

Unit 8

Scaffolded Deconstructed DBQ Assignment Sheet and Document Set

HANDOUT SET

Instructions

Read and analyze each document in the set. Use the vocabulary to support your understanding and/or take notes on a piece of paper as you read. Then, use the graphic organizer to plan your response to the question. The graphic organizer has more information and support to understand the task.

In your response you should:

- Respond to the prompt with a defensible thesis that establishes a line of reasoning.
- Use relevant evidence from the documents to support your thesis and line of reasoning.
- Group the sources (documents) based on similarities or connections.
- Analyze the sources (documents) using the VIEW technique.
- Build context or give the appropriate background information for understanding.

DBQ Question:

How did fundamental disagreements over slavery and its expansion lead to a devastating civil war that transformed the United States?

Documents

Document A: Excerpt from the Republican Party Platform (1860)

That the normal condition of all the territory of the United States is that of freedom: That, as our Republican fathers, when they had **abolished** slavery in all our national territory, **ordained** that “no persons should be **deprived** of life, liberty or property without **due process of law**,”

abolished- ended

ordained- officially established

deprived- suffering from a lack of

due process of law- steps that must be taken

it becomes our duty,... to maintain this **provision** of the Constitution against all attempts to **violate** it; and we deny the authority of Congress, of a territorial legislature, or of any individuals, to give legal existence to slavery in any territory of the United States

provision- part of, section

violate- fail to follow

Analysis Questions:

1. What is the “normal condition” of U.S. territories?
2. Which Bill of Rights amendment is quoted in "no persons should be deprived of life, liberty or property without due process of law"? What does this Amendment mean in your own words?

Document B: Excerpt from Daniel Webster “7th of March” Speech (1850)

Mr. President, three things are quite clear as historical truths. One is, that there was an expectation that, on the **ceasing** of the **importation** of slaves from Africa, slavery would begin to run out here. That was hoped and expected.

Another is, that, as far as there was any power in Congress to prevent the spread of slavery in the United States, that power was executed in the most absolute manner, and to the fullest extent. . . . [The] **Ordinance** prohibiting slavery for ever northwest of the Ohio has the hand and seal and every Southern member in Congress. It was therefore no **aggression** of the North on the South.

The other and third clear historical truth is,

Mr. President- head of the Senate

ceasing- stopping

importation-to bring in

Ordinance- The Northwest Ordinance prevented the spread of slavery into territories that would become the states of Ohio, Indiana, Illinois, Michigan, Wisconsin, and part of Minnesota.

aggression- hostility

that the **Convention** meant to leave slavery in the State as they found it, entirely under the authority and control of the States themselves.

Convention- the Constitutional Convention

Analysis Questions:

1. What did Webster expect to happen when the importation of slaves ended?
2. What are the 3 truths that Webster outlines in this speech?
3. Do you think the claims of “historical truths” would have persuaded everyone at the time?

Document C: Excerpt from the Secession Statement from South Carolina (December 24, 1860)

...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 assume 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;

these ends- the purposes
instituted- established

propriety of our domestic institutions- status of institutions such as slavery

denounced- publicly declare evil or wrong

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**...

avowed- admitted or stated

eloign- to remove

incited- encouraged

emissaries- people on special missions

servile insurrection- enslaved uprising or revolt

Analysis Questions:

1. What is the “property” being referenced?
2. What societies are being referenced?

Document D: Excerpt from the Secession Statement from Georgia (January 29, 1861)

The people of Georgia having dissolved their political connection with the Government of the United States of America, present to their confederates and the world the causes which have led to the separation.

For the last ten years we have had numerous and serious causes of complaint against our non-slave-holding confederate States with reference to the subject of African slavery.

Similar to the Declaration of Independence, Georgia is announcing they are leaving the Union and the reasons why.

They have **endeavored** to weaken our security, to disturb our **domestic peace and tranquility**, and persistently refused to comply with their express constitutional obligations to us in reference to that property...

endeavored- to try hard to achieve

domestic peace and tranquility- calm, order, security within a country

Analysis Questions:

1. What reasons does Georgia give for leaving the United States?
2. Why might they model their secession after the Declaration of Independence?

Document E: Excerpt from Jefferson Davis Inaugural Address (February 18, 1861)

...As a necessity, not a choice, we have resorted to the **remedy** of separation; and henceforth our energies must be directed to the conduct of our own affairs, and the **perpetuity** of the Confederacy which we have formed.

If a **just perception of mutual interest** shall permit us peaceably to pursue our separate political career, my most **earnest** desire will have been fulfilled.

But, if this be denied to us, and the integrity of our territory and **jurisdiction** be **assailed**, it will but remain for us, with firm resolve, to **appeal to arms** and invoke the blessings of **Providence** on a just cause...

remedy- solution

perpetuity- continuation

just perception of mutual interest- a fair understanding of shared goals

earnest- sincere

jurisdiction- power to make legal judgments and decisions

assailed- attacked

appeal to arms- willingness to defend

Providence- God

Analysis Questions:

1. According to Davis, what is the goal after separation?
2. How does the speaker try to make their cause seem moral or righteous?

Document F: Excerpts from Abraham Lincoln's First Inaugural Address (March 4, 1861)

But if destruction of the Union by one or by a part only of the States be lawfully possible, the Union is **less perfect than before the Constitution**, having lost the vital element of **perpetuity**.

...It follows from these views that no State upon its own mere motion can lawfully get out of the Union;

that resolves and ordinances to that effect are legally void, and that acts of violence within any State or States against the authority of the United States are **insurrectionary** or revolutionary, according to circumstances.

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.

less perfect than before the Constitution- under the Articles of Confederation

perpetuity- continuation

insurrectionary- an act of revolt or rebellion

assail- assault or attack

oath registered in heaven- Lincoln is referring to his oath as president and the South did not take an oath.

Analysis Questions:

1. According to Lincoln, can states secede from the Union? Why?
2. Who does Lincoln say controls whether or not there will be a Civil War?

Document G: Excerpts from Alexander Stephens' Cornerstone Address (March 21, 1861)

Our new government is founded upon exactly the **opposite idea** [of the Declaration of Independence]; its foundations are laid, its **cornerstone** rests, upon the great truth that the negro is not equal to the white man; that slavery **subordination** to the superior race is his natural and normal condition. This, our new government, is the first, in the history of the world, based upon this great physical, philosophical, and moral truth. This truth has been slow in the process of its development, like all other truths in the various departments of science...

opposite idea [of the Declaration of Independence]- The Confederacy proclaims itself in opposition to the principle that "all men are created equal" from the Declaration of Independence.

cornerstone- the key building block of something; here, it symbolizes the most important idea supporting their government

subordination- the state of being lower in status or under someone else's control

They assume that the negro is equal, and hence conclude that he is entitled to equal privileges and rights with the white man. If their **premises** were correct, their conclusions would be logical and just but their premise being wrong, their whole argument fails... They were attempting to make things equal which the Creator had made unequal...

premises- basic statement upon whose truth an argument is based

With us, all of the white race, however high or low, rich or poor, are equal in the eye of the law. Not so with the negro. **Subordination** is his place...

Subordination- the state of being lower in status or under someone else's control

Analysis Questions:

1. What does Stephens say is the “cornerstone” of the Confederacy?
 2. How does Stephens try to make slavery seem natural or supported by science or religion?
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