topeka Constitution and its framers played a great part in the history of the State for all that. Nebraska, the State which was connected with Kansas in the bill, was not troubled, for it was not only surrounded by anti-slavery States, but its climate was not suited to negro labour.



In the country generally the feelings and passions of the more extreme men on both sides had risen to boiling point, and matters could hardly be worse; this was emphasized by the assault on Mr. Sumner of Massachusetts by Preston Brooks of South Carolina, in revenge for a caustic speech attacking his uncle, Mr. Butler of South Carolina, in a debate which became very bitter on both sides. Brooks was a member of Congress for South Carolina, and his part was powerful enough to limit his punishment to severe censure. Sumner was badly hurt, and unable to take his place again for several months. There were several cases of personal violence in Congress, all coming from the same side, and the flame of sectional hatred was fanned on both sides by indignation meetings, etc., in the country. The assault on Sumner took place in May 1856, and few things did more to rouse and unite the Northern side.



This drawing depicts Brooks just before the attack on Sumner. In a Senate address, Sumner had poked fun at Butler's stroke-impaired speech and physical mannerisms, prompting his nephew to beat the northerner until his cane broke. Sumner was so badly injured he wasn't able to return to the Senate for three years.



In the last year of President Pierce's administration, at the time for the election of his successor, the two sides were so violently estranged that, had the Democrats not won the election, the War would have broken out then, four years before it really did. The political parties had lately been remodeled a good deal. The old Federalist party of early Republican days inclined to Nationalism rather than Federation of the States; on the other hand, the Republican, afterwards called the Democratic party, went in for State Rights, the assertion of State Sovereignty, and the strictly Federal nature of the Union. To the old Federal party succeeded that of the Whigs, which, though not identical, favored a strong central Government. The Whigs were a good deal broken up at the time of the Election of 1856, and the Know-Nothings, or American party, who opposed the overgrowth of the political influence of naturalized foreigners, and of the Roman Catholics, arose, but after this election declined. The Free-Soil party, largely composed of dissident democrats, disgusted with the pro-slavery men in Kansas, united with some of the dissidents of the Old Whig party to form the new Republicans, and soon became very powerful. The issue was principally between them and the Pro-Slavery Democrats—that is, slavery took the principal place for the first time. Few outside things contributed so much to bring this about as the publication in 1850 of Mrs. Harriet Beecher Stowe's novel, "Uncle Tom's Cabin," which is probably the most effective political pamphlet on record.



Questions

1. Read the excerpt from the text.

"The quarrel **blazed** up again as **hotly** as ever, and another compromise or sop to the South was effected, which, as before, only put off the evil day, but it was such a one as made the difference worse."

Explain how the use of the words in bold print defines the author's tone in this sentence. (RI/RL.6.4)

2. The reading states multiple causes of the American civil war and provides numerous examples in support of each cause. Define the causes and cite an example from the reading that supports each cause. (RI/RL.7.1-10.1)

Causes of the Civil War	Examples

3. According to the reading, the constitution protected the slave trade from being interfered with by congress until what year? (RI/RL.2.1)
4. Explain how the invention of the cotton gin in 1793 help contribute to the political divide between the Northern and Southern states. (RI.4.3)
5. Why was slavery not prevalent in the north? (RI/RL.2.1)



6. The reading mentions a wide assortment of people who were instrumental in the precursors to the American Civil War. Understanding the role that some of these people played can help you understand our history. Choose one of the people from the list below and conduct a short **research** project on this person to explore the roles(s) this person played during the era of the American Civil War. Evaluate the material you find and determine whether this person had a positive or negative effect upon the Civil War. You may use any primary or secondary source document in your research. (multiple standards apply). You may choose to write an essay or prepare a 5-10 slide powerpoint presentation on your person. (W.5.9-12.9; W.3.7-W/WHST12.7; W.3.8-W/WHST9-10.8)

										
J e f f e r s o n	W i l l i a m G a r r i s o n	R o b e r t L e e	A l e x a n d e r S t e p h e n s	J o h n C a l h o u n	F r a n c i s P i c k e n s	D o u g l a s C o o p e r	S t e p h e n M a l l o r y	A b r a h a m L i n c o l n	J o h n B r o w n	P r e s t o n B r o o k s

Directions: As you read through your primary and/or secondary documents complete the worksheet below. You will need to complete one worksheet for each source you utilize in your research project.



Worksheet

WRITTEN DOCUMENT ANALYSIS



First Look

Type of Document (Check):

- | | | | |
|------------------------------------|--|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Report | <input type="checkbox"/> Congressional Record |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Memorandum | <input type="checkbox"/> Census Report |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press Release | <input type="checkbox"/> Advertisement | <input type="checkbox"/> Other _____ |

Unique Physical Characteristics of the Document (check one or more):

- | | | | |
|---|--------------------------------|---|--------------------------------------|
| <input type="checkbox"/> Interesting Letterhead | <input type="checkbox"/> Typed | <input type="checkbox"/> Notations | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Seals | <input type="checkbox"/> Received stamp | |

Date(s) of the Document;

Author (or Creator) of the Document:

Position (Title):

For what audience was the document written?

Document Content Information

List three phrases or statements that caught your attention or you think are important.

- 1.
- 2.
- 3.

Why do you think this document was written?

What in the document helps you know why it was written? Quote from the document.

Why do you think this document was saved?

Was the document meant to be viewed by the public or a specific person or group?

List two things the document tells you about life in the United States at the time it was written.

- 1.
- 2.

Write a question to the author that is left unanswered by the document.

Before you begin to write your essay or prepare your powerpoint presentation, it is important that you organize the information you've collected. Organizing your thoughts is a crucial step in the writing process. Preparing your thoughts and ideas before you write will make your writing much more focused. Complete the graphic organizer below with the information you've collected about your person. Once this is complete, type your essay using Microsoft Word. Powerpoint presentations must be completed and printed as well.

Graphic Organizer
Evaluation

Subject:		
Criterion:	Successful / Unsuccessful Reason:	Evidence:
Criterion:	Successful / Unsuccessful Reason:	Evidence:
Criterion:	Successful / Unsuccessful Reason:	Evidence:
Criterion:	Successful / Unsuccessful Reason:	Evidence:
Criterion:	Successful / Unsuccessful Reason:	Evidence:

Section Two: North and South No Longer Unified

Pre-reading Activities

- A. **Words:** Sometimes individual words can give us clues about the reading itself. The words in the box below are often found in comparison and contrast essays.

Comparison words are used to show how ideas/points of view, etc. are the same.			Contrasting words are used to show how ideas/points of view, etc. differ.		
like	similar	same	although	yet	whereas
in the same way	too	also	however	but	while
as	both	have in common	differ	instead	unless
the same as	similarly	as well as	unlike	on the contrary	contrary to
in the same way			even though	on the other hand	the reverse

Example: The North was a developing industrial region with many cities, but the South was an agricultural region with very few cities.

B. Punctuation

When you combine sentences to show a comparison or a contrasting idea, it is important that you use the appropriate punctuation. In this case you would use a comma.

a) **Commas** are commonly used:

- 1) between words or groups of words in a **series** to separate the items. With only two items, don't use a comma.

Example: Northerners believed in a strong, central, national government.
Northerners believed in a strong national government.

- 2) between simple sentences when they are joined in a compound sentence. The comma goes before the coordinate conjunction that connects the parts. Coordinate conjunctions: **and but nor or so yet**

Example: The North was a developing industrial region with many cities, but the South was an agricultural region with very few cities.



Rewrite these pairs of sentences into one sentence by using one of the words in the box above and appropriate punctuation.

1. Southerners believed in states' rights.
 Northerners believed in a strong, central, national government.

2. Southern plantation owners were wealthy.
 Northern industrialists were wealthy.

3. Southerners owned four million slaves.
 Northerners believed slavery was immoral.

4. Most Southerners were Democrats.
 Most Northerners were Republicans.

5. The balance of power in free states was important to the North.
 The balance of power in slaveholding states was important to the South.

b) Commas: Direct Addresses, Quotations, Introductory Words/Phrases

Rules	Examples
<p>Commas are also used to set off the name of a person being addressed.</p>	<p>"Lincoln, did you sign the Declaration of Independence?"</p>
<p>You should also use a comma to set off a quotation from the rest of the sentence. If a question comes first in the sentence, use a question mark.</p>	<p>Lincoln groaned, "Succession is unconstitutional." "Succession is unconstitutional," said Lincoln, "but Congress will have to deal with it." Lincoln asked, "Will Virginia remain in the Union?" "Will Kansas be a free state or a slave state?" he wondered.</p>
<p>Commas should also be used after an introductory word when it begins a sentence.</p> <p>Introductory words can include: Well Yes No Why However Finally Nevertheless Unfortunately</p>	<p>"No, I haven't signed the Constitution." "However, I think George Washington did."</p>
<p>Commas also need to be used after an introductory phrase or clause.</p>	<p>After the war, many people were homeless. Living on the plantation six months, Bill missed his family.</p>



Exercise: Read the paragraph below and insert commas where they are needed.

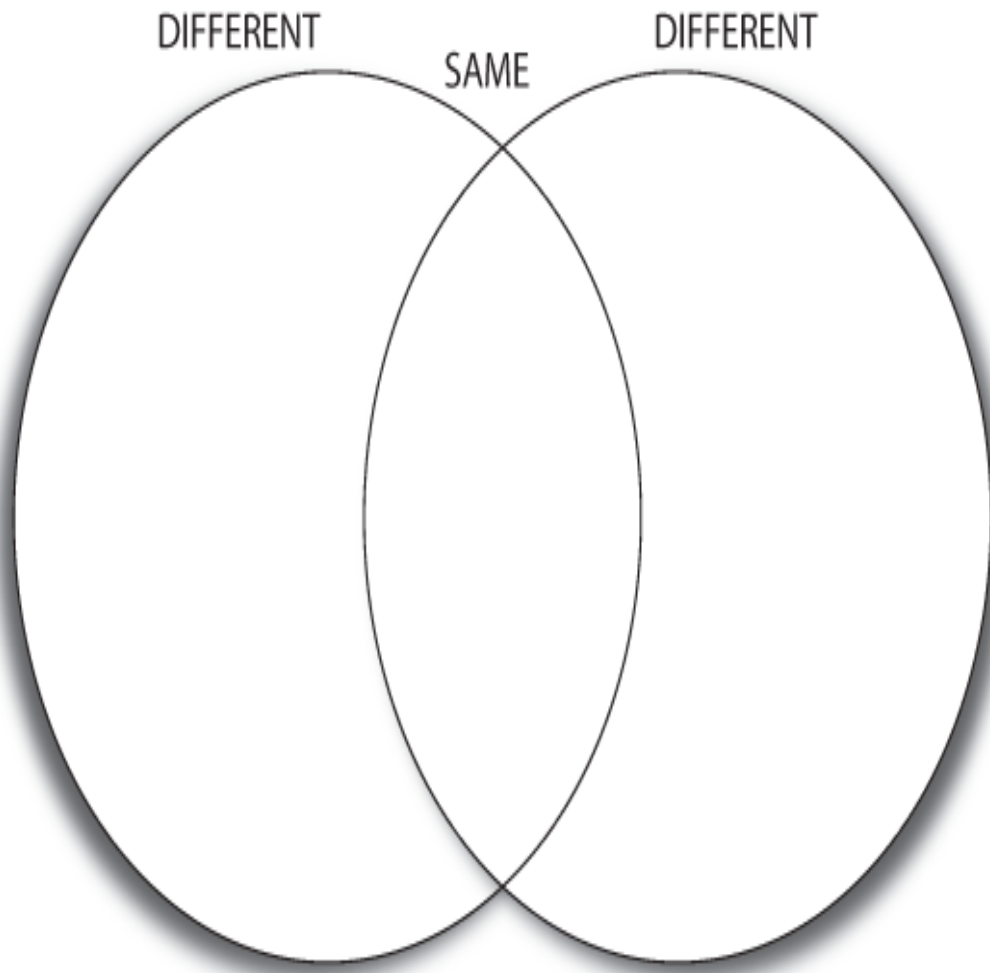
Mary Sue and I are going snowboarding next month. Mary and I have never gone snowboarding before but we are looking forward to it. "Will you bring your own snowboard and boots?" Sue asked us. "Oh Sue of course we will" I replied. Mary suggested that we make lists of what to take. Mary said "Let's not forget to pack essentials like warm clothing sunglasses and gloves." Sue said "We'll have plenty of room in the car but let's not bring things we won't use." I added "Of course we can't leave behind things like a hat protective helmet and our cell phones!"

c) The structure of a comparison/contrast essay.

There are two classic organizational patterns of a comparison and contrast essay. The first is called a 'block arrangement' of ideas; the other is called a 'point-by-point' or 'alternating arrangement' of ideas. Suppose you are planning a vacation to someplace warm with lots of outdoor activities. You are trying to decide whether to vacation in Florida or in California. You will want to find out as much information you can about both places.

Your first step will be to create a Venn Diagram of the two subjects and write the similarities in the part of the intersecting circles, while writing the differences in the parts of each subject's circle that does not intersect with other.

Venn Diagram



As a class try to complete the Venn Diagram above with similarities and differences on vacationing in Florida vs. California.

Now you are ready to organize your ideas. In a 'block' arrangement you would write about vacationing in Florida in one paragraph and vacationing in California in the next. If you mention a particular point in the Florida paragraph, you MUST mention the same point in the California paragraph, and in the same order. Look at the outline below which depicts this style of organization. The introductory paragraph is followed by the Florida paragraph, the California paragraph, and then the conclusion. The fully developed essay would be four paragraphs.

Block Arrangement (four paragraphs)	
I.	Introduction in which you state your purpose; which is to discuss the differences between vacationing in Florida or in California.
II.	Florida A. Weather B. Sightseeing activities C. Travel Costs
III.	California A. Weather B. Sightseeing activities C. Travel Costs
IV.	Conclusion

A second way to organize this material is to discuss a particular point about vacation in Florida and then immediately discuss the same point about vacationing in California. This is called a 'point-by-point' or 'alternating' arrangement. An outline of this type of organization would resemble the following:

Point-by-Point or Alternating Arrangement (five paragraphs)	
I.	Introduction in which you state your purpose is to discuss differences between vacationing in Florida or in California.
II.	First difference between Florida and California is the weather. A. Florida B. California
III.	Second difference between Florida and California are the types of sightseeing activities A. Florida B. California
IV.	Third difference between Florida and California is the travel costs A. Florida B. California
V.	Conclusion



Now read the passage below.

(extracted from: WWW.CIVILWAR.ORG/EDUCATION/TEACHERS/CURRICULUM/CIVIL-WAR-CURRICULUM/MIDDLE-SCHOOL/DISUNION/11TH%20GRADE.PDF)

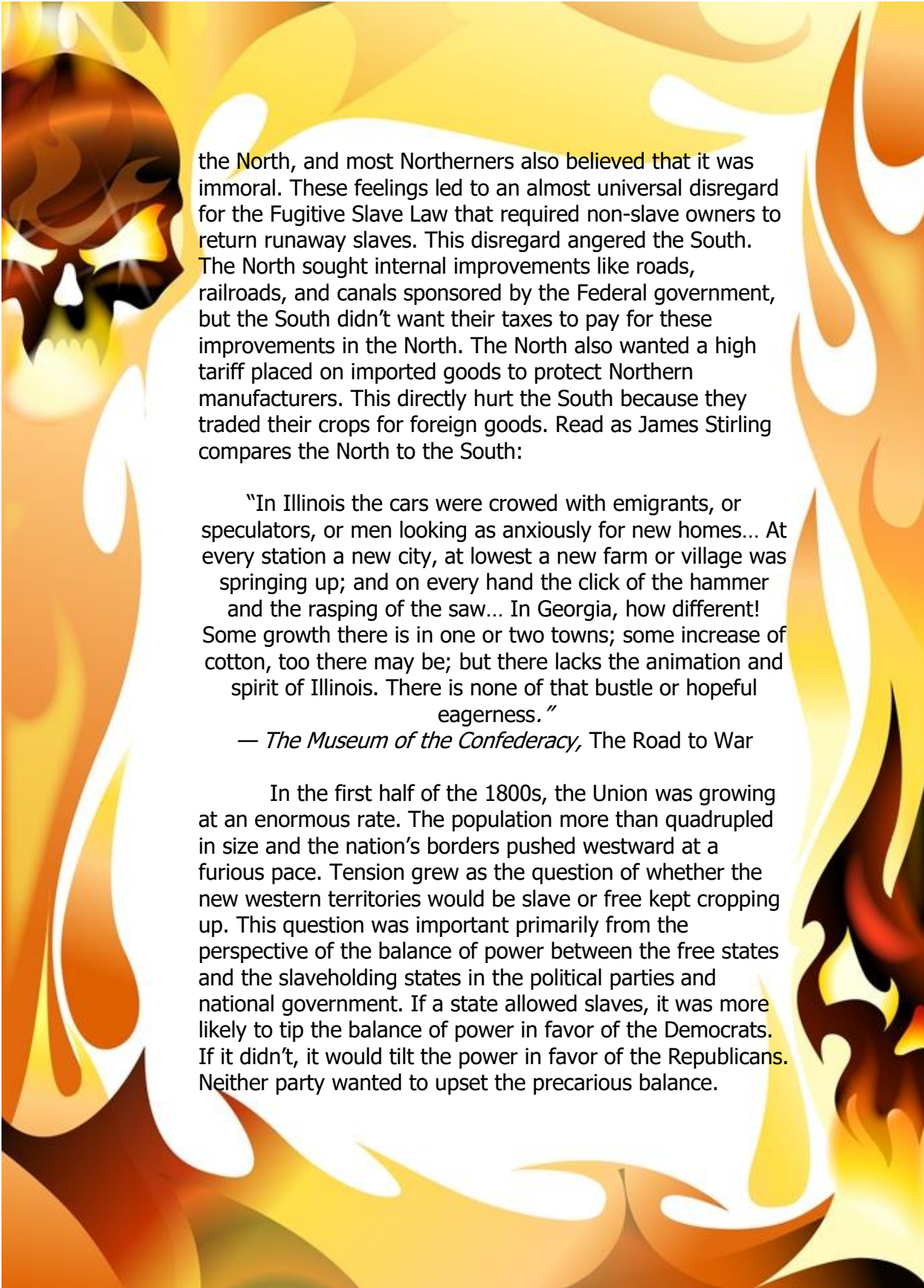
Step back in time to the year **1860**. The Union was less than 100 years old, and it was already having problems. More than seventy years after the adoption of the Constitution, a nation founded on principles of liberty and equality still allowed human enslavement and quarreled over the balance between state and federal powers.

The North and the South had developed into two very different regions. The South was an agricultural region with few large cities. The majority of the South's population was involved in the production of cotton and tobacco on plantations. These crops had made the South wealthy, and there had been little need to develop factory industries in this region. The South owned about four million slaves, which was 38% of the Southern population, and they were crucial to the plantation system. Most Southerners in 1860 were Democrats and believed in states' rights, which held that the state governments should have more power than the national government. Read the words of James Stirling as he describes Georgia:

"...one is struck with the rough look of the whole face of civilization. The country is nowhere well cleared; towns and villages are few and far between, and even those which you have seen have an unfinished look... How different from the face of a New England State, dotted over with neat farm-houses."

— *The Museum of the Confederacy, The Road to War*

The North was a developing industrial region with many cities, small towns, and family farms in the country. Many Northerners in 1860 were Republicans who believed in a strong, central, national government. Slavery was illegal in most parts of



the North, and most Northerners also believed that it was immoral. These feelings led to an almost universal disregard for the Fugitive Slave Law that required non-slave owners to return runaway slaves. This disregard angered the South. The North sought internal improvements like roads, railroads, and canals sponsored by the Federal government, but the South didn't want their taxes to pay for these improvements in the North. The North also wanted a high tariff placed on imported goods to protect Northern manufacturers. This directly hurt the South because they traded their crops for foreign goods. Read as James Stirling compares the North to the South:

“In Illinois the cars were crowded with emigrants, or speculators, or men looking as anxiously for new homes... At every station a new city, at lowest a new farm or village was springing up; and on every hand the click of the hammer and the rasping of the saw... In Georgia, how different! Some growth there is in one or two towns; some increase of cotton, too there may be; but there lacks the animation and spirit of Illinois. There is none of that bustle or hopeful eagerness.”

— *The Museum of the Confederacy, The Road to War*

In the first half of the 1800s, the Union was growing at an enormous rate. The population more than quadrupled in size and the nation's borders pushed westward at a furious pace. Tension grew as the question of whether the new western territories would be slave or free kept cropping up. This question was important primarily from the perspective of the balance of power between the free states and the slaveholding states in the political parties and national government. If a state allowed slaves, it was more likely to tip the balance of power in favor of the Democrats. If it didn't, it would tilt the power in favor of the Republicans. Neither party wanted to upset the precarious balance.

Section Three: Succession



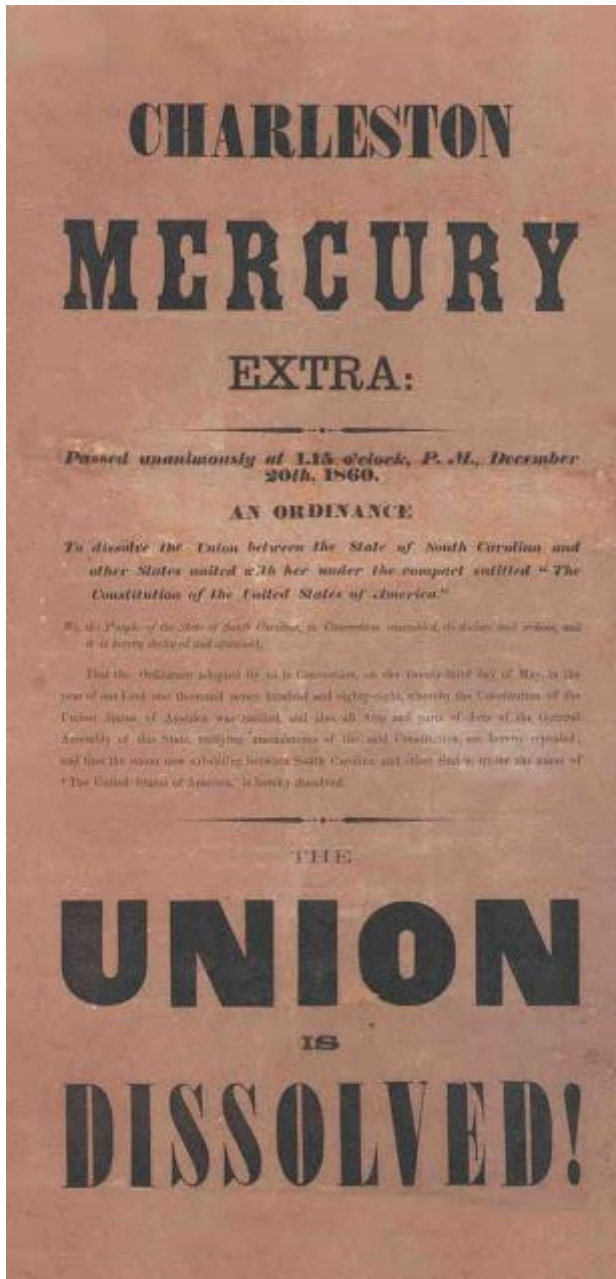
When John Brown raided the arsenal at Harpers Ferry, Virginia, the Southern fears of a Northern conspiracy to end slavery intensified. After the election of anti-slavery Republican, Abraham Lincoln, in the presidential election of 1860, the South felt the North was going to take their right away to govern themselves, destroy their economy, and abolish slavery. After trying legal and political means, they turned to their last option to protect their way of life—secession. Even though the Southern states seceded separately and had no intention at that time to form a new nation, they later came together in a loose coalition. The North felt that the secession was an illegal act. It was felt that not only was the secession illegal, but that the Confederate States of America was not a new country, but that of a group of treasonous rebels.

Is Secession Constitutional?

“We must settle this question now, whether in a free government the minority have the right to break up the government whenever they choose.”
— *Abraham Lincoln, 1861*

“It is known to senators who have served with me here that I have for many years advocated, as an essential attribute of state sovereignty, the right of a state to secede from the Union.”

— *Jefferson Davis as he resigned his seat in the Senate*



In December 1860, South Carolina became the first state to succeed from the Union. The reasons they gave for their succession are outline in the next reading. In subsequent months thereafter, many other states followed South Carolina's lead. Review the information and documents provided in the links below to get a clearer understanding of the reasons given by each state for succession.



<http://www.csaconstitution.com/p/state-secessions.html>

<http://www.illinoiscivilwar150.org/chronos/chrono1861.html>

Pre-Reading Activities



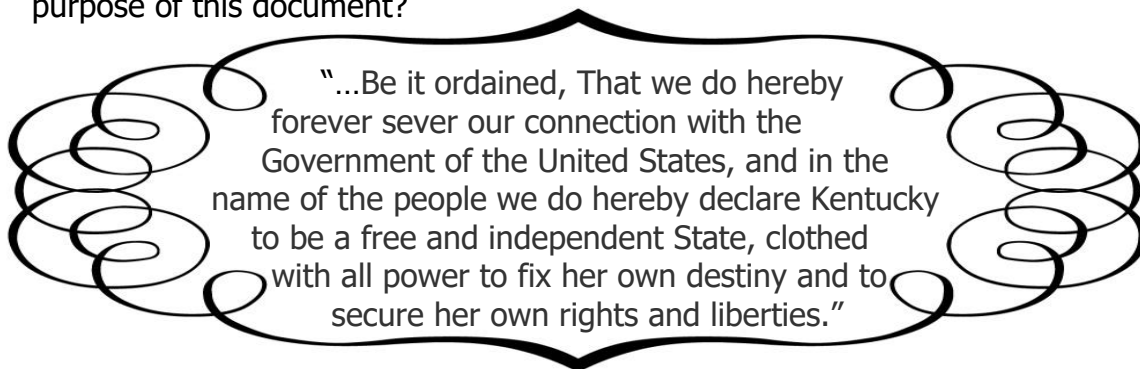
An Introduction to Purpose and Tone of a Reading

A. Purpose

Every written piece of information is created by an author who has a specific reason for writing. This reason for writing is known as the author's **purpose**. Effective readers read to understand the author's purpose.

Example:

Look at this extract from Kentucky's Succession document. What is the purpose of this document?



The general purpose of a written document can be used to 'inform', 'persuade', or sometimes to 'entertain.' Read each of the following sentences and label each one according to its purpose. I=inform, P=persuade, E=entertain. (RI.2.6)

1. Yoga should be taught in high school physical education classes because it increases strength, flexibility, and lifelong fitness.
2. Internet shopping may threaten local businesses by taking sales and profits out of the community.
3. High-fashion models who strive for the pencil-thin look should not be viewed as suitable role models for young women.
4. Often children who do not learn to crawl do not develop coordination or the fine motor skills that are used while learning to read.

5. At 3:00 one morning, a sky-writing plan buzzed overhead a few times, leaving the statement, "Don't forget to vote."
6. "...Be it ordained, That we do hereby forever sever our connection with the Government of the United States, and in the name of the people we do hereby declare Kentucky to be a free and independent State, clothed with all power to fix her own destiny and to secure her own rights and liberties."

B. Tone

Understanding purpose is closely related to the ability to identify the tone of a passage. **Tone** is the emotion or mood of the author's written voice. Purpose and tone are established with word choice.

Example:

Look at the follow extract from Kentucky's Succession document. Pay close attention to the underlined words.

Original:

"....And whereas, the majority of the Legislature of Kentucky have violated their most solemn pledges made before the election, and deceived and betrayed the people;..."

Now read the same extract with the underlined words being changed to synonyms.

"....And whereas, the majority of the Legislature of Kentucky have disturbed their most solemn pledges made before the election, and misled and let down the people:...."

Notice how the tone of the passage has changed by simply changing the underlined words. Although the words 'violated' and 'disturbed' have the same general meaning in a dictionary, the impression of the word 'violated' is much stronger than its synonym 'disturbed'. The same is true for 'deceived': 'misled' and 'betrayed': 'let down'. Words have a powerful impact upon the way a message/document is portrayed. As such, it is important to use words carefully to portray emotions. The tone of a passage can be emotional, neutral, objective, or subjective. Look at the following sentences and decide if the tone set by the sentence is E=emotional, N=neutral, O=objective, or S=subjective. (RL.5.6)

1. Legislators roared over the apparent misuse of funds to support Northern armies.
2. Research reveals that sugar consumption is one of the main reasons so many Americans are obese.
3. "I am not a crook," said Richard Nixon when he was president of the United States.
4. During the month of March, Daytona Beach, Florida, welcomes hundreds of thousands of visitors during Bike Week and spring break for college students.
5. "Never before has our nation enjoyed, at once, so much prosperity and social progress with so little internal crisis and so few external threats," William Jefferson Clinton said during his presidency.



Now, read this extract from Kentucky's Succession document.

"...And whereas, the majority of the Legislature of Kentucky have violated their most solemn pledges made before the election, and deceived and betrayed the people; have abandoned the position of neutrality assumed by themselves and the people, and invited into the State the organized armies of Lincoln; have abdicated the Government in favor of a military despotism which they have placed around themselves, but cannot control, and have abandoned the duty of shielding the citizen with their protection; have thrown upon our people and the State the horrors and ravages of war, instead of attempting to preserve the peace, and have voted men and money for the war waged by the North for the destruction of our constitutional rights; have violated the expressed words of the constitution by borrowing five millions of money for the support of the war without a vote of the people; have permitted the arrest and imprisonment of our citizens, and transferred the constitutional prerogatives of the Executive to a military commission of partisans; have seen the writ of habeas corpus suspended without an effort for its preservation, and permitted our people to be driven in exile from their homes; have subjected our property to confiscation and our persons to confinement in the penitentiary as felons, because we may choose to take part in a cause for civil liberty and constitutional government against a sectional majority waging war against the people and institutions of fifteen independent States of the old Federal Union, and have done all these things deliberately against the warnings and vetoes of the Governor and the solemn remonstrance's of the minority in the Senate and House of Representatives: Therefore,...."

1. Identify the tone(s) used in the extract. (RI.2.6)

2. How does the tone set by the passage help the reader understand how the people of Kentucky felt at the time? (RI.2.6)

3. A. Write a summary of the paragraph above using no more than 15 words.(W.3.5)

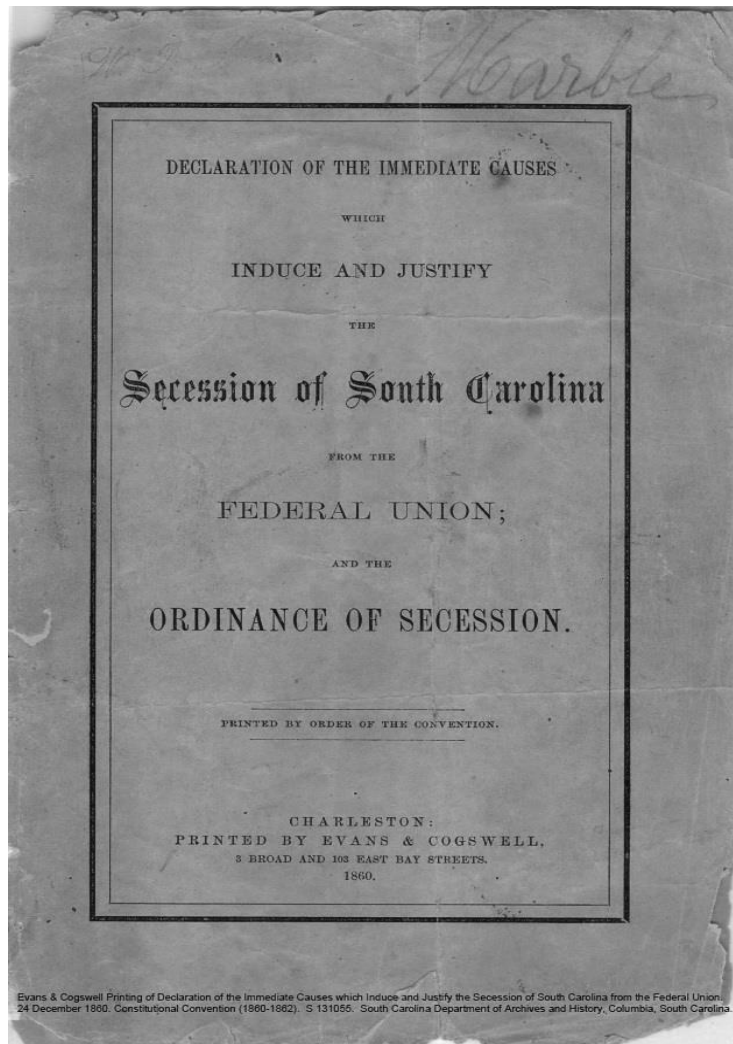
B. Write the GIST of this passage. (W.3.5)



Reading: Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union

<http://teachingamericanhistory.org/library/document/south-carolina-declaration-of-causes-of-secession/>
 — J.A. May & J.R. Faunt. *South Carolina Secedes* (U. of S. Car. Pr. 1960). pp. 76-81

“The people of the State of South Carolina, in Convention assembled, on the 26th day of April, A.D., 1852, declared that the frequent violations of the Constitution of the United



States, by the Federal Government, and its encroachments upon the reserved rights of the States, fully justified this State in then withdrawing from the Federal Union; but in deference to the opinions and wishes of the other slaveholding States, she forbore at that time to exercise this right. Since that time, these encroachments have continued to increase, and further forbearance ceases to be a virtue.

And now the State of South Carolina having resumed her separate and equal place among nations, deems it due to herself, to the remaining United States of America, and to the nations of the world, that she should declare the immediate causes which have led to this act.

In the year 1765, that portion of the British Empire embracing Great Britain, undertook to make

laws for the government of that portion composed of the thirteen American Colonies. A struggle for the right of self-government ensued, which resulted, on the 4th of July, 1776, in a Declaration, by the Colonies, ‘that they are, and of right ought to be, FREE AND INDEPENDENT STATES; and that, as free and independent States, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent States may of right do.’

They further solemnly declared that whenever any “form of government becomes destructive of the ends for which it was established, it is the right of the people to alter or abolish it, and to institute a new government.” Deeming the Government of Great Britain to have become destructive of these ends, they declared that the Colonies ‘are absolved from all allegiance to the British Crown, and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved.’

In pursuance of this Declaration of Independence, each of the thirteen States proceeded to exercise its separate sovereignty; adopted for itself a Constitution, and appointed officers for the administration of government in all its departments- Legislative, Executive and Judicial. For purposes of defense, they united their arms and their counsels; and, in 1778, they entered into a League known as the Articles of Confederation, whereby they agreed to entrust the administration of their external relations to a common agent, known as the Congress of the United States, expressly declaring, in the first Article “that each State retains its sovereignty, freedom and independence, and every power, jurisdiction and right which is not, by this Confederation, expressly delegated to the United States in Congress assembled.” Under this Confederation the war of the Revolution was carried on, and on the 3rd of September, 1783, the contest ended, and a definite Treaty was signed by Great Britain, in which she acknowledged the independence of the Colonies in the following terms:

‘ARTICLE

1- His Britannic Majesty acknowledges the said United States, viz: New Hampshire, Massachusetts Bay, Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina and Georgia, to be FREE, SOVEREIGN AND INDEPENDENT STATES; that he treats with them as such; and for himself, his heirs and successors, relinquishes all claims to the government, propriety and territorial rights of the same and every part thereof.’

Thus were established the two great principles asserted by the Colonies, namely: the right of a State to govern itself; and the right of a people to abolish a Government when it becomes destructive of the ends for which it was instituted. And concurrent with the establishment of these principles, was the fact, that each Colony became and was recognized by the mother Country a FREE, SOVEREIGN AND INDEPENDENT STATE.

In 1787, Deputies were appointed by the States to revise the Articles of Confederation, and on 17th September, 1787, these Deputies recommended for the adoption of the States, the Articles of Union, known as the Constitution of the United States. The parties to whom this Constitution was submitted, were the several sovereign States; they were to agree or disagree, and when nine of them agreed the compact was to take effect among those concurring; and the General Government, as the common agent, was then invested with their authority.

If only nine of the thirteen States had concurred, the other four would have remained as they then were- separate, sovereign States, independent of any of the provisions of the Constitution. In fact, two of the States did not accede to the Constitution until long after it had gone into operation among the other eleven; and during that interval, they each exercised the functions of an independent nation.

By this Constitution, certain duties were imposed upon the several States, and the exercise of certain of their powers was restrained, which necessarily implied their continued existence as sovereign States. But to remove all doubt, an amendment was added, which declared that the powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States, respectively, or to the people. On the 23d May, 1788, South Carolina, by a Convention of her People, passed an Ordinance assenting to this Constitution, and afterwards altered her own Constitution, to conform herself to the obligations she had undertaken.

Thus was established, by compact between the States, a Government with definite objects and powers, limited to the express words of the grant. This limitation left the whole remaining mass of power subject to the clause reserving it to the States or to the people, and rendered unnecessary any specification of reserved rights.

We hold that the Government thus established is subject to the two great principles asserted in the Declaration of Independence; and we hold further, that the mode of its formation subjects it to a third fundamental principle, namely: the law of compact. We maintain that in every compact between two or more parties, the obligation is mutual; that the failure of one of the contracting parties to perform a material part of the agreement, entirely releases the obligation of the other; and that where no arbiter is provided, each party is remitted to his own judgment to determine the fact of failure, with all its consequences.

In the present case, that fact is established with certainty. We assert that fourteen of the States have deliberately refused, for years past, to fulfill their constitutional obligations, and we refer to their own Statutes for the proof.

The Constitution of the United States, in its fourth Article, provides as follows: "No person held to service or labor in one State, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered up, on claim of the party to whom such service or labor may be due." This stipulation was so material to the compact, that without it that compact would not have been made. The greater number of the contracting parties held slaves, and they had previously evinced their estimate of the value of such a stipulation by making it a condition in the Ordinance for the government of the territory ceded by Virginia, which now composes the States north of the Ohio River.

The same article of the Constitution stipulates also for rendition by the several States of fugitives from justice from the other States.

The General Government, as the common agent, passed laws to carry into effect these stipulations of the States. For many years these laws were executed. But an increasing hostility on the part of the non-slaveholding States to the institution of slavery, has led to a disregard of their obligations, and the laws of the General Government have ceased to effect the objects of the Constitution. The States of Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, New York, Pennsylvania, Illinois, Indiana, Michigan, Wisconsin and Iowa, have enacted laws which either nullify the Acts of Congress or render useless any attempt to execute them. In many of these States the fugitive is discharged from service or labor claimed, and in none of them has the State Government complied with the stipulation made in the Constitution. The State of New Jersey, at an early day, passed a law in conformity with her constitutional obligation; but the current of anti-slavery feeling has led her more recently to enact laws which render inoperative the remedies provided by her own law and by the laws of Congress. In the State of New York even the right of transit for a slave has been denied by her tribunals; and the States of Ohio and Iowa have refused to surrender to justice fugitives charged with murder, and with inciting servile insurrection in the State of Virginia. Thus the constituted compact has been deliberately broken and disregarded by the non-slaveholding States, and the consequence follows that South Carolina is released from her obligation.

The ends for which the Constitution was framed are declared by itself to be 'to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity.' These ends it endeavored to accomplish by a Federal Government, in which each State was recognized as an equal, and had separate control over its own institutions. The right of property in slaves was recognized by giving to free persons distinct political rights, by giving them the right to represent, and burthening them with direct taxes for three-fifths of their slaves; by authorizing the importation of slaves for twenty years; and by stipulating for the rendition of fugitives from labor.

We affirm that these ends for which this Government was instituted have been defeated, and the Government itself has been made destructive of them by the action of the non-slaveholding States. Those States have assumed the right of deciding upon the propriety of our domestic institutions; and have denied the rights of property established in fifteen of the States and recognized by the Constitution; they have denounced as sinful the institution of slavery; they have permitted open establishment among them of societies, whose avowed object is to disturb the peace and to eloign the property of the citizens of other States. They have encouraged and assisted thousands of our slaves to leave their homes; and those who remain, have been incited by emissaries, books and pictures to servile insurrection.

For twenty-five years this agitation has been steadily increasing, until it has now secured to its aid the power of the common Government. Observing the *forms* of the Constitution, a sectional party has found within that Article establishing the Executive Department, the means of subverting the Constitution itself. A geographical line has been drawn across the Union, and all the States north of that line have united in the election of a man to the high office of President of the United States, whose opinions and purposes are hostile to slavery. He is to be entrusted with the administration of the common Government, because he has declared that that "Government cannot endure permanently half slave, half free," and that the public mind must rest in the belief that slavery is in the course of ultimate extinction.

This sectional combination for the submersion of the Constitution, has been aided in some of the States by elevating to citizenship, persons who, by the supreme law of the land, are incapable of becoming citizens; and their votes have been used to inaugurate a new policy, hostile to the South, and destructive of its beliefs and safety.

On the 4th day of March next, this party will take possession of the Government. It has announced that the South shall be excluded from the common territory, that the judicial tribunals shall be made sectional, and that a war must be waged against slavery until it shall cease throughout the United States.

The guaranties of the Constitution will then no longer exist; the equal rights of the States will be lost. The slaveholding States will no longer have the power of self-government, or self-protection, and the Federal Government will have become their enemy.

Sectional interest and animosity will deepen the irritation, and all hope of remedy is rendered vain, by the fact that public opinion at the North has invested a great political error with the sanction of more erroneous religious belief.

We, therefore, the People of South Carolina, by our delegates in Convention assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, have solemnly declared that the Union heretofore existing between this State and the other States of North America, is dissolved, and that the State of South Carolina has resumed her position among the nations of the world, as a separate and independent State; with full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent States may of right do."

Adopted December 24, 1860
[Committee signatures]



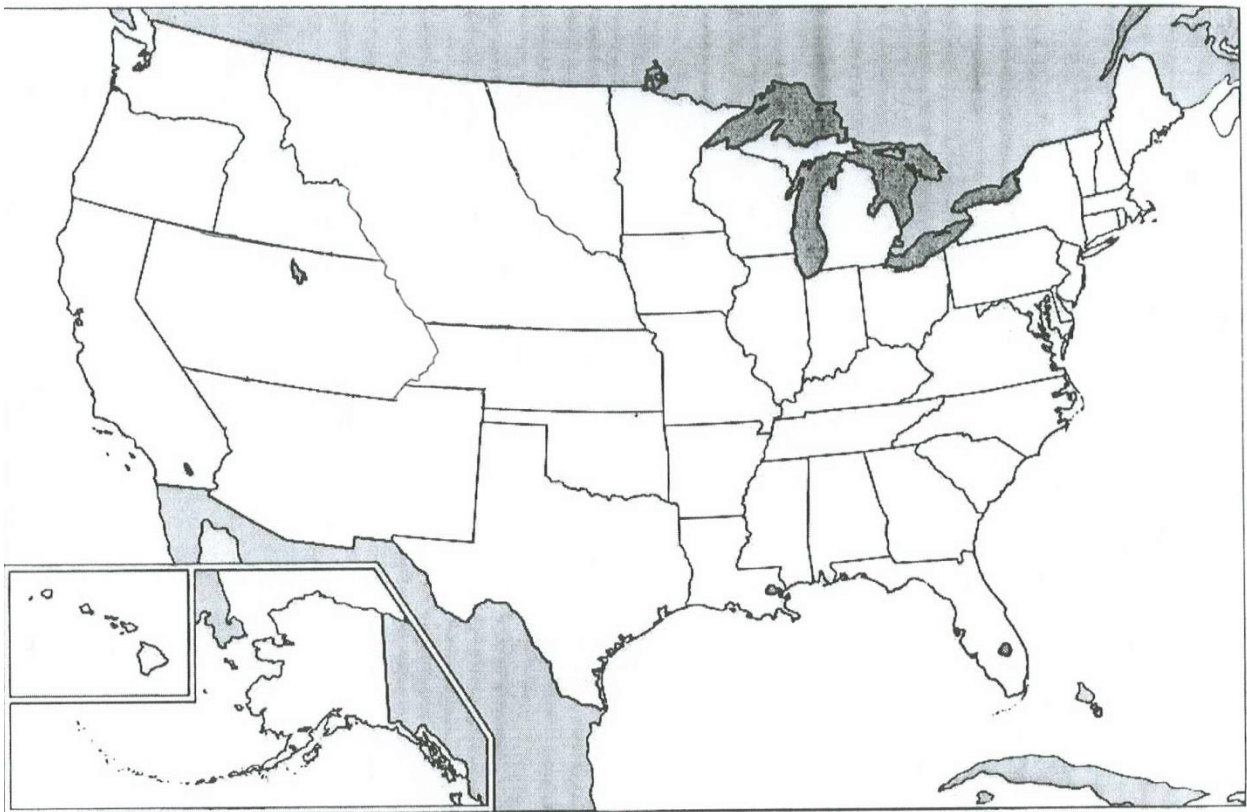
Questions: After reviewing the documents in the links on page 29 and the reading above, answer the following questions.

1. Define the purpose of each of the succession documents? (RI.5.9)

2. Describe the tone set by the authors of these documents? (RI.5.6)

3. A. What states succeeded from the Union? (RI/RL.2.1)

B. When did each of these States succeed? Write the dates in the State on the map below. (RI.RL.2.1)



C. Which States seceded before the fall of Fort Sumter? (RI/RL.2.1)

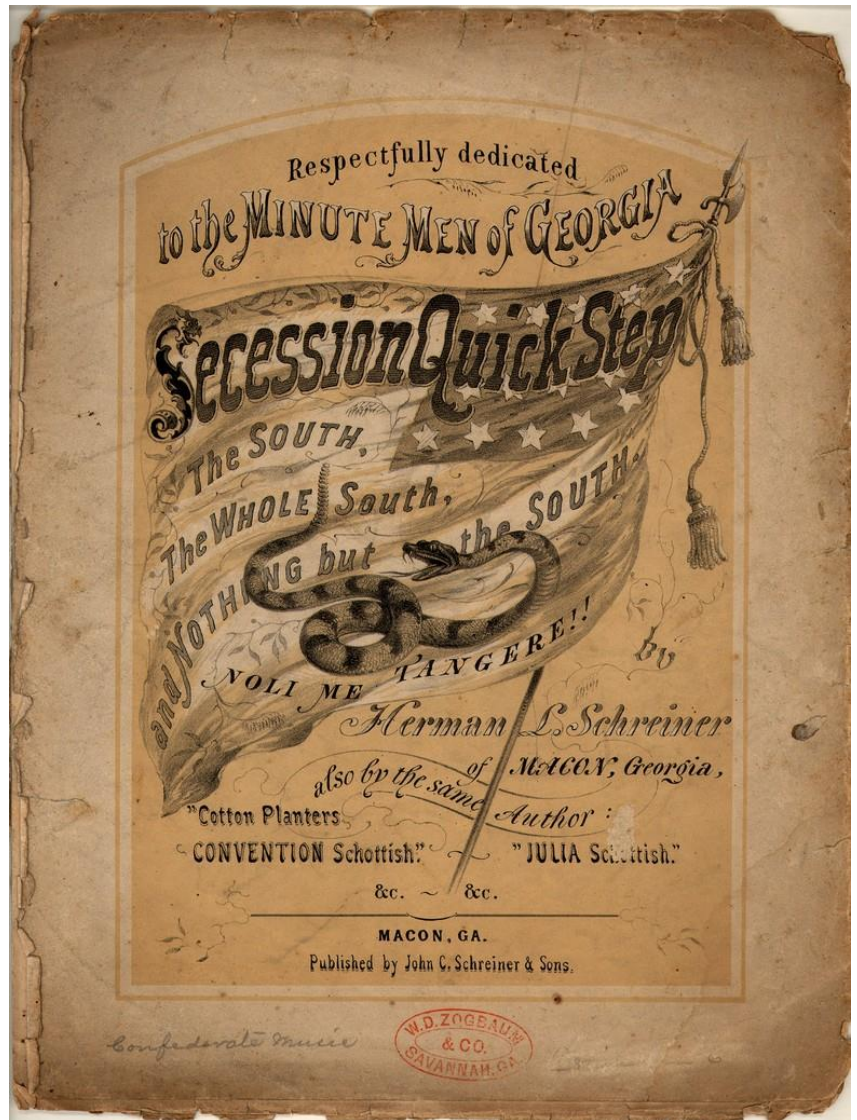
D. Which States seceded after the fall of Fort Sumter? (RI/RL.2.1)

E. Which States were part of the Union at the commencement of the first shots of the American Civil War? (RI/RL.4.1)

3. What reasons did the following states give in the succession documents as justification for leaving the Union? (RI.4.3-RI.8.3)

	South Carolina	Alabama	Texas	Arkansas	Kentucky
Reasons					

8. A. What group is mentioned in this poster from the 1860's?(RI/RL.1.1)
- B. Discuss the role and importance this group might have played in the Secession of Georgia.(SL.5.4)



9. A. Identify the three parts of our government that are outlined by our U.S. Constitution as referenced in South Carolina's Succession Document. (RI/RL.2.1)



- B. **Research and write!** What are the responsibilities of each part of the U.S. government? Use Microsoft Word to type your answer.(W.3.2-W/WHST10.2)

10. A. Define the **two great principles** outlined in South Carolina's Succession document. (RI/RL.4.1)
- B. How do these principles support South Carolina's belief in their right to secede from the Union? (RI.5.8-10.8)
11. The Ordinance of Secession by South Carolina mentions '**the Law of Compact**'. Describe what is meant by this.(RI.4.3)
12. A. What founding documents of the United States of America are referenced in South Carolina's Ordinance of Secession?(RI/RL.2.1)
- B. Define what you believe the authors' purpose was in referencing these documents. (RI.8.6 and RI.9-10.6)

13. A. Look at this extract from South Carolina's Succession document. What do each of the underlined words mean? What impact do these words have on the overall purpose/tone of the extract?
(RI.RL.6.4-10.4)

We affirm that these ends for which this Government was instituted have been defeated, and the Government itself has been made destructive of them by the action of the non-slaveholding States. Those States have assumed the right of deciding upon the propriety of our domestic institutions; and have denied the rights of property established in fifteen of the States and recognized by the Constitution; they have denounced as sinful the institution of slavery; they have permitted open establishment among them of societies, whose avowed object is to disturb the peace and to eloin the property of the citizens of other States. They have encouraged and assisted thousands of our slaves to leave their homes; and those who remain, have been incited by emissaries, books and pictures to servile insurrection.

- B. 1. Write a summary of the paragraph above using no more than 15 words.
(W.3.5)

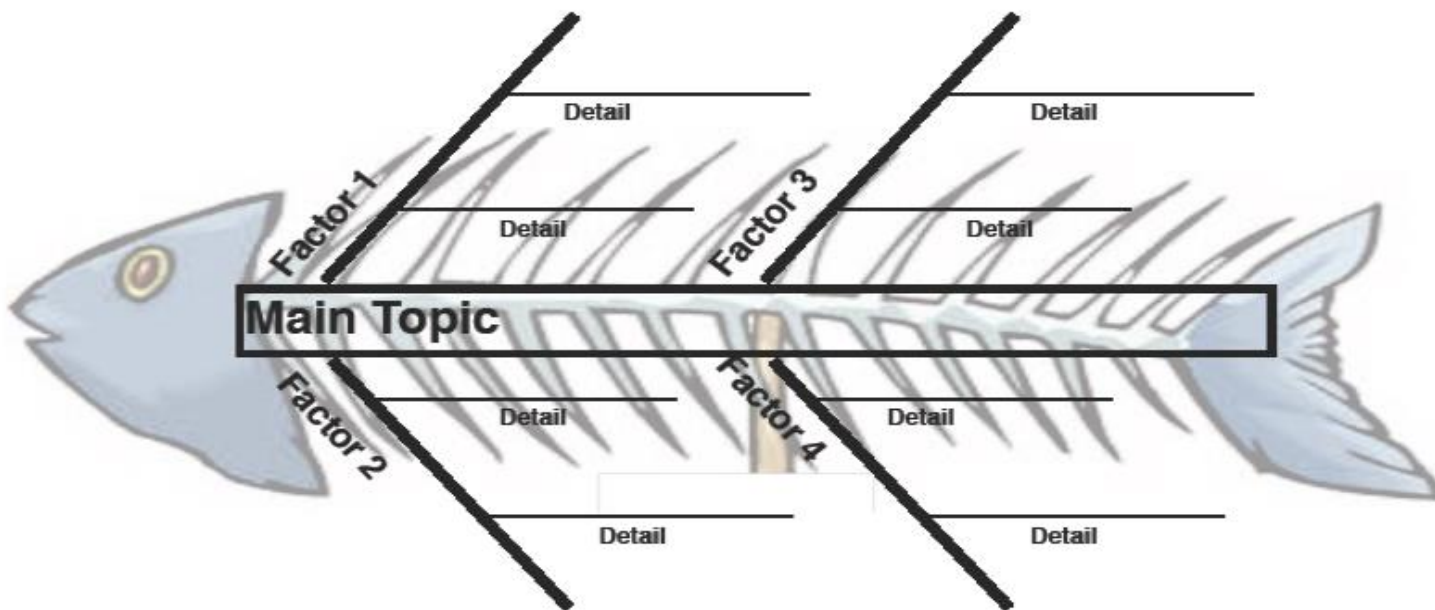
2. Write the GIST of this passage. (W.3.5)



14. Choose one of the following questions and **write** a persuasive 3-5 essay. (W.5.9-12.9; W.3.7-W/WHST12.7; W.3.8-W/WHST9-10.8)
- A. Did the Southern States have a legal right to secede from the Union?
 - B. Is Secession constitutional?
 - C. In 2013/14, there were some people in Colorado who wanted to push for Colorado's secession from the United States. Do you think that Colorado should have the right to secede?
 - D. What event(s) might lead a state to decide to secede in today's society?

Before you begin writing your essay it is important to outline your thoughts, ideas, concepts, etc. very clearly. Complete the graphic organizer found on the next page to help you plan your essay.

Fishbone Map



After completing the graphic organizer with your thoughts and details, write your essay on a separate piece of paper.

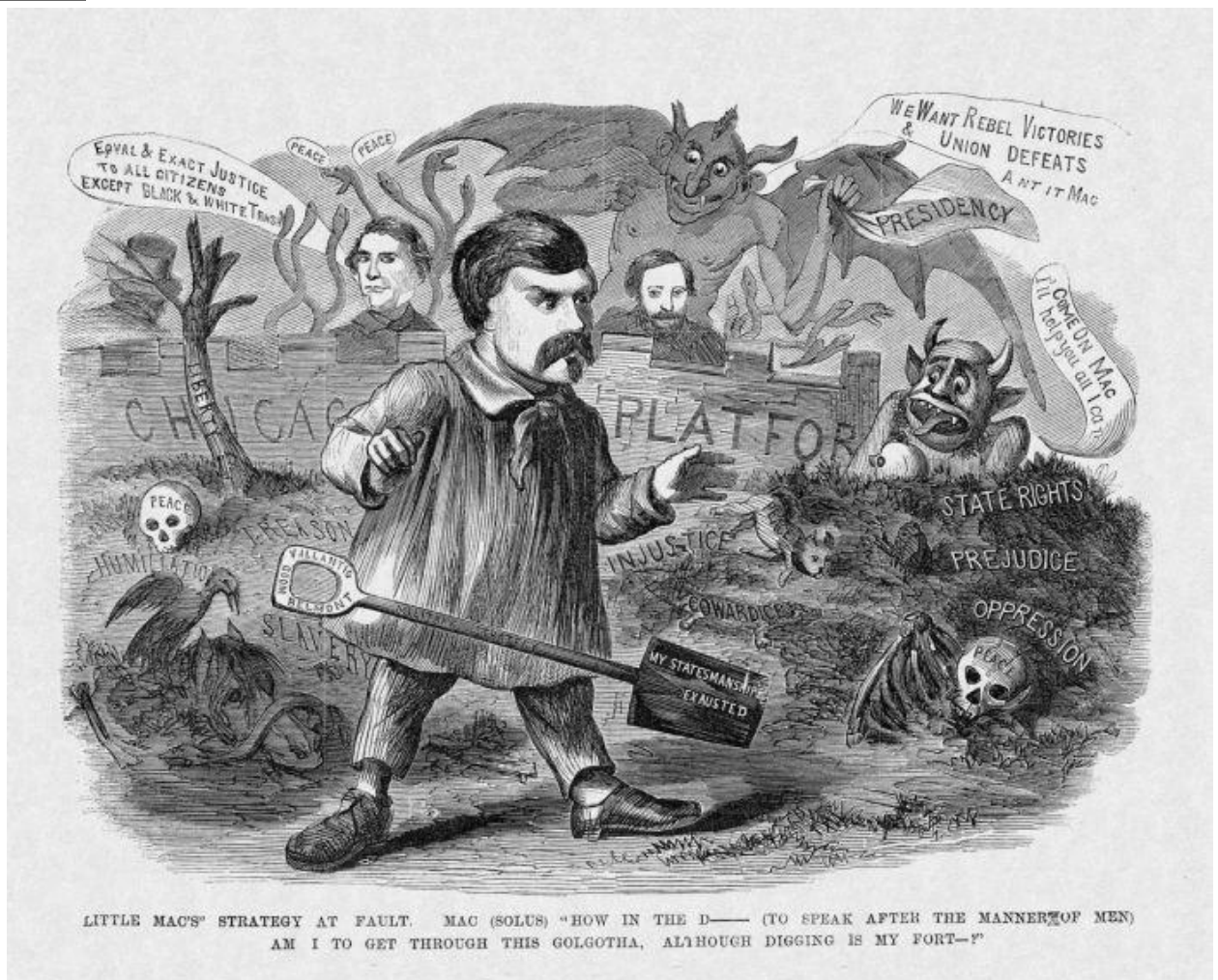
Section Four: Understanding Political Cartoons

1864 Campaign Cartoons: BATTLE FOR THE WHITE HOUSE

Extracted from: <http://www.civilwar.org/education/history/primarysources/1864-campaign-cartoons.html> (Accessed October 2013)

The 1864 presidential campaign was not unlike political campaigns today with plenty of mud-slinging and name calling. These political cartoons illustrate the 1864 battle for the White House. The following political cartoons show how the people of the time felt about the government. Each cartoon shows a different feeling or emotion. Look for different objects, people, or settings to find out what is the meaning behind the cartoons.

Cartoon A:



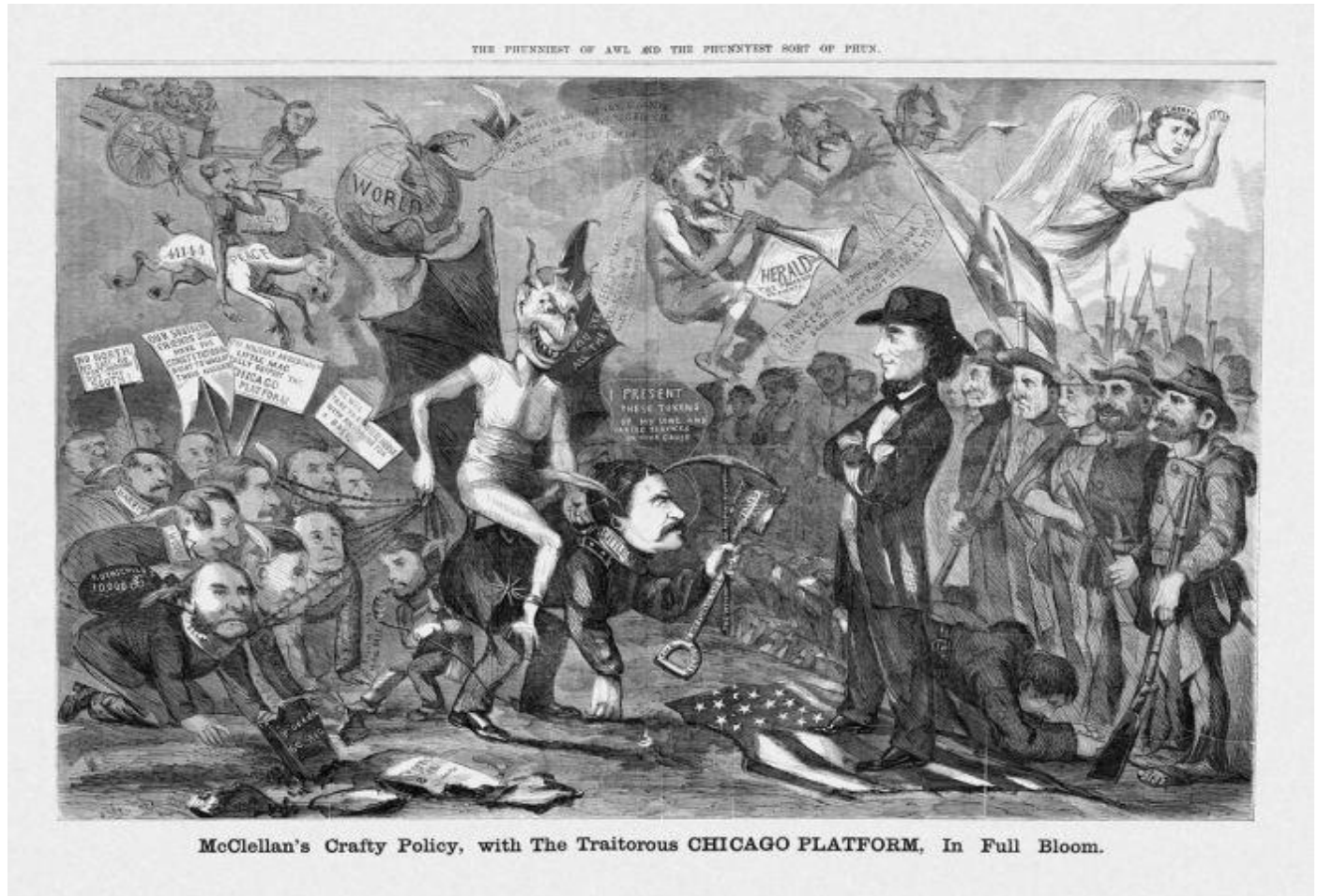
This Funniest of Awl cartoon shows McClellan bedeviled by the morally ambiguous shades of the Democratic Platform of 1864: the political benefits of Confederate victories, the continued subjugation of other races, and snakes hissing "Peacccece."

**Analysis of Cartoon A:**

1. Describe what you see in the cartoon. What people and objects are seen in the cartoon? (RI.1.7)
2. What is the purpose of the cartoon? (RL.3.7)
3. What information can you see in the cartoon that show some of the reason(s) for the causes of the American Civil War? (RI.6.7)

Interpretation of Cartoon A:

4. What is happening in the picture? (RI.1.7)
5. What individual(s) from the time period are depicted and why? (RI.3.7)

Cartoon B:

This cartoon illustrates the results of the Democratic convention in Chicago, with McClellan and his party led by the devil towards an apocalyptic vision of a divided United States.

**Analysis of Cartoon B:**

1. Describe what you see in the carton. (RI.1.7)

2. What is the setting? (RI.3.7)

3. What details are given in the cartoon? (RI.3.7)

Inferences

4. What inferences can you make about the political situation and time period?
(RI/RL.4.1)

Interpretation

5. A. Describe what is happening in the cartoon? (RI.1.7)

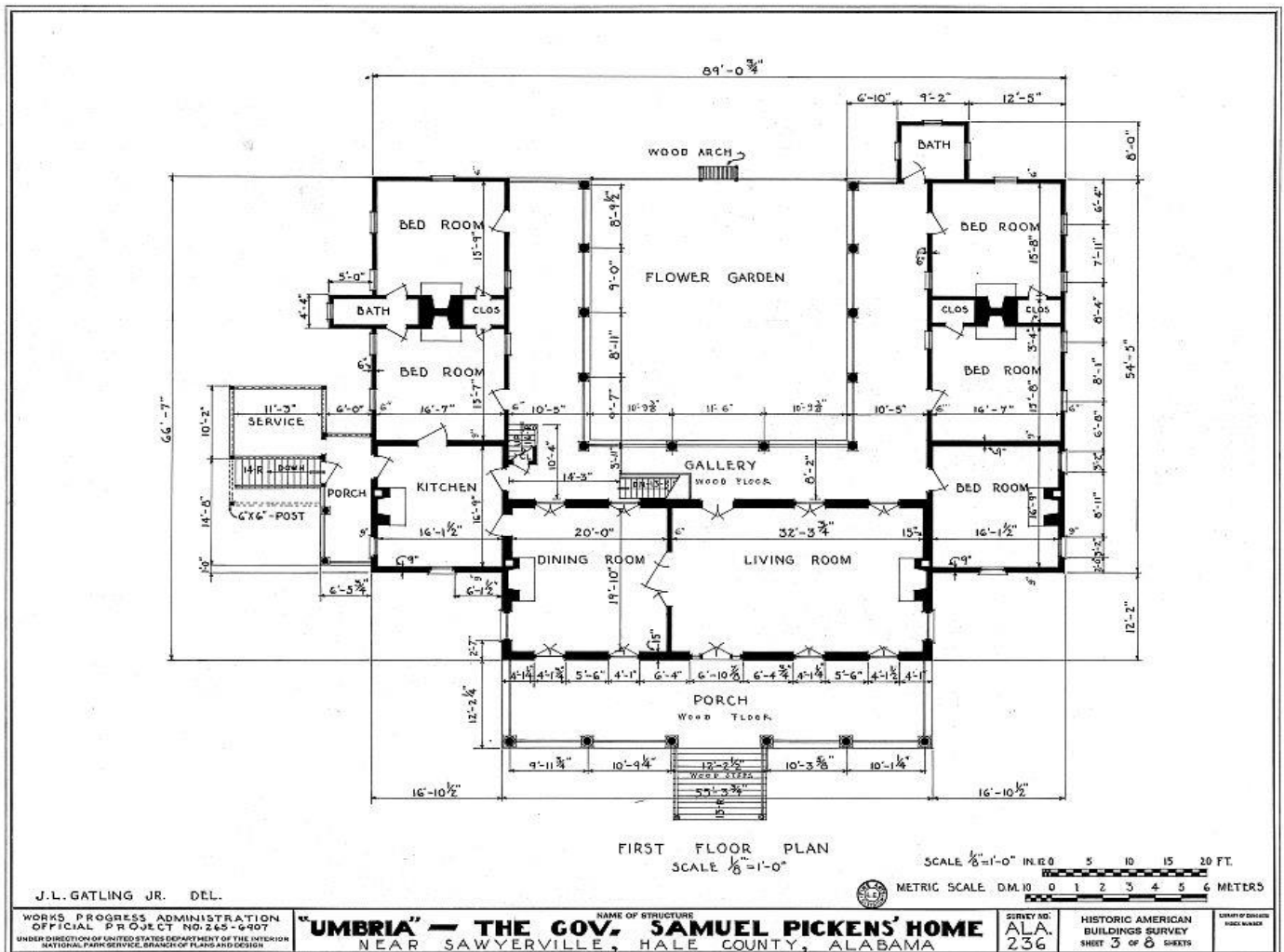
B. What are the people or things doing? (RI.3.7)

C. What do you come away with after looking at this cartoon? What questions do you have about this cartoon? (RI.4.7)
6. After looking at these cartoons, what are your thoughts on the political climate of the time and the feelings of the nation? (RI.6.7)

Section Five: Practical Math: The Umbria Plantation in Alabama



http://upload.wikimedia.org/wikipedia/commons/6/6a/Umbria_Plantation_02.jpg



<http://lcweb2.loc.gov/pnp/habshaer/al/al0200/al0232/sheet/00003v.jpg>



Use the picture and the architectural drawing on the previous page to help you answer the questions below.

1.
 - A. The owner of the plantation wants to lay new wood flooring in his kitchen. How many square feet of wood does he need? (7.EE.3)

 - B. If wood sells for \$.25 per square foot, how much will the new flooring cost? (7.EE.4)

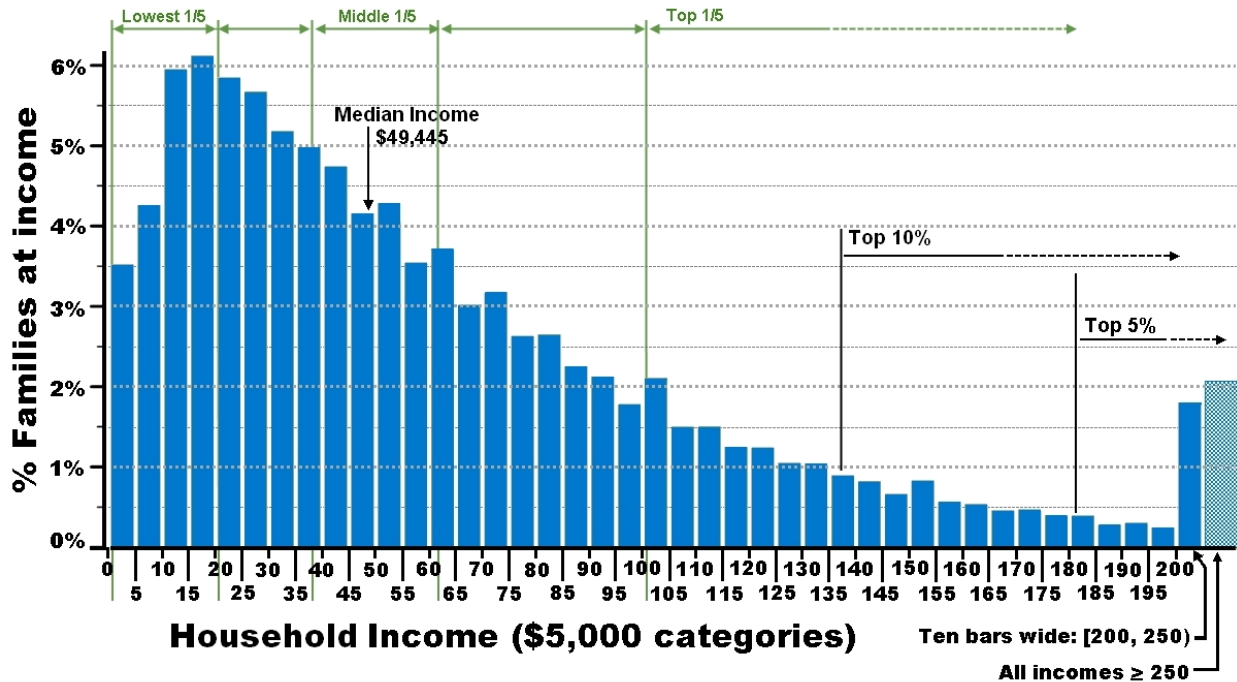
 - C. It will take 2 people, 8 hours to lay the new floor. The owner will pay \$2.50 an hour to lay the new floor. What is the total cost of the new floor? (7.EE.4a)

2.
 - A. How many square feet of tile are needed to re-floor all of the bedrooms? Set up an algebraic equation to solve this. (6.EE.7)

 - B. If each tile measures 12" x 12" and there are 10 tiles in each box, how many boxes of tile are needed for the bedrooms? (4.MD3)

 - C. If each box of tile costs \$12.36, what is the total cost of tile needed for the bedrooms? (4.OA.1)

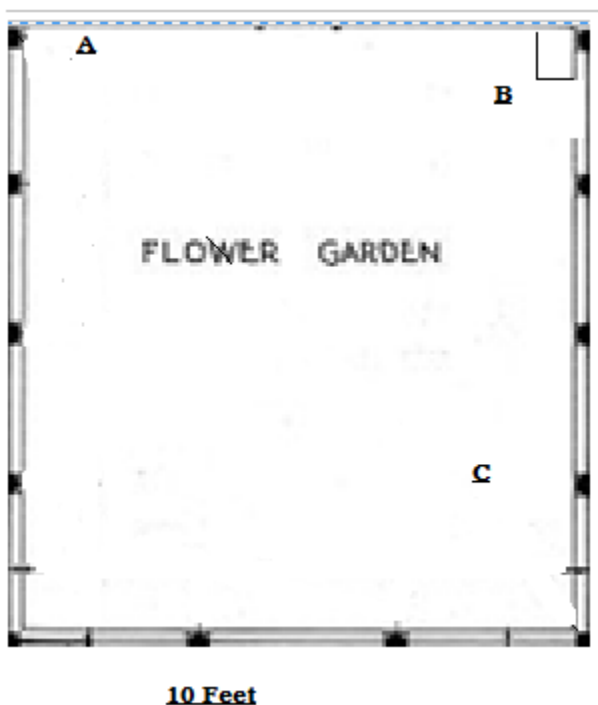
3. A. In 2013, a decision was made to restore this plantation. It is estimated that the total cost of restoration will be 25 million dollars. Large corporations have donated 1.25 million dollars and the US Park Service has raised \$350,000 in fund raising activities for the plantation. How much more money is needed before the plantation can be fully restored? (4.OA.3)



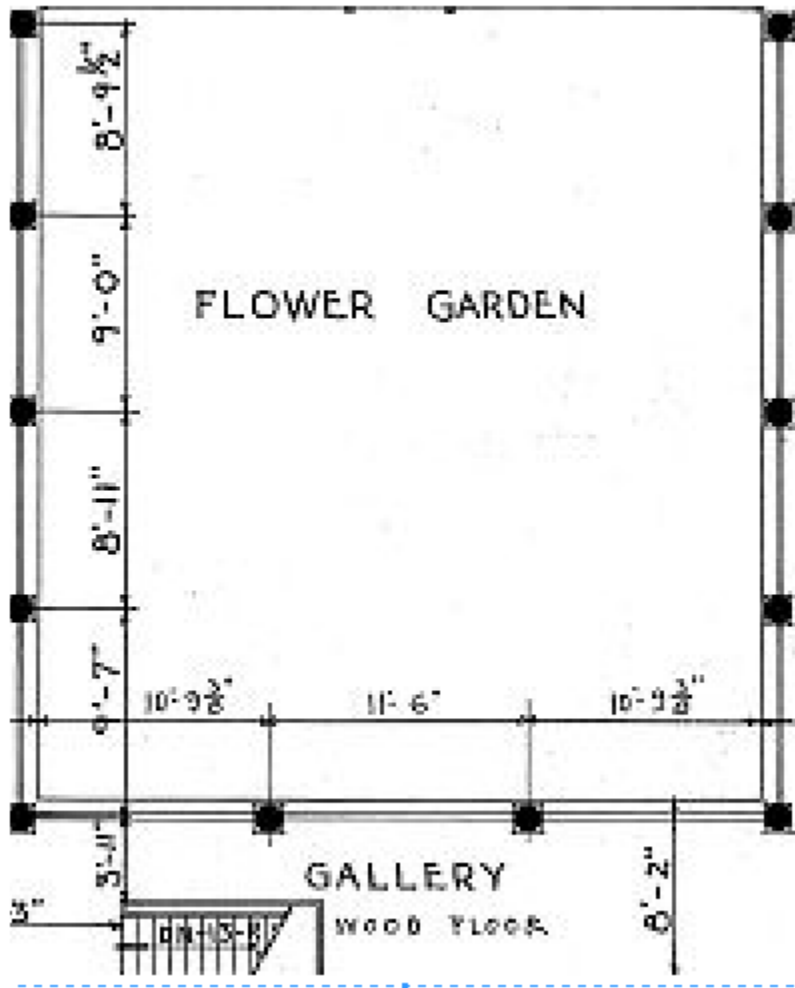
Data source: http://www.census.gov/hhes/www/cpstables/032011/hhinc/new06_000.htm

- B. If .06% of the median taxpayer income of 19.4 million Americans is collected yearly in taxes for the next ten years, how much money will have been collected? (7.RP.1)

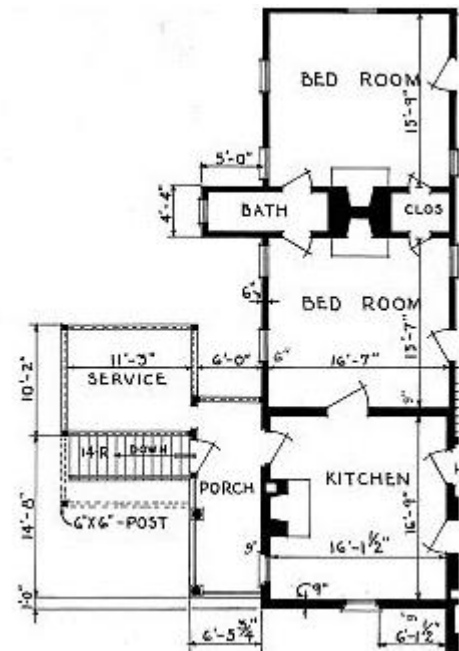
- C. If 1% of the yearly amount collected is contributed to the restoration of the plantation, approximately how many years will it be before the plantation can be fully restored? (7.EE.3)
4. Using the scale giving in the floor plan, calculate the dimensions of the living room in meters. (4.MD.2; 5.MD.1)
5. Using the picture and the architectural drawing given on page 50, identify the geometric shape represented by the:
1) Porch
2) Bedrooms
3) Windows (2.G.1)
6. Find the perimeter of the flower garden by using the formula for a square.
Step one: determine the number of sides of the figure and the side lengths.
Step two: Use a formula to find the perimeter. The formula for the perimeter of a square is $P=4s$ (3.MD.8)



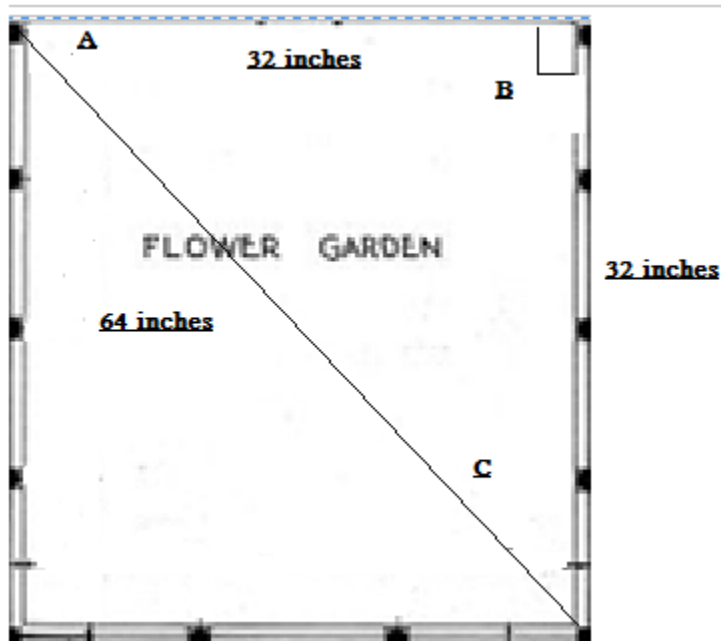
7. Use the dimensions shown in the floor plan for the flower garden and gallery to calculate the perimeter of the space. (3.MD.8)



8. Use the floor plan extract below to identify:
- walls that form a perpendicular line
 - walls that form parallel lines



9. A diagonal line has been drawn from one corner to another in the flower garden.
A. What kind of angles have been formed? (4.MD.5)



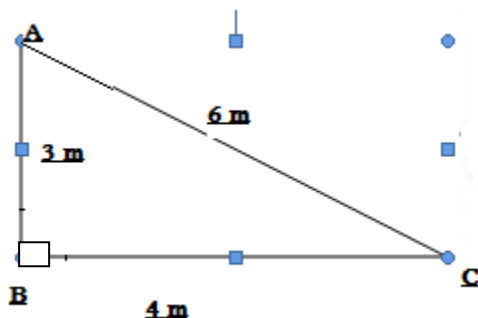
- B. What are the measurements of Angles A, B, and C? (7.G.4)

- C. Determine the perimeter of the triangle by adding the length of each side of the triangle. (3.MD.8)

- D. Determine the **area** of the triangle. First identify the base and height of the triangle. The base is always the side that the triangle rests on. The height is the length of the segment perpendicular to the base and extending to the top of the triangle. To find the area of the triangle:

Step One: Identify the base and height of the triangle and their measures

Example:



Base is segment BC, and the measurement is 4 meters.

The height is segment AB, and the measure is 3 meters.

Step Two: Find the area of the triangle.

The area of the triangle is $\frac{1}{2}$ the total of its base (b) times its height (h).

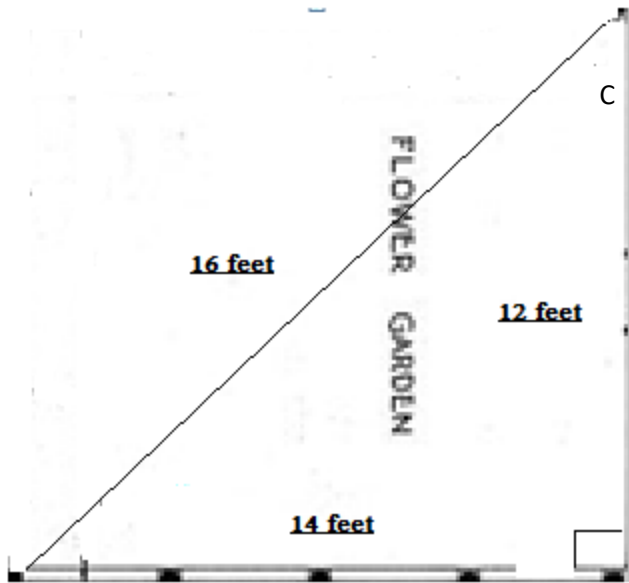
$$A = \frac{1}{2}(b \times h)$$

$$A = \frac{1}{2}(4 \times 3)$$

$$A = \frac{1}{2}(12)$$

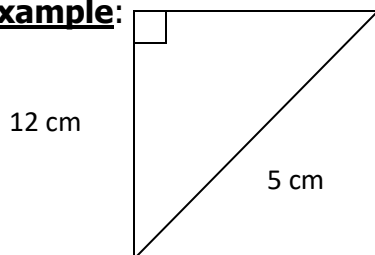
$$A = 6 \text{ m}^2 \text{ (area of the triangle is 6 square meters)}$$

a) Now, determine the area of the triangle below. (4.MD.3)



E. Suppose we do not know the length of one side of a triangle but we know that the triangle has a right angle. When this occurs, you can use the Pythagorean Theorem to help solve the problem. The Pythagorean Theorem is $a^2 + b^2 = c^2$.

Example:



Step One: Substitute the known information into the Pythagorean Theorem. Since the leg lengths are 5 and 12, substitute the values into 'a' and 'b'. It does not matter which number is substituted for each other.

$$5^2 + 12^2 = c^2$$

Step Two: solve the equation for the positive root.

$$5^2 + 12^2 = c^2$$

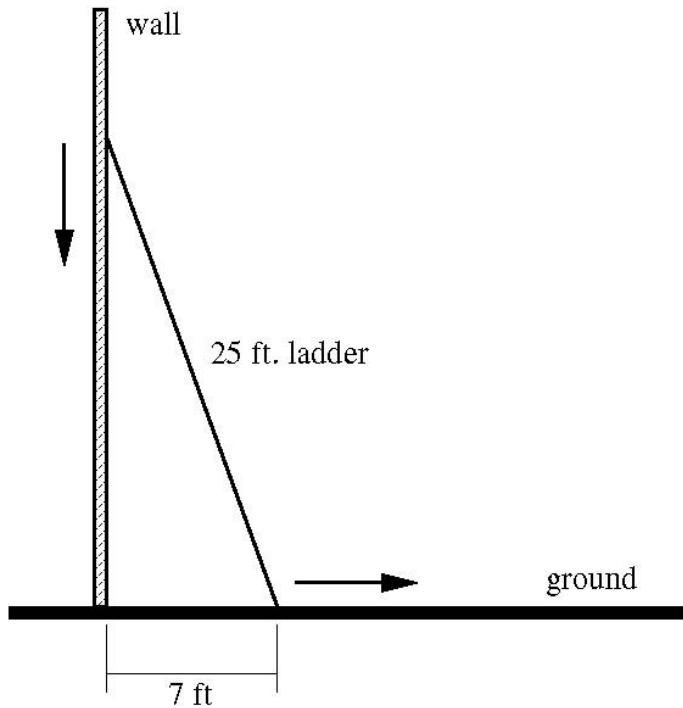
$$25 + 144 = c^2$$

$$169 = c^2$$

$$13 = c$$

The length of the missing length of the triangle is 13 cm.

- a) A 25 foot ladder is placed against the outer wall of the building to prepare the wall for painting. The ladder is placed 7 feet from the way from the wall. How high on the wall does the ladder reach? Round your answer to the nearest tenth. (8.G.8)



- b) A designer sketches the floor plan for one of the bedrooms in the plantation. The bedroom forms a rectangle. The distance from one wall to the opposite wall is 12 feet. The distance between the remaining walls is 10 feet. The designer wants to know the length of a diagonal across the room. Draw and label a picture of the floor plan. Then use the Pythagorean Theorem to find the length of the diagonal. (8.G.7)

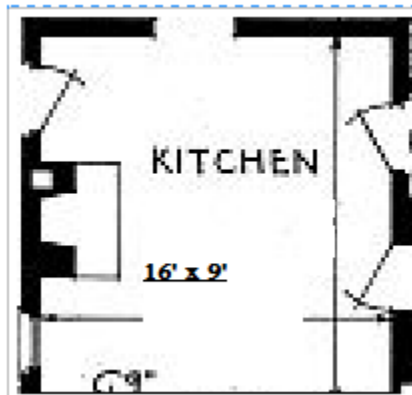
10. At the base of the stairs leading up to the porch is a five gallon decorative vase for water lilies. Using the information in Chart A below calculate: (5.MD.1)
- how many cups of water it will take to fill the vase?
 - how many pints of water it will take to fill the vase?

Chart A: Customary Units of Measure

Customary Units of Measure	
Length	Weight
1 foot (ft)= 12 inches (in.)	1 pound (lb)= 16 ounces (oz)
1 yard (yd)=3 feet=36 inches	1 ton (T)= 2,000 pounds
1 mile (mi) =1,760 yards=5,280 feet	
Capacity	Time
1 cup (c) = 8 fluid ounces (fl oz)	1 minute (min) = 60 seconds (sec)
1 pint (pt)=2 cups	1 hour (hr) = 60 minutes
1 quart (qt) = 2 pints	1 day = 24 hours
1 gallon (gal) = 4 quarts	1 week (wk) = 7 days
	1 year (yr) =365 days

11. If one gallon equals 3.78541 liters, how many liters of water will it take to fill the vase?(5.MD.1)
12. A. Forty two thousand pounds of 2' x 4' beams have been delivered to the site for the restoration. How many tons of wood does this represent? (5.MD.1)

- B. Use the dimensions shown in the floor plan of the kitchen to calculate the square feet of the kitchen. (7.EE.3)



- C. If the 2' x 4' 's are installed every two feet throughout the kitchen, how many 2' x 4' 's are needed in the kitchen? (7.EE.4)
- D. It takes one worker $\frac{3}{4}$ of an hour to install a beam. How many minutes will it take 5 workers to install 20 beams? (7.EE.4a)
13. The architect measured the length of the redesigned living room to be $12 \frac{1}{2}$ yards long. How many feet is this? (5.MD.1)

14. At his death in 1855, Governor Samuel Pickens' Umbria Plantation was one of the largest in Alabama and represented the largest population of people found on a southern plantation at the time. Examine the U.S. census data in the chart below which depicts how the State of Alabama's population has changed across time.

Chart B: Historical U.S. Census Data for Alabama

	1850	1900	1950	2000
Total male	387,522	916,764	1,502,640	2,146,534
Total Female	384,071	911,983	1,559,103	2,300,596
Total white population	426,514	1,000,325	2,078,591	3,162,808
Total Non-white population	345,079	828,422	983,152	1,284,322

US census data extracted from www.census.gov/prod/www/decennial.html

A. Interpreting information

- 1) How much has the total population of Alabama increased from 1850 to 2000? (4.NBT.4)

- 2) What fraction of the population in 1900 were females? Reduce to the smallest fraction. (4.NF.3b)

- 3) What fraction of the population in 1950 were males? Reduce this to the smallest fraction. (4.NF.3b)

- 4) What percentage of the population were non-whites in: (4.NF.6)
 - a. 1850
 - b. 1900
 - c. 1950
 - d. 2000

- 5) **Research and Present**: Why have these percentages changed over time? Conduct a short research project using primary and secondary source documents to research this question and multiple copies of the written document analysis found on the following page. (i.e. one for each document you research) Once you've completed your research, prepare a 5-10 slide powerpoint presentation which summarizes your research and answers the question.





Worksheet

WRITTEN DOCUMENT ANALYSIS



First Look

Type of Document (Check):

- | | | | |
|------------------------------------|--|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Report | <input type="checkbox"/> Congressional Record |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Memorandum | <input type="checkbox"/> Census Report |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press Release | <input type="checkbox"/> Advertisement | <input type="checkbox"/> Other _____ |

Unique Physical Characteristics of the Document (check one or more):

- | | | | |
|---|--------------------------------|---|--------------------------------------|
| <input type="checkbox"/> Interesting Letterhead | <input type="checkbox"/> Typed | <input type="checkbox"/> Notations | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Seals | <input type="checkbox"/> Received stamp | |

Date(s) of the Document:

Author (or Creator) of the Document:

Position (Title):

For what audience was the document written?

Document Content Information

List three phrases or statements that caught your attention or you think are important.

- 1.
- 2.
- 3.

Why do you think this document was written?

What in the document helps you know why it was written? Quote from the document.

Why do you think this document was saved?

Was the document meant to be viewed by the public or a specific person or group?

List two things the document tells you about life in the United States at the time it was written.

- 1.
- 2.

Write a question to the author that is left unanswered by the document.

15. Understanding Ratios

A ratio is a comparison of two numbers. It explains how much of one thing there is to another.



3 : 1

There are three pink rectangles and one white.

There are multiple ways in which ratios can be written.

I. Use the " : " to separate the values

3 : 1

II. Instead of the " : " you can use the word 'to':

3 to 1

III. Or write it like a fraction:

3/1

Try It Yourself



What is the ratio of strawberries TO oranges ?

 :

What is the ratio of oranges TO strawberries ?

 :

What is the ratio of strawberries TO total fruits ?

 :

What is the ratio of oranges TO total fruits ?

 :


Extracted from:

<http://www.mathsisfun.com/numbers/ratio.html>

- i. By the year 2050, predictions indicate that the total population of Alabama will increase by 7.5% over 2000 and that there will be a 2:1 male to female ratio.

a) What will the total population of Alabama be in 2050?(6.RP.3b)

b) How many males/females will be in this population? (6.RP.3b)

Watch the video link below to help you answer this question.



<http://www.khanacademy.org/math/arithmetic/rates-and-ratios/ratios-and-proportions/e/ratio-word-problems>

The Informative Essay

Extracted from: http://www.epcc.edu/tutorialservices/valleverde/Documents/Informative_Essay.pdf (accessed February 2014)

An informative essay **informs** the reader about a particular subject. This type of essay does not involve the author's particular point of view on the subject that has been chosen, nor does the writer argue for or against the subject. The goal of the informative essay writer is to give an objective, fair view of a particular subject. Examples of informative writing include instruction manuals, encyclopedias, and other types of reference material.

A Well-Focused Subject

In an informative essay, the primary concern of the writer is to **inform** readers of a given topic. Obviously, there is no way to inform readers about everything on a subject, so the writer must be reasonably selective in what they will discuss in the essay. The subject should not be overly broad, but a manageable, focused topic.



Example:

Instead of the subject, "the problem of divorce in America", try, "the effect of divorce on children in America".

Thesis

All informative essays must make a point about the topic that they are discussing. The **thesis** is usually a summation of what the reader has discovered in the course of their research, and will point in the direction that the essay will take.



Example:

"When parents obtain a divorce, their children usually react with feelings of guilt; they feel that they somehow did something to cause the divorce".

A Logical Plan

An informative essay writer must take great care to keep their readers on a logical track when they read their paper. This means that the writer must clearly organize the main points of their paper. A writer should use such tools as topic sentences in order to alert the reader that a main point concerning the thesis is about to be made, and also sentences to effectively show the relationship between the main points discussed in the essay. It is wise to clearly summarize particularly difficult points in a paper after

they have initially been explained, as well as to summarize and unite all main points at the conclusion of the paper.

Audience

Although the writer should not consult their own feelings when writing this type of essay, they should definitely **consider the audience** when writing an informative essay. A good informative essay should have an interesting and appealing topic that will spark the reader's interest and hold the reader's attention. A good informative essay will also sufficiently explain the main points of the topic; it will not assume that the reader is already familiar with the given topic.

Clear Definitions

The writer must always consider the audience, and should not assume that the reader is familiar with any special terms relating to the subject. Any unusual or unclear terms should be explained thoroughly, preferably with examples of it is used or how it relates to the thesis of the paper.



Example:

"An **annulment** differs from a divorce considerably. Unlike a divorce, which is the legal ending of a valid marriage, an annulment is the legal declaration that a marriage is invalid. A marriage that ends in divorce was considered valid when the couple was intact, whereas an annulled marriage is considered to never have existed".

The Use of Sources

When attempting to explain a topic, different sources will need to be used in order to give a balanced account of the topic. Although writers do need to be well informed on a topic if they are to write on it, they must also need to do more research on their topic to determine what legitimate people in the field have said about the given topic. Whenever possible, the writer should also try to give a balanced description of their topic by using sources that give positive *and* critical analyses of their topic. By using reliable sources, the writer strengthens their own paper by adding authority and expertise to their argument.



Example:

"The commonly-held belief that 'half of all marriages end in divorce' certainly has some basis in fact. In 2005, nearly 44% of all marriages in the state of Texas alone did indeed end in divorce" (Munson 6).



Research and Write: Choose one of the wars identified in the chart on page 64 and write an informative essay to answer this question: "Was the war a useful or useless war?" As you research your war, complete the graphic organizer below. Use Microsoft Word to type your essay.

What do you think? Main idea or thesis	Why do you think it? Reasons	How do you know? Examples, explanations, evidence

Sources:

1. http://upload.wikimedia.org/wikipedia/commons/6/6a/Umbria_Plantation_02.jpg
2. <https://archive.org/stream/americancivilwar00form#page/n7/mode/2up>
3. <http://www.civilwar.org/education/teachers/lesson-plans/the-gathering-storm/the-gathering-storm-for.htm>
4. <http://www.trinityhistory.org/AH/u6map.html>
5. <http://www.ieltsbuddy.com/guessing-meaning-from-context.html>
6. <http://www.civilwar.org/education/history/primarysources/lincolninaugural1.html>
7. <http://my.hrw.com/nsmedia/intgos/html/PDFs/Evaluation.pdf>
8. WWW.CIVILWAR.ORG/EDUCATION/TEACHERS/CURRICULUM/CIVIL-WAR-CURRICULUM/MIDDLE-SCHOOL/DISUNION/11TH%20GRADE.PDF
9. <http://www.kshs.org/kansapedia/beecher-bibles/11977>
10. <http://lcweb2.loc.gov/pnp/habshaer/al/al0200/al0232/sheet/00003v.jpg>
11. <http://www.cehd.umn.edu/DHH-resources/Language/Images/Venn-Diagram.png>
12. http://eslbee.com/writing_comparison_contrast_essays.htm
13. <http://www.wikihow.com/Write-a-Compare-and-Contrast-Essay>
14. http://www.digitalhistory.uh.edu/learning_history/south_secede/south_secede_southcarolina.cfm
15. <http://thebreakingtime.typepad.com/.a/6a01053634908c970c017d3cce0e18970c-800wi>
16. www.census.gov/prod/www/decennial.html
17. <http://www.mathsisfun.com/numbers/ratio.html>
18. http://www.khanacademy.org/math/arithmetric/rates-and-ratios/ratios_and_proportions/e/ratio_word_problems
19. <http://www.csaconstitution.com/p/state-secessions.html>
20. <http://www.illinoiscivilwar150.org/chronos/chrono1861.html>
21. <http://teachingamericanhistory.org/library/document/south-carolina-declaration-of-causes-of-secession/>