



GOAL 1 | LESSON PLAN | MIDDLE SCHOOL Pre-1860: Disunion

Grades: Middle School

Approximate Length of Time: 3.5 hours, broken into 4 sections

Goal: Students will develop an argument for the major source of disagreement that leads to the outbreak of the American Civil War, supporting their argument with evidence-based research.

Objectives:

1. Students will be able to answer questions related to the content of primary and secondary source documents.
2. Students will be able to complete a graphic organizer, finding key information within primary and secondary sources.
3. Students will be able to address a question about a historic event, providing evidence from primary and secondary sources.

Common Core:

[CCSS.ELA-LITERACY.RH.6-8.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources.

[CCSS.ELA-LITERACY.RH.6-8.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[CCSS.ELA-LITERACY.RH.6-8.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[CCSS.ELA-LITERACY.RH.6-8.7](#)

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

[CCSS.ELA-LITERACY.RH.6-8.9](#)

Analyze the relationship between a primary and secondary source on the same topic.

CCSS.ELA-LITERACY.WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

NCSS STANDARDS FOR SOCIAL STUDIES:

- 1—Culture
- 2—Time, Continuity, and Change
- 3—People, Places, and Environment
- 5—Individuals, Groups, and Institutions
- 6—Power, Authority, and Governance
- 10—Civic, Ideals, and Practices

Description: This is an inquiry lesson where students will perform research to answer the main, inquiry question about the Cause of the American Civil War. Students will develop a hypothesis, search for evidence in multiple primary and secondary sources, and complete a graphic organizer. Through this process students will develop a strong answer to the inquiry question posed at the beginning.

Inquiry Question: *What is the major source of disagreement which ultimately leads to the conflict known as the American Civil War?*

Materials:

- Vocabulary
- [Westward Expansion Video](#)
- Disunion Timeline Information Cards
- A long sheet of paper or poster
- Civil War In4 Video: [The War Between the States](#)
- Documents Packet
- [How One Piece of Legislation Divided Nation video](#)
- Civil War In4 Video: [Coming of the War](#)
- Graphic Organizer
- National Archives Document Analysis Form (4 copies)
- Culture and Economies Chart
- Culture and Economies Worksheet
- [Economies Video](#)
- Highlighters
- Final Essay

Procedure:

Section One, Timeline (45 min)

1. Post the Inquiry Question where it can easily be seen through this lesson. It is important that students continue to refer back to this often, so they remember the direction of their research.
2. Provide students with the Vocabulary page.
3. Have students begin with a hypothesis to answer the inquiry question.
4. View the maps in the [Western Expansion](#) video.
5. Hand out *the Disunion Timeline Information Cards*.
 - a. Provide each student with a long sheet of paper or poster board – something they can write on.
 - b. Have students cut out the events and place them in chronological order, leaving some place between each for notes.
 - c. Students should use this as their timeline to add events and notes as they do their research.
6. Watch [How One Piece of Legislation Divided Nation](#) video.
7. Watch [The War Between the States](#) In4 video until minute 2:19. Students can add to their timeline with information from this video.

Section Two, Document Study (60 min)

8. Students will then read through the *Document Packet*, filling out the *Graphic Organizer* as they progress.
 - a. For each document, the students should complete the *National Archives Document Analysis form*.
 - b. At the end of Document D, students will be asked to watch [The Coming of the Civil War](#) In4 video.

Section Three, Culture & Economy (30 min)

9. Watch the [US Economics History video](#).
10. Hand out the *Culture and Economies Charts*; review the information with your students. Explain that while we cannot identify what every single person thought or did at the time, these charts (created from the 1860 census data) help us create a snapshot of what the country was like.
11. Hand out the *Culture and Economies Worksheet*, and have students complete independently.

Conclusion (60-90 min):

Students will answer the inquiry question either orally or in essay form. They should use evidence from their primary and secondary sources. They can use the documents, their

notes, the videos and their graphic organizer. Students can do additional research to bolster their argument.

Students can share their responses with the class.

Classmates are free to discuss each person's work (peer review) and can amend or make notes to their own essays after their work has been assessed by the teacher. This is something real historians do; historians are always looking at research related to their own work, from this they learn about the latest developments, discoveries, and ideas. Just like in science, history can have new discoveries and new theories.

Assessment in this Lesson:

1. Completed Timeline
2. Completed *Culture and Economies Worksheet*
3. A completed graphic organizer
4. Notes taken on graphic organizer, documents, timeline or other notes sheets
5. A complete answer to the inquiry question with quotes from the provided documents

ADDITIONAL TEACHER AND STUDENT RESOURCES:

These resources can help you prepare for teaching this unit and can also help students with their essay and understanding.

1. [Glossary of 18th and 19th Century Political Terms](#)
2. [Glossary of Civil War Terms](#)
3. [National Archives Document Analysis Worksheets](#)
4. [Trigger Events of the American Civil War](#)
5. [The Missouri Compromise](#)
6. [The Nullification Crisis](#)
7. [The Wilmot Proviso](#)
8. [Bleeding Kansas](#)
9. [The Caning of Charles Sumner](#)
10. [The Lincoln-Douglas Debate](#)
11. [John Brown's War](#)
12. [Primary Document Collection](#)
13. [Virginia Center for Digital History](#) (For Virginia SOL's, but useful for other states.)



Vocabulary

Federal Government – The central government for the entire country. In the United States each state has its own government, and each state is also a member of the ‘union’ in the country. As a member of the Union all the states and its citizens must abide by the laws of the central or federal government.

Constitution – A document listing the main ideas of how a country is run and organized. The United States Constitution lists how the government works and what rights are allowed to the federal government and citizens.

Compromise – An agreement between two or more people or groups of people. Usually neither side is totally happy, but it is a way to agree on how to move forward.

Territory – land that is part of a country, but not yet organized into a state with laws and representation in the federal government.

Tariff – the cost of goods or services that are traded over a state or national boarder.

Slavery – a human being working in any way without being paid. Usually a person in slavery is also not able to move about freely or control major events in their life.

-Your own vocabulary list can be created below -



Name: _____

Date: _____

Documents Packet

- The following documents have been excerpted, you can find the full texts using the citation below the document.
- Certain parts have been bolded and highlighted to draw attention to words or parts of the text, this has been done for the lesson only, and are not in the original document.
- As you read the documents, look or refer to your timeline for events that are mentioned. If possible, write on your timeline when the document appears.
- Circle, look-up, and define the words you need to know in order to understand the document.
- Underline names of people mentioned, do a quick search, and write down a very brief note about them on the document.
- Double underline places that are mentioned and find them on a map. Note their location.
- Use the National Archives Document Analysis Form for each document.

Document A

In 1820, trying to maintain the balance of power between free and slave states the Missouri Compromise is passed by the United States Congress. This compromise dealt with the land bought in the Louisiana Purchase and the new state of Maine. Maine enters as a free state while Missouri enters as a slave state and a line is drawn along the 36°30' parallel (see a map and look at the latitude running across the United States), this divides future territory entering the nation into slave in the South and free in the North with the exception of Missouri.

Letter to John Holmes
Thomas Jefferson (Excerpt)
April 22, 1820

I thank you, dear Sir, for the copy you have been so kind as to send me of the letter to your constituents on the **Missouri question**. It is a perfect justification to them. I had for a long time ceased to read newspapers, or pay any attention to public affairs, confident they were in good hands, and content to be a passenger in our bark to the shore from which I am not distant. **But this momentous question, like a fire bell in the night, awakened and filled me with terror.** I considered it at once as **the knell of the Union.** It is hushed, indeed, for the moment. But this is a reprieve only, not a final sentence. **A geographical line, coinciding with a marked principle, moral and political, once conceived and held up to the angry passions of men, will never be obliterated; and every new irritation will mark it deeper and deeper.**

Thomas Jefferson: Writings, ed. Merrill D. Peterson (New York: Library of America, 1984), 1433-1435.

Write a very brief summary of what Thomas Jefferson says in this letter.

What is he referring to that will be the 'knell' of the Union?

Document B

In 1859 John Brown, an abolitionist, leads men into Harper's Ferry, VA hoping to instigate a slave rebellion.

The Harper's Ferry Raid Nashville Republican Banner, 1859 (Excerpt)

This attempt to excite an insurrection among the slaves is one of the natural results of the agitation of the slavery question, originated and so persistently kept up by designing politicians, both of the North and the South for partisan purposes. It can be traced to no other cause, and unless the people of both sections rise in the majesty of their strength and put an end at once to this mischievous agitation, the page that records the bloody events of the last two days, will be but a preface to the history of a civil war in which the same scenes will be re-enacted on a larger scale, and end in the dissolution of our glorious Union.

Secession Era Editorials Project. "The Harper's Ferry Riot." Nashville Republican Banner, October 24, 1859. <http://history.furman.edu/benson/docs/tnnbjb59a24a.htm> Accessed March 6, 2018.

Do a quick search online or in an encyclopedia – who was John Brown?

What did John Brown do that the paper is describing here?

What does the author blame as the cause for Brown's actions?

Document C

Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union (Excerpt)
December 24, 1860

... 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." [Note: They are referring to the Fugitive Slave Act, which required citizens of every state (even free states) to return escaped slaves]

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 defense, 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* [emphasis in the original] 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

"Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union." Civil War Trust. Accessed March 8, 2018. https://www.civilwar.org/learn/primary-sources/declaration-causes-seceding-states#South_Carolina.

What reasons does South Carolina give as cause for leaving the Union?

Watch The Coming War In4 video on battlefields.org. What were these 'erroneous religious beliefs' that the document above is referring to? In what ways do these beliefs turn into actions?

Document D

Lincoln's First Inaugural Address (Excerpt)

March 4, 1861

The Chief Magistrate derives all his authority from the people, and they have referred none upon him to fix terms for the separation of the States. The people themselves can do this if also they choose, but the Executive (The President is the Executive) as such has nothing to do with it. His duty is to administer the present Government as it came to his hands and to transmit it unimpaired by him to his successor.

Why should there not be a patient confidence in the ultimate justice of the people? Is there any better or equal hope in the world? In our present differences, is either party without faith of being in the right? If the Almighty Ruler of Nations, with His eternal truth and justice, be on your side of the North, or on yours of the South, that truth and that justice will surely prevail by the judgment of this great tribunal of the American people.

By the frame of the Government under which we live this same people have wisely given their public servants but little power for mischief, and have with equal wisdom provided for the return of that little to their own hands at very short intervals. While the people retain their virtue and vigilance no Administration by any extreme of wickedness or folly can very seriously injure the Government in the short space of four years.

My countrymen, one and all, think calmly and well upon this whole subject. Nothing valuable can be lost by taking time. If there be an object to hurry any of you in hot haste to a step which you would never take deliberately, that object will be frustrated by taking time; but no good object can be frustrated by it. Such of you as are now dissatisfied still have the old Constitution unimpaired, and, on the sensitive point, the laws of your own framing under it; while the new Administration will have no immediate power, if it would, to change either. If it were admitted that you who are dissatisfied hold the right side in the dispute, there still is no single good reason for precipitate action. Intelligence, patriotism, Christianity, and a firm reliance on Him who has never yet forsaken this favored land are still competent to adjust in the best way all our present difficulty.

In your hands, my dissatisfied fellow-countrymen, and not in mine, is the momentous issue of civil war. The Government will not assail you. You can have no conflict without being yourselves the aggressors. You have no oath registered in heaven to destroy the Government, while I shall have the most solemn one to "preserve, protect, and defend it."

Lincoln, Abraham. "Lincoln's First Inaugural Address." Speech, Presidential Inauguration, Washington, DC, March 4, 1861. <https://www.civilwar.org/learn/primary-sources/lincolns-first-inaugural-address>

What does Lincoln say will cause a war?



Pre 1860 – Disunion Timeline Cards – Cut out and place in order on poster board. Use your poster board timeline to organize your research and notes chronologically.

Missouri Compromise: (1820)

In 1818, Missouri sought admission to the Union as a slave-holding state. After two years of bitter debate, the Missouri Compromise was agreed upon. This compromise admitted Missouri to the Union as a slave state and admitted Maine as a free state to maintain the balance in the Senate. The compromise prohibited slavery north of latitude 36° 30' in the Louisiana Purchase territory, with the exception of Missouri, and allowed it south of that line.

Tariff of 1828: (1828)

Congress passed the **Tariff of 1828**, known as the “**Tariff of Abominations.**” The tariff earned this nickname because it made foreign products expensive for people to buy, especially if they did not have industry in their region producing similar items. This was the case in the South, which mainly produced raw materials. The tariff also meant less money went to foreign countries, which then bought fewer raw materials, such as cotton, from the South.

Nat Turner’s Rebellion (1831)

Nat Turner, a slave, along with about 60 other slaves led a violent rebellion that resulted in the deaths of more than 50 Virginians. Nat and many others were executed for their part, or suspected part, in the revolt. Nat Turner’s Rebellion struck long-term fear in the hearts of slave owners, which caused them to place new restrictions on slaves and prompted a national debate on the “slavery question.”

The Tariff of 1832

Also known as the Compromise Tariff, the Tariff of 1832 was passed by Congress in an attempt to appease the South after the Tariff of 1828. Unsatisfied, John C. Calhoun resigned from the vice presidency and South Carolina issues an *Ordinance of Nullification*, which declared both tariffs unconstitutional and would not be honored within the sovereign state of South Carolina. President Andrew Jackson issues his *Proclamation Regarding Nullification*, explaining its unconstitutionality and promising to use military force, if necessary. South Carolina repeals the Ordinance of Nullification after a new tariff is passed.

Compromise of 1850

Disagreements erupted over whether land acquired from Mexico after the Mexican-American War would become slave or free states. The compromise admitted California as a free state, and the inhabitants of the territories of New Mexico, Nevada, Arizona, and Utah would be allowed to decide whether or not to permit slavery in their territories when they applied for statehood. The compromise included the **Fugitive Slave Act**, which denied captured blacks legal power to prove their freedom and required U.S. marshals and deputies to help slave owners capture their property. The compromise also ended the slave trade in the District of Columbia.

Harriet Beecher Stowe's *Uncle Tom's Cabin* (1852)

Published in response to the Fugitive Slave Act of 1850, it had sold two million copies worldwide within two years of being published. After the Bible, *Uncle Tom's Cabin* was the highest selling book of the 19th century. President Lincoln read *Uncle Tom's Cabin* before announcing the Emancipation Proclamation in 1862, and when he met Stowe, he exclaimed, "So this is the little woman who started this great war!"

Kansas-Nebraska Act (1854)

This act repealed the Missouri Compromise, which said that states north of the latitude 36° 30' would be free states. This allowed settlers in the territories of Kansas and Nebraska to decide whether they would allow slavery within their borders when they applied for statehood. The Kansas-Nebraska Act split the Democratic Party and virtually destroyed the Whig Party. The northern Whigs joined the antislavery Democrats to form the Republican Party.

“Bleeding Kansas” (1856)

Disagreements over whether slavery should be allowed in Kansas led to violence. An abolitionist by the name of John Brown, who will emerge again later, became famous for his part in the bloodshed.

Dred Scott Decision (1857)

Dred Scott, a slave, sued for his freedom on the grounds that since his master had taken him to live in free territories, he should be free. The controversial decision of the U.S. Supreme Court stated that, no slave or descendant of a slave could be a U.S. citizen. As a non-citizen and a slave viewed as property, Scott was not entitled to file suit. The Court also ruled that Congress had no power to exclude slavery from the territories; therefore, the Missouri Compromise and other legislation limiting slavery were unconstitutional.

Lincoln-Douglas Debates (1858)

These debates between Abraham Lincoln and Stephen Douglas, sponsor of the Kansas-Nebraska Act, hashed out the issue of slavery. The debates forged Lincoln into a prominent national figure and solidified his Republican Party's antislavery platform.

John Brown's Raid (1859)

John Brown and 22 other men raided the town of Harpers Ferry, Virginia, hoping to arm and free slaves. Brown and his raiders captured many of the town's most important citizens and held them hostage. Within 24 hours, Brown was captured and convicted of treason, murder, and conspiracy to incite slave rebellion. He was hanged that December. Once again Southerners called into question their safety and many were left wondering if Brown was a martyr or terrorist.

**The Inquiry Civil War
Curriculum, Goal 1**
Pre-1860: Disunion



Name: _____

Date: _____

	Based on the document what is or could be a cause for internal conflict in the United States? Provide evidence from the text.	What did you learn about the time before the Civil War from this document?
Document A		
Document B		
Document C		
Document D		



CULTURE AND ECONOMIES CHARTS

CULTURE AND ECONOMICS - 1860		
	NORTH PERCENTAGE	SOUTH PERCENTAGE
POPULATION	71%	29%
RAILROAD MILEAGE	72%	18%
SLAVE POPULATION <small>(% of total slave population)</small>	11%	89%
FACTORIES	85%	15%
WEALTH	75%	25%
LARGE FARMS (500+ ACRES)	16%	84%
IRON / STEEL PRODUCTION	92%	8%
VALUE OF EXPORTS	68%	32% ¹

¹ Historical Census Browser. Retrieved August, 2010, from the University of Virginia, Geospatial and Statistical Data Center: <http://fisher.lib.virginia.edu/collections/stats/histcensus/index.html>.

CULTURE AND ECONOMICS - 1860	
NORTH	SOUTH
MANUFACTURING	FARMING
FACTORIES	LARGE FARMS
GENERALLY DID NOT WANT SLAVE LABOR	GENERALLY IN FAVOR OF SLAVE LABOR
TEXTILES	CASH CROPS
MORE BANK DEPOSITS	FEWER BANK DEPOSITS
LONGER WINTER	SHORTER WINTER – LONGER GROWING SEASON



Culture and Economies Worksheet

Place an “X” in the box for the region that fulfills the question. Use your Culture and Economies Charts to help you.

QUESTION	NORTH	SOUTH
1. Which region had greater railroad mileage?		
2. Which region had larger farm acreage?		
3. Which region had greater value of exports?		
4. Which region had a larger population?		
5. Which region had greater wealth?		
6. Which region had greater iron/steel production?		
7. Which region had a greater number of factories?		
8. Which region had greater wealth?		

Fill in the following blanks with either North or South.

1. Which region had large plantations and few factories? _____
2. Which region produced large amounts of textiles and had an economy based on manufacturing? _____
3. Which region had a greater number of slaves? _____
4. Which region had a short winter that allowed farmers to have a longer growing season? _____
5. Which region had a larger population? _____

What region seems to have an advantage with size of population and wealth?

What direction does the United States seem to be moving in? Is agriculture the primary economy or is industry on the rise?

What concerns might the population of the Southern region have in light of the trend?

Why would Southern states support new states entering as slave states?

Analyze a Written Document

Meet the document.

Type (check all that apply):

- | | | | | |
|---|------------------------------------|--|--|--|
| <input type="checkbox"/> Letter | <input type="checkbox"/> Speech | <input type="checkbox"/> Patent | <input type="checkbox"/> Telegram | <input type="checkbox"/> Court document |
| <input type="checkbox"/> Chart | <input type="checkbox"/> Newspaper | <input type="checkbox"/> Advertisement | <input type="checkbox"/> Press Release | <input type="checkbox"/> Memorandum |
| <input type="checkbox"/> Report | <input type="checkbox"/> Email | <input type="checkbox"/> Identification document | | <input type="checkbox"/> Presidential document |
| <input type="checkbox"/> Congressional document | | <input type="checkbox"/> Other | | |

Describe it as if you were explaining to someone who can't see it.

Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?

Observe its parts.

Who wrote it?

Who read/received it?

When is it from?

Where is it from?

Try to make sense of it.

What is it talking about?

Write one sentence summarizing this document.

Why did the author write it?

Quote evidence from the document that tells you this.

What was happening at the time in history this document was created?

Use it as historical evidence.

What did you find out from this document that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?





Name: _____

Date: _____

Essay

What is the major source of disagreement which ultimately leads to the conflict known as the American Civil War?

Be sure to:

- Provide your response to the inquiry question
- Support your response with evidence – using quotes and data from primary and secondary source material
- Write your essay and present your information in an organized way.
- Establish and maintain a formal style.
- Provide a concluding statement or section that supports the argument presented.