

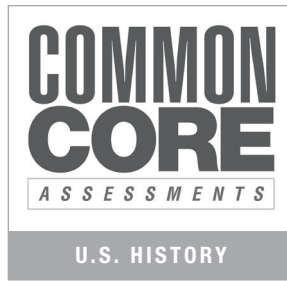
U.S. HISTORY

Sectionalism

COMMON CORE

A S S E S S M E N T S

MindSparks
CHALLENGING STUDENTS TO THINK HISTORICALLY



Sectionalism

BY JONATHAN BURACK

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Teacher Introduction

These Common Core History Assessments are designed to help your students develop key literacy and history thinking skills as they learn about Sectionalism in the years before the Civil War. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Similar sets of assessments are available (or planned) for each unit in a typical American history class.

★ *Historical Thinking and the Challenge of the Common Core*

This set includes nine assessments aligned with the first nine Common Core History/Social Studies Reading Standards. We have left out the tenth Common Core History/Social Studies Reading Standard, which does not lend itself to assessments of the sort provided here. The set also includes two writing tasks aligned with two key Common Core History/Social Studies Writing Standards.

These Common Core standards challenge history teachers to develop in students the complex literacy skills they need in today's world and the ability to master the unique demands of working with historical primary and secondary source texts. The Common Core standards are supportive of the best practices in teaching historical thinking. Such practices include close reading, attending to a source's point of view and purpose, corroborating sources, and placing sources in their historical context. These are the skills needed to make history less about rote learning and more about an active effort to investigate and interpret the past.

These assessments are also useful in many ways for ELA teachers. They assess many of the skills specified in the College and Career Readiness Anchor Standards, which put a good deal of emphasis on the reading of informational texts. The Anchor Standards form the basis for all of the various Common Core standards for English Language Arts.

★ *What Are These Assessments Like?*

- *A group of nine reading skills assessments and two writing tasks for each major era of American History*

Each reading skills assessment is based on one of the key Common Core History/Social Studies Reading Standards. Two writing tasks are based on the first two College and Career Readiness Anchor Standards for Writing, which are the basis for the Common Core History/Social Studies Writing Standards. The two writing standards focus on writing arguments to support claims and writing informative/explanatory texts.

- *Based on primary or secondary sources*

In most cases, one primary source is used. In some cases, an assessment is based on more than one primary source or on a primary and a secondary source. The sources are brief. In most cases, texts have been slightly altered to improve readability, but without changing meaning or tone.

- *Brief tasks promoting historical literacy*

For each assessment, students write brief answers to one or two questions. The questions are not tests of simple factual recall. They assess the students' mastery of the skills addressed by that assessment's Common Core History/Social Studies Standard.

- *Two versions of each of the nine reading standards assessments*

A BASIC and an ADVANCED version of each assessment are provided. The BASIC Assessment addresses the Common Core Standard for grades 6–8. The ADVANCED Assessment is based on the Common Core Standard for grades 9–10 and grades 11–12 combined. Each version uses the same source or sources. In some cases, sources have been somewhat shortened for the BASIC version.

- *Easy to use both as learning and assessment tools*

These assessments do not take valuable time away from instruction. The primary sources and background information on each source make them useful mini-lessons as well as tools to assess student historical thinking skills. The sources all deal with themes and trends normally covered when teaching the relevant historical era.

- *Evaluating student responses*

Brief but specific suggestions are provided defining acceptable and best responses to each question asked in the assessment. The suggestions are meant to aid in evaluating students, but even more importantly, they are a way for teachers to help students better understand and master the skills on which the assessment is focused.

Sectionalism Assessment 1

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 1 for grades 6–8

★ Key Ideas and Details

1. (6–8) Cite specific textual evidence to support analysis of primary and secondary sources.

★ Using this Assessment

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Sectionalism: Assessment 1 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 1 for grades 6–8. It asks students to cite specific textual evidence from two documents. It also challenges students to adapt that reading skill to the unique demands of thinking historically as they carefully interpret textual evidence in a primary source from a time in the past and a secondary source account of that same time in the past.

★ Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment question should note that the free-state people sent to “friends” in Boston for Sharps rifles and used them to arm a military company known as the “Stubbs.” By implication, these friends in Boston were helping because they sided with the free-state faction’s opposition to slavery. As for the other side, the document only implies that they are violent, speaking of “border ruffians” and claiming the rifles from Boston were “needed for self-defense.” Acceptable responses to the second assessment question should cite Document 2’s details about the Kansas-Nebraska Act and the way that act reopened the slavery issue, leading to a rush by both pro-slavery and anti-slavery forces to win control in Kansas. Document 2 also confirms and adds to Document 1’s description of who was supplying guns to anti-slavery forces, who the “border ruffians” were and where they came from, as well as how the political process had failed and degenerated into violence.

Sectionalism: Assessment 1

Directions: This exercise asks you to read a primary source document and a secondary source document carefully and answer questions about specific details in the documents. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 1: Cite specific textual evidence to support analysis of primary and secondary sources.

Document 1: A Primary Source

As soon as the result for the March election was finally determined, the free-state leaders sent to their friends in the east for arms. George W. Deitzler was sent to Boston to lay the matter before the friends of free Kansas. Only two persons knew of the object of his mission. New arms were needed for self-defense. Amos A. Lawrence and others, before whom Mr. Deitzler presented the case, at once saw the seriousness of the situation. Within an hour after his arrival in Boston, he had an order for one hundred Sharps rifles, and in forty-eight hours the rifles were on their way to Lawrence. They were shipped in boxes marked "books." As the border ruffians had no use for books, they came through without being disturbed. A military company known for many years afterwards as the "Stubbs" was organized, and was armed with these rifles. Other boxes of "books" rapidly followed these, and other companies in Lawrence and in the country were armed with them. The fame of these guns went far and wide, and produced a very salutatory effect. They who recognized only brute force came to have a great respect for the Sharps rifles. A howitzer was procured in New York through the aid of Horace Greeley, and shipped to Lawrence.

Source Information: The Kansas-Nebraska Act of 1854 opened the Kansas territory to slavery if settlers there decided they wanted it. Pro-slavery and anti-slavery forces flooded into the territory to try to sway it to adopt a state constitution to their liking. Over the next several years, contested elections were held and violence spread. In 1857, Congregational minister Richard Cordley came to Kansas. This document is excerpted from his account, *A History of Lawrence, Kansas: From the First Settlement to the Close of the Rebellion* (Lawrence, Kansas: E. F. Caldwell, 1895), page 37. It can be accessed online at <http://books.google.com/books?id=Css-AAAAYAAJ&printsec=frontcover#v=onepage&q&f=false>.

Document 2: A Secondary Source

In 1854, Illinois Senator Stephen Douglas tore open the slavery question with his Kansas-Nebraska Act. Douglas wanted a transcontinental railroad to go west from Chicago. For this to happen, a territorial government would have to be organized in the Louisiana Purchase lands. To get Southern support for this, however, Douglas had to agree to replace the ban on slavery in those lands with something called “popular sovereignty.” This meant allowing settlers in a territory to decide for themselves whether or not to have slavery.

The Kansas-Nebraska Act divided the Louisiana Purchase territory into two territories, Kansas and Nebraska. Nebraska was unlikely ever to have slaves. But Kansas was next to the slave state of Missouri. It quickly became a battleground. The New England Emigrant Aid Society sent hundreds of settlers to Kansas to keep slavery out. Abolitionist minister Henry Ward Beecher supplied many with Sharps rifles, which came to be known as “Beecher’s Bibles.” Meanwhile, thousands of armed Southerners from Missouri and elsewhere also poured into the state to vote for the proslavery side in several elections that would take place there over the next few years. Some elections were boycotted by anti-slavery forces, others by proslavery forces. Democratic presidents made matters worse by favoring proslavery forces even though free-staters were in the majority. As the political process stalled in Kansas, violence erupted. Thousands of “border ruffians” from Missouri crossed over to cause trouble. Abolitionists and other anti-slavery settlers also arrived, many ready to fight.

Source Information: This document is a secondary source about the sectional conflict in Kansas in the 1850s. A secondary source is an account of past events written later by someone who did not experience or take part in those events. As a secondary source, this document is not evidence from the time of these troubles in Kansas. The document is an excerpt adapted from the “Introductory Essay” for *Bleeding Kansas: A Failure of Compromise*.

Source: Burack, Jonathan. “Introductory Essay.” In *Bleeding Kansas: A Failure of Compromise*. Debating the Documents. Culver City, CA: MindSparks, 2005.

Assessment Questions

1. What details in Document 1 make it clear that both sides in Kansas were using violence and that this violence was fueled by a nationwide sectional dispute?
2. What details in Document 2 help to explain more fully why violence broke out in Kansas and what the conflict was about? Cite at least two details that do this and explain your choices.

Sectionalism Assessment 1

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 1 for grades 9–12

★ *Key Ideas and Details*

- 1. (9–10)** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 1. (11–12)** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

★ *Using this Assessment*

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Sectionalism: Assessment 1 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 1 for grades 9–10 and 11–12 combined. It asks students to cite specific textual evidence from two documents. It also challenges students to adapt that reading skill to the unique demands of thinking historically as they carefully interpret textual evidence in a primary source from a time in the past and a secondary source account of that same time in the past. As called for by the Common Core standard for grades 11–12, it also prompts students to relate the textual details to “an understanding of the text as a whole.”

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should note that the people seeking weapons from Boston are identified in Document 1 as “free-state leaders,” people opposed to the extension of slavery into the Kansas Territory. Document 2, meanwhile, adds details identifying the “friends” in Boston who were sending rifles as well as more anti-slavery immigrants to Kansas. It also makes clear that the “border ruffians” are pro-slavery forces from outside Kansas, entering from Missouri, then a slave state. Acceptable responses to the second assessment question should cite Document 2’s details about the Kansas-Nebraska Act and the way that act set aside the Missouri compromise, reopening the slavery issue in these territories and leading to a rush by both pro-slavery and anti-slavery forces to win control in Kansas.

Sectionalism: Assessment 1

Directions: This exercise asks you to read a primary source document and a secondary source document carefully and answer questions about specific details in the documents. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 1: (9–10) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. **(11–12)** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Document 1: A Primary Source

As soon as the result for the March election was finally determined, the free-state leaders sent to their friends in the east for arms. George W. Deitzler was sent to Boston to lay the matter before the friends of free Kansas. Only two persons knew of the object of his mission. New arms were needed for self-defense. Amos A. Lawrence and others, before whom Mr. Deitzler presented the case, at once saw the seriousness of the situation. Within an hour after his arrival in Boston, he had an order for one hundred Sharps rifles, and in forty-eight hours the rifles were on their way to Lawrence. They were shipped in boxes marked "books." As the border ruffians had no use for books, they came through without being disturbed. A military company known for many years afterwards as the "Stubbs" was organized, and was armed with these rifles. Other boxes of "books" rapidly followed these, and other companies in Lawrence and in the country were armed with them. The fame of these guns went far and wide, and produced a very salutatory effect. They who recognized only brute force came to have a great respect for the Sharps rifles. A howitzer was procured in New York through the aid of Horace Greeley, and shipped to Lawrence.

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Student Handout

Document 2: A Secondary Source

In 1854, Illinois Senator Stephen Douglas tore open the slavery question with his Kansas-Nebraska Act. Douglas wanted a transcontinental railroad to go west from Chicago. For this to happen, a territorial government would have to be organized in the Louisiana Purchase lands. To get Southern support for this, however, Douglas had to agree to replace the ban on slavery in those lands with something called “popular sovereignty.” This meant allowing settlers in a territory to decide for themselves whether or not to have slavery.

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Source: Burack, Jonathan. “Introductory Essay.” In *Bleeding Kansas: A Failure of Compromise*. Debating the Documents. Culver City, CA: MindSparks, 2005.

Assessment Questions

1. Citing specific details from both of these documents, explain why the violence in Kansas was due to a much wider sectional clash involving the whole nation.
2. How does Document 2 add to your understanding of the causes of the violence described in Document 1? Explain your answer by citing specific details in Document 2.

Sectionalism Assessment 2

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 2 for grades 6–8

★ *Key Ideas and Details*

- 2. (6-8)** 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.

★ *Using this Assessment*

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Sectionalism: Assessment 2 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 2 for grades 6–8. It asks students to summarize the central ideas in a source from the text itself without imposing ideas or attitudes external to the text. This is not easy to do. This activity assesses the ability to read closely in order to build an overall understanding of the source out of the text itself.

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the assessment question could claim that all three of these issues are combined into one central idea. However, Jefferson's main concern is the danger he sees to the entire future of the republic as a whole. At one point, he says he would like to see slavery ended. However, he fears it cannot be done, saying, "We have the wolf by the ear, and we can neither hold him, nor safely let him go." It is true he sees the issue of slavery in Missouri as "the momentous question" he refers to at the start. However, what makes it so momentous is not slavery itself. It is that the fight over slavery there might be the "death knell of the Union." As for the Missouri Compromise, he is against it because it asserts Congress's right to "regulate the condition of the different descriptions of men composing a state." At the end of his letter, he makes it clear that he thinks the decision to open up the slavery issue is a mistake. It could mean throwing away the "blessings" won by the American Revolution in what he calls an "act of suicide," and "treason against the hopes of the world."

Sectionalism: Assessment 2

Directions: This exercise asks you to read one primary source document carefully and answer one question about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment question that follows.

CCS Standard 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.

A Primary Source Document

This momentous question, like a fire bell in the night, awakened and filled me with terror. I considered it at once as the death 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.

I can say with conscious truth that there is not a man on earth who would sacrifice more than I would to relieve us from this heavy reproach in any practicable way. Giving up that kind of property [slavery] would not cost me a second thought if, in that way, a general emancipation and removal of the slaves could be effected. And gradually, and with due sacrifices, I think it might be. But as it is, we have the wolf by the ear, and we can neither hold him, nor safely let him go. Justice is in one scale, and self-preservation in the other . . . For Congress to refrain from this act [the Missouri Compromise] would remove the jealousy excited by having it regulate the condition of the different descriptions of men composing a state. This certainly is the exclusive right of every state, which nothing in the Constitution has taken from them and given to the general government. Could Congress, for example, say that the non-freemen of Connecticut, shall be freemen, or that they shall not emigrate into any other state?

I regret that I am now to die in the belief that the useless sacrifice of themselves by the generation of '76 to acquire self government and happiness to their country, is to be thrown away by the unwise and unworthy passions of their sons. My only consolation is to be that I live not to weep over it. If they would but dispassionately weigh the blessings they will throw away against an abstract principle more likely to be effected by union than by splitting apart, they would pause before they would perpetrate this act of suicide on themselves and of treason against the hopes of the world.

Source Information: In 1819, the move to admit Missouri as a slave state led to a dramatic clash between Southern and Northern sections of the nation. Admitting Missouri would have upset the balance in Congress between slave and free states. The Compromise of 1820 followed. It admitted Missouri as a slave state while also admitting Maine as a free state. It then drew a boundary across the remaining Louisiana Territory and banned slavery north of that boundary line. The Compromise calmed the sectional clash for the moment. However, Thomas Jefferson was not put at ease by what he refers to in this document as “a geographical line coinciding with a marked principle, moral and political.” He expresses his fears in a letter to Congressman John Holmes, dated April 22, 1820. This document is a somewhat shortened and adapted excerpt from that letter. The entire letter in original form is available at the Library of Congress and can be accessed online at <http://www.loc.gov/exhibits/jefferson/159.html>.

Assessment Question

Is the central idea of this passage mainly about slavery, mainly about the Missouri Compromise, or mainly about the future of the nation as a whole. Cite two or more specific statements in the letter to help support your answer.

Sectionalism Assessment 2

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 2 for grades 9–12

★ *Key Ideas and Details*

2. **(9–10)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
2. **(11–12)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

★ *Using this Assessment*

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Sectionalism: Assessment 2 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 2 for grades 9–10 and 11–12 combined. It asks students to summarize the central ideas in a source from the text itself without imposing ideas or attitudes external to the text. This is not easy to do. Moreover, when it comes to the unique demands of thinking historically we do also want students to use knowledge of historical context to help them interpret sources. But that sort of contextualizing also demands that students suspend their own present-day ideas while studying a source. This activity assesses the ability to read closely in order to build an overall understanding of the source out of the text itself.

★ *Evaluating Student Responses to this Assessment*

A case for choosing the first of these quotes could be made, if properly qualified. However, best responses to the assessment question will note that the second quote really is closest to Jefferson's central idea—that the Missouri question threatens the entire future of the republic as a whole. True, he says he would like to see slavery ended, but he fears it cannot be done, saying, "We have the wolf by the ear, and we can neither hold him, nor safely let him go." Slavery in Missouri is "the momentous question" he refers to, but what makes it so momentous is not slavery itself. It is that the fight over it might be the "death knell of the Union." Jefferson does not think Congress should "regulate the condition of the different descriptions of men composing a state." He thinks opening up the slavery issue politically this way is a mistake. It could mean throwing away the "blessings" won by the American Revolution in what he calls an "act of suicide," and "treason against the hopes of the world."

Sectionalism: Assessment 2

Directions: This exercise asks you to read one primary source document carefully and answer one question about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment question that follows.

CCS Standard 2: (9–10) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

(11–12) Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

A Primary Source Document

This momentous question, like a fire bell in the night, awakened and filled me with terror. I considered it at once as the death 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.

I can say with conscious truth that there is not a man on earth who would sacrifice more than I would to relieve us from this heavy reproach in any practicable way. Giving up that kind of property [slavery] would not cost me a second thought if, in that way, a general emancipation and removal of the slaves could be effected. And gradually, and with due sacrifices, I think it might be. But as it is, we have the wolf by the ear, and we can neither hold him, nor safely let him go. Justice is in one scale, and self-preservation in the other . . . For Congress to refrain from this act [the Missouri Compromise] would remove the jealousy excited by having it regulate the condition of the different descriptions of men composing a state. This certainly is the exclusive right of every state, which nothing in the Constitution has taken from them and given to the general government. Could Congress, for example, say that the non-freemen of Connecticut, shall be freemen, or that they shall not emigrate into any other state?

I regret that I am now to die in the belief that the useless sacrifice of themselves by the generation of '76 to acquire self government and happiness to their country, is to be thrown away by the unwise and unworthy passions of their sons. My only consolation is to be that I live not to weep over it. If they would but dispassionately weigh the blessings they will throw away against an abstract principle more likely to be effected by union than by splitting apart, they would pause before they would perpetrate this act of suicide on themselves and of treason against the hopes of the world.

Source Information: In 1819, the move to admit Missouri as a slave state led to a dramatic clash between Southern and Northern sections of the nation. Admitting Missouri would have upset the balance in Congress between slave and free states. The Compromise of 1820 followed. It admitted Missouri as a slave state while also admitting Maine as a free state. It then drew a boundary across the remaining Louisiana Territory and banned slavery north of that boundary line. The Compromise calmed the sectional clash for the moment. However, Thomas Jefferson was not put at ease by what he refers to in this document as “a geographical line coinciding with a marked principle, moral and political.” He expresses his fears in a letter to Congressman John Holmes, dated April 22, 1820. This document is a somewhat shortened and adapted excerpt from that letter. The entire letter in original form is available at the Library of Congress and can be accessed online at <http://www.loc.gov/exhibits/jefferson/159.html>.

Student Handout

Assessment Question

At one point, Jefferson says, *“Giving up that kind of property [slavery] would not cost me a second thought if, in that way, a general emancipation and removal of the slaves could be effected.”* At another point, he says that *“the useless sacrifice of themselves by the generation of ‘76 to acquire self government and happiness to their country is to be thrown away by the unwise and unworthy passions of their sons.”*

Which of these statements is closest to the central idea of the entire letter? Explain your choice by relating the passage you choose to other parts of the letter.

Sectionalism Assessment 3

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 3 for grades 6–8

★ *Key Ideas and Details*

- 3. (6–8)** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

★ *Using this Assessment*

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Sectionalism: Assessment 3 is designed to measure students’ ability to master the skills described in Common Core History/Social Studies Reading Standard 3 for grades 6–8. It asks students to follow the way a set of ideas or sequence of events in a text interact together to describe a process or develop a central idea. This activity assesses the students’ ability to read closely in order to understand various connections between each detail and the next in a text.

★ *Evaluating Student Responses to this Assessment*

Answers to the first assessment question should see that *The National Era* was an anti-slavery weekly, in fact the same one in which *Uncle Tom’s Cabin* was first published in installments in 1851–52. Hence it is a source with a definite point of view, one with perhaps a financial stake as well in promoting the novel. The notice’s lavish praise should be understood in this context. This does not mean the praise isn’t sincere or merited, but simply that this weekly may have reasons to exaggerate its admiration. Answers to the second assessment question should see that the entire source builds on the claim in the first sentence. The idea presented there about the novel’s unique importance is developed and deepened in several steps. First, we are told the novel is not a mere memoir, but “the interlacing of a thousand memoirs.” It is not statistical, but it is the “very quintessence of infinite statistics.” It does not stress the “the most horrible atrocities” of the slave system (and so might even win some sympathy from slave holders), yet it is still devastating in making us aware of “features of servitude which are usually little thought of, but which are the overflow of its cup of abominations.” Finally, the novel deals with slavery from a Christian and evangelical perspective that, in *The National Era*’s view, adds to its appeal and depth. All these details are meant to deepen the meaning of its central claim in the first sentence.

Sectionalism: Assessment 3

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

A Primary Source Document

We conceive, then, that in writing Uncle Tom’s Cabin, Mrs. Harriet Beecher Stowe has done more to diffuse real knowledge of the facts and workings of American Slavery, and to arouse the sluggish nation to shake off the curse, and abate the wrong, than has been accomplished by all the orations, and anniversaries, and arguments, and documents, which the last ten years have been the witness of. Let nobody be afraid of it because it does not claim to be a memoir, or a table of statistics. It is the interlacing of a thousand memoirs, and the very quintessence of infinite statistics. It takes no extreme views. It does not seek to seize upon the most horrible atrocities, and brand the whole system as worse than it is. It is fair, and generous, and calm, and candid. A slaveholder might read it without anger, but not easily without a secret abhorrence of the system which he himself upholds. It brings out, quietly and collaterally, those incidental features of servitude which are usually little thought of, but which are the overflow of its cup of abominations. We look upon the writing of this book as providential, and upon it as the best missionary God has yet sent into the field to plead for his poor and oppressed children at the South. Such a book was a necessity of the age, and had to be written, and we are grateful to God that he put the writing of it into the hands of one who has interwoven Evangelical influences with every page of its narrative, and compressed many a Gospel sermon into its field and fireside converse.”

Source Information: Few novels have ever altered the course of history. One that may well have done this was Harriet Beecher Stowe’s *Uncle Tom’s Cabin; or, Life among the Lowly*. Except for the Bible, *Uncle Tom’s Cabin* was the best-selling book in the world for the entire 19th century. This document is a major portion of a notice in *The National Era*, dated April 15, 1852. *The National Era* was the anti-slavery weekly that first published *Uncle Tom’s Cabin* in 40 installments during 1851 and 1852. This passage is provided courtesy “Uncle Tom’s Cabin & American Culture: A Multi-Media Archive,” and it can be accessed online at <http://utc.iath.virginia.edu/notices/noar01ft.html>.

Assessment Questions

1. This notice in *The National Era* is meant to encourage people to read the novel *Uncle Tom’s Cabin*. From the source information, why would this be the main objective of a notice appearing in *The National Era*?
2. The notice first claims that, even though *Uncle Tom’s Cabin* is a novel, it has done more to inform and arouse the public about slavery than anything else. How does the rest of the passage develop this idea? In your answer, refer to specific details in the passage.

Sectionalism Assessment 3

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 3 for grades 9–12

★ *Key Ideas and Details*

- 3. (9–10)** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 3. (11–12)** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

★ *Using this Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Sectionalism: Assessment 3 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 3 for grades 9–10 and 11–12 combined. It asks students to follow the way a set of ideas or sequence of events in a text interact together to describe a process or develop a central idea. The activity assesses the students' ability to read closely in order to understand various connections between each detail and the next in a complex text. It also asks them to evaluate the explanation offered in the passage and consider how adequate it is.

★ *Evaluating Student Responses to this Assessment*

Answers to the first assessment question should see that the entire source builds on the claim in the first sentence about the novel's unique importance. This claim is developed and deepened in several steps. First, we are told *Uncle Tom's Cabin* is not a mere memoir, but "the interlacing of a thousand memoirs." It is not statistical; it is the "very quintessence of infinite statistics." It does not stress the "the most horrible atrocities" of the slave system; yet it is still devastating in its attack on slavery by making us aware of "features of servitude which are usually little thought of, but which are the overflow of its cup of abominations." Finally, the novel deals with slavery from a Christian and evangelical perspective that, in *The National Era's* view, adds to its depth. Answers to the second assessment question may vary. The notice points out that *Uncle Tom's Cabin* still dramatizes slavery's evils, but not by focusing only on its cruelties. In other words, it does not go easy on slavery. The authors of the notice may hope the novel will have an impact in the South as well as the North, or on people who do not respond to strident abolitionist appeals. Or they may feel that slavery's true evil is not only in the sensational cruelties it allows, but is inherent in the system even at its best. All these are possible reasons for the notice's comments on this issue.

Sectionalism: Assessment 3

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 3: (9–10) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. **(11–12)** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

A Primary Source Document

We conceive, then, that in writing Uncle Tom's Cabin, Mrs. Harriet Beecher Stowe has done more to diffuse real knowledge of the facts and workings of American Slavery, and to arouse the sluggish nation to shake off the curse, and abate the wrong, than has been accomplished by all the orations, and anniversaries, and arguments, and documents, which the last ten years have been the witness of. Let nobody be afraid of it because it does not claim to be a memoir, or a table of statistics. It is the interlacing of a thousand memoirs, and the very quintessence of infinite statistics. It takes no extreme views. It does not seek to seize upon the most horrible atrocities, and brand the whole system as worse than it is. It is fair, and generous, and calm, and candid. A slaveholder might read it without anger, but not easily without a secret abhorrence of the system which he himself upholds. It brings out, quietly and collaterally, those incidental features of servitude which are usually little thought of, but which are the overflow of its cup of abominations. We look upon the writing of this book as providential, and upon it as the best missionary God has yet sent into the field to plead for his poor and oppressed children at the South. Such a book was a necessity of the age, and had to be written, and we are grateful to God that he put the writing of it into the hands of one who has interwoven Evangelical influences with every page of its narrative, and compressed many a Gospel sermon into its field and fireside converse."

Source Information: Few novels have ever altered the course of history. One that may well have done this was Harriet Beecher Stowe's *Uncle Tom's Cabin; or, Life among the Lowly*. Except for the Bible, *Uncle Tom's Cabin* was the best-selling book in the world for the entire 19th century. This document is a major portion of a notice in *The National Era*, dated April 15, 1852. *The National Era* was the anti-slavery weekly that first published *Uncle Tom's Cabin* in 40 installments during 1851 and 1852. This passage is provided courtesy "Uncle Tom's Cabin & American Culture: A Multi-Media Archive," and it can be accessed online at <http://utc.iath.virginia.edu/notices/noar01ft.html>.

Assessment Questions

1. What claim does this notice first make, and how does it develop and support this claim in the rest of the notice?
2. The notice says *Uncle Tom's Cabin* does not "seize upon the most horrible atrocities" of slavery and stress those in telling its story. Why do you think the notice emphasized this fact in making its overall claim about the novel?

Sectionalism Assessment 4

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 4 for grades 6–8

★ *Craft and Structure*

- 4. (6–8)** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

★ *Using this Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Sectionalism: Assessment 4 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 4 for grades 6–8. It asks students to recognize that words and phrases must be understood in relation to the meaning of the text as a whole. In seeking to understand historical sources, this is an especially important challenge. Words and phrases need to be understood as they were used within their historical context. This activity assesses the students' ability to read closely in order to understand terms in these ways.

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the assessment question should explain how all four terms are used in the passage to enable Taney to deny Dred Scott a right to sue in court. In Taney's view, "citizens" and "people of the United States" are the same thing, and all of them together make up the "sovereign people." The term "sovereign" implies having ultimate authority or control. Hence the sovereign people are a "political body" and they have political authority. African Americans, however, "whether emancipated or not," were originally considered "a subordinate and inferior class of beings." In Taney's view this means they were not citizens or members of the sovereign people. Hence, they have no rights, including a right to sue in court.

Sectionalism: Assessment 4

Directions: This exercise asks you to read one primary source document carefully and answer one question about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the assessment question that follows.

CCS Standard 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.

A Primary Source Document

The question is simply this: Can a negro, whose ancestors were imported into this country, and sold as slaves, become a member of the political community formed and brought into existence by the Constitution of the United States, and as such become entitled to all the rights, and privileges, and immunities, guaranteed by that instrument to the citizen? One of which rights is the privilege of suing in a court of the United States in the cases specified in the Constitution.

It will be observed that the plea applies to that class of persons only whose ancestors were negroes of the African race, and imported into this country, and sold and held as slaves. The only matter in issue before the court, therefore, is, whether the descendants of such slaves, when they shall be emancipated, or who are born of parents who had become free before their birth, are citizens of a State, in the sense in which the word citizen is used in the Constitution of the United States. And this being the only matter in dispute on the pleadings, the court must be understood as speaking in this opinion of that class only, that is, of those persons who are the descendants of Africans who were imported into this country, and sold as slaves.

The words 'people of the United States' and 'citizens' are synonymous terms, and mean the same thing. They both describe the political body who, according to our republican institutions, form the sovereignty, and who hold the power and conduct the Government through their representatives. They are what we familiarly call the 'sovereign people,' and every citizen is one of this people, and a constituent member of this sovereignty. The question before us is, whether the class of persons described in the plea compose a portion of this people, and are constituent members of this sovereignty? We think they are not, and that they are not included, and were not intended to be included, under the word 'citizens' in the Constitution, and can therefore claim none of the rights and privileges which that instrument provides for and secures to citizens of the United States. On the contrary, they were at that time considered as a subordinate [60 U.S. 393, 405] and inferior class of beings, who had been subjugated by the dominant race, and, whether emancipated or not, yet remained subject to their authority, and had no rights or privileges but such as those who held the power and the Government might choose to grant them.

The court think the affirmative of these propositions cannot be maintained. And if it cannot, the plaintiff could not be a citizen of the State of Missouri, within the meaning of the Constitution of the United States, and, consequently, was not entitled to sue in its courts.

Source Information: Dred Scott was a slave who went to court to win his freedom. He sued on the grounds that he had lived temporarily in places where slavery was illegal. This included Wisconsin Territory, which was then covered by the Missouri Compromise's ban on slavery in portions of the Louisiana Purchase lands. In 1857, the Supreme Court decided against Scott. Chief Justice of the Supreme Court Richard B. Taney wrote the opinion in the case. He was a strong supporter of slavery. In his written opinion, he denied that Scott even had a right to sue in court. He also said Scott's time out of Missouri did not make him free—and that the Missouri Compromise itself was unconstitutional. This document is adapted from a portion of Taney's opinion. The entire opinion can be accessed online at <http://supreme.justia.com/cases/federal/us/60/393/case.html>.

Assessment Question

Parts of this passage are underlined. In those parts, Taney uses the terms “citizens,” “people of the United States,” “sovereign people,” and “a subordinate and inferior class of beings.” Explain how he uses all four terms to make the case that Dred Scott has no right to sue in court.

Sectionalism Assessment 4

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 4 for grades 9–12

★ *Craft and Structure*

- 4. (9–10) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- 4. (11–12) Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No.10).

★ *Using this Assessment*

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Sectionalism: Assessment 4 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 4 for grades 9–10 and 11–12 combined. It asks students to recognize that words and phrases must be understood in relation to the meaning of the text as a whole. In seeking to understand historical sources, this is an especially important challenge. Words and phrases need to be understood as they were used within their historical context. This activity assesses the students' ability to read closely in order to understand terms in these ways.

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should explain how all four terms are used in the passage to enable Taney to deny Dred Scott a right to sue in court. In Taney's view, "citizens" and "people of the United States" are the same thing, and all of them together make up the "sovereign people." The term "sovereign" implies having ultimate authority or control. Hence the sovereign people are a "political body" and they have political authority. African Americans, however, "whether emancipated or not," were originally considered "a subordinate and inferior class of beings." In Taney's view this means they were not citizens or members of the sovereign people. Hence, they have no rights, including a right to sue in court. Answers to the second assessment question should note Taney's assertion that African Americans at the time of the Constitution were considered "inferior" and were "subjugated by the dominant race." He apparently sees this as binding for all time. It is hard to see how he could believe that if he did not still regard African Americans as part of an inferior race. He even denies the status of citizen to black people who were never slaves to being with. Racism is therefore surely a key factor in his explicit reasoning in this case.

Sectionalism: Assessment 4

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 4: (9–10) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

(11–12) Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

A Primary Source Document

The question is simply this: Can a negro, whose ancestors were imported into this country, and sold as slaves, become a member of the political community formed and brought into existence by the Constitution of the United States, and as such become entitled to all the rights, and privileges, and immunities, guaranteed by that instrument to the citizen? One of which rights is the privilege of suing in a court of the United States in the cases specified in the Constitution.

It will be observed that the plea applies to that class of persons only whose ancestors were negroes of the African race, and imported into this country, and sold and held as slaves. The only matter in issue before the court, therefore, is, whether the descendants of such slaves, when they shall be emancipated, or who are born of parents who had become free before their birth, are citizens of a State, in the sense in which the word citizen is used in the Constitution of the United States. And this being the only matter in dispute on the pleadings, the court must be understood as speaking in this opinion of that class only, that is, of those persons who are the descendants of Africans who were imported into this country, and sold as slaves.

The words 'people of the United States' and 'citizens' are synonymous terms, and mean the same thing. They both describe the political body who, according to our republican institutions, form the sovereignty, and who hold the power and conduct the Government through their representatives. They are what we familiarly call the 'sovereign people,' and every citizen is one of this people, and a constituent member of this sovereignty. The question before us is, whether the class of persons described in the plea compose a portion of this people, and are constituent members of this sovereignty? We think they are not, and that they are not included, and were not intended to be included, under the word 'citizens' in the Constitution, and can therefore claim none of the rights and privileges which that instrument provides for and secures to citizens of the United States. On the contrary, they were at that time considered as a subordinate [60 U.S. 393, 405] and inferior class of beings, who had been subjugated by the dominant race, and, whether emancipated or not, yet remained subject to their authority, and had no rights or privileges but such as those who held the power and the Government might choose to grant them.

The court think the affirmative of these propositions cannot be maintained. And if it cannot, the plaintiff could not be a citizen of the State of Missouri, within the meaning of the Constitution of the United States, and, consequently, was not entitled to sue in its courts.

Student Handout

Source Information: Dred Scott was a slave who went to court to win his freedom. He sued on the grounds that he had lived temporarily in places where slavery was illegal. This included Wisconsin Territory, which was then covered by the Missouri Compromise's ban on slavery in portions of the Louisiana Purchase lands. In 1857, the Supreme Court decided against Scott. Chief Justice of the Supreme Court Richard B. Taney wrote the opinion in the case. He was a strong supporter of slavery. In his written opinion, he denied that Scott even had a right to sue in court. He also said Scott's time out of Missouri did not make him free—and that the Missouri Compromise itself was unconstitutional. This document is adapted from a portion of Taney's opinion. The entire opinion can be accessed online at <http://supreme.justia.com/cases/federal/us/60/393/case.html>.

Assessment Questions

1. Parts of this passage are underlined. In those parts, Taney uses the terms “citizens,” “people of the United States,” “sovereign people,” and “a subordinate and inferior class of beings.” Using these phrases specifically, summarize as clearly as you can the reasoning Taney uses to decide Scott has no right to sue in court.
2. Most historians say Taney's reasoning could not stand up logically without his racist beliefs. Are these historians correct? Why or why not?

Sectionalism Assessment 5

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 5 for grades 6–8

★ *Craft and Structure*

5. (6–8) Describe how a text presents information (e.g., sequentially, comparatively, causally).

★ *Using this Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Sectionalism: Assessment 5 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 5 for grades 6–8. It asks students to pay attention to a text's "structure"—that is, to the overall pattern or organizational arrangement of its headings, sentences, paragraphs, stanzas, and chapters, as well as its various stylistic features. These formal elements can contribute to a text's meanings in many ways. This activity assesses the students' ability to read closely in order to understand the impact of the way one historical primary source is structured to present its information.

★ *Evaluating Student Responses to this Assessment*

The acceptable responses to the first assessment question should note that the entire passage is a listing of causes that can help explain what it is that has "endangered the union." Calhoun proceeds from what he sees as immediate causes to the deeper one underlying them. Clearly the passage fits the "cause and effect" text structure. As to the second assessment question, answers should produce an outline similar to this one:

1. Immediate cause—Southern discontent began with the agitation over slavery.
2. The discontent was not caused by "demagogues" exciting it needlessly. It is due to the South's belief that it cannot remain "with honor and safety" in the Union.
3. This belief is caused by Northern agitation against slavery.
4. An even deeper cause is that the "equilibrium," or balance of power, between Northern and Southern states has been upset, and the North now has the "exclusive power" of control over the government.

Sectionalism: Assessment 5

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

A Primary Source Document

What is it that has endangered the Union?

To this question there can be but one answer—that the immediate cause is the almost universal discontent which pervades all the States composing the Southern section of the Union. This widely extended discontent is not of recent origin. It began with the agitation of the slavery question and has been increasing ever since. The next question, going one step further back, is: What has caused this widely diffused and almost universal discontent?

It is a great mistake to suppose, as is by some, that it originated with demagogues who excited the discontent. On the contrary, all the great political influences of the section were arrayed against excitement, and exerted to the utmost to keep the people quiet. The great mass of the people of the South were divided, as in the other section, into Whigs and Democrats. The leaders and the presses of both parties in the South were very solicitous to prevent excitement and to preserve quiet ...

No; some cause far deeper and more powerful than the one supposed must exist, to account for discontent so wide and deep. The question then recurs: What is the cause of this discontent? It will be found in the belief of the people of the Southern States, as prevalent as the discontent itself, that they cannot remain, as things now are, consistently with honor and safety, in the Union. The next question to be considered is: What has caused this belief?

One of the causes is, undoubtedly, to be traced to the long-continued agitation of the slave question on the part of the North, and the many aggressions which they have made on the rights of the South during the time.

There is another cause lying back of it that may be regarded as the great and primary cause. This is to be found in the fact that the equilibrium between the two sections in the government as it stood when the Constitution was ratified and the government put in action has been destroyed. At that time there was nearly a perfect equilibrium between the two, which afforded ample means to each to protect itself against the aggression of the other. But, as it now stands, one section has the exclusive power of controlling the government, which leaves the other without any adequate means of protecting itself against its encroachment and oppression.

Source Information: The Mexican War (1846–1848) left the United States in control of huge new territories in the Southwest. This raised the question of whether states formed out of those territories would allow slavery or not. Congress fashioned a complex compromise, the Compromise of 1850. In the debates over it, pro-slavery Senator John C. Calhoun gave one of his most famous speeches, on March 4, 1850. Being too ill to deliver it himself, Calhoun sat in the Chamber as a colleague read out his speech. Afterwards, Calhoun needed to be helped out of the Chamber. He died on March 31, 1850. This excerpt is adapted from his speech.

Source: Calhoun, John C. "The Clay Compromise Measures." Speech delivered to the Senate March 5, 1850. <http://www.nationalcenter.org/CalhounClayCompromise.html>.

Assessment Questions

1. “Text structure” refers to the way paragraphs and longer texts are organized, with different structures serving different purposes. Here are three types of text structure:

- Compare and Contrast: A pattern showing what is similar and what is different in two events, examples, processes, etc.
- Problem/Solution: A problem or question is presented and a solution or series of steps in a solution follows.
- Cause and Effect: A pattern showing what factors caused an effect or set of effects.

Of these three text structures, choose the one you think most accurately describes the text structure of this document. Explain your choice.

2. Calhoun asks at the start of this passage, “What is it that has endangered the Union?” Create a brief outline of the steps he takes here in answering this question.

Sectionalism Assessment 5

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 5 for grades 9–12

★ *Craft and Structure*

- 5. (9–10)** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- 5. (11–12)** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

★ *Using this Assessment*

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Sectionalism: Assessment 5 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 5 for grades 9–10 and 11–12 combined. It asks students to pay attention to a text's "structure"—that is, to the overall pattern or organizational arrangement of its headings, sentences, paragraphs, stanzas, and chapters, as well as its various stylistic features. Students should see how structure is deliberately used to enable the text to achieve certain goals. Such formal elements can contribute to a text's meanings in many ways. This activity assesses the students' ability to read closely in order to understand the impact of the way one historical primary source is structured to present its information.

★ *Evaluating Student Responses to this Assessment*

The acceptable responses to the first assessment question should note that the entire passage is a listing of causes that can help explain what has "endangered the union," as Calhoun puts it. He proceeds from what he sees as immediate causes to the deeper ones underlying them. Clearly, therefore, the passage fits a "cause and effect" text structure. As to the second assessment question, Calhoun sees a danger to the Union in the South's discontent over Northern anti-slavery agitation. But the deeper cause is the upsetting of what he calls the "equilibrium," or balance of power, between Northern and Southern states. He means that more free states than slave states will be created out of the new territories the U.S. has acquired in the West. As a result, the North will have many more members of Congress than the South has, instead of the closer balance due to having an equal number of slave states and free states, as had been the case.

Sectionalism: Assessment 5

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 5: (9–10) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. **(11–12)** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

A Primary Source Document

To this question there can be but one answer—that the immediate cause is the almost universal discontent which pervades all the States composing the Southern section of the Union. This widely extended discontent is not of recent origin. It began with the agitation of the slavery question and has been increasing ever since. The next question, going one step further back, is: What has caused this widely diffused and almost universal discontent?

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No; some cause far deeper and more powerful than the one supposed must exist, to account for discontent so wide and deep. The question then recurs: What is the cause of this discontent? It will be found in the belief of the people of the Southern States, as prevalent as the discontent itself, that they cannot remain, as things now are, consistently with honor and safety, in the Union. The next question to be considered is: What has caused this belief?

One of the causes is, undoubtedly, to be traced to the long-continued agitation of the slave question on the part of the North, and the many aggressions which they have made on the rights of the South during the time.

There is another cause lying back of it that may be regarded as the great and primary cause. This is to be found in the fact that the equilibrium between the two sections in the government as it stood when the Constitution was ratified and the government put in action has been destroyed. At that time there was nearly a perfect equilibrium between the two, which afforded ample means to each to protect itself against the aggression of the other. But, as it now stands, one section has the exclusive power of controlling the government, which leaves the other without any adequate means of protecting itself against its encroachment and oppression.

Student Handout

Source Information: The Mexican War (1846–1848) left the United States in control of huge new territories in the Southwest. This raised the question of whether states formed out of those territories would allow slavery or not. Congress fashioned a complex compromise, the Compromise of 1850. In the debates over it, pro-slavery Senator John C. Calhoun gave one of his most famous speeches, on March 4, 1850. Being too ill to deliver it himself, Calhoun sat in the Chamber as a colleague read out his speech. Afterwards, Calhoun needed to be helped out of the Chamber. He died on March 31, 1850. This excerpt is adapted from his speech.

Source: Calhoun, John C. "The Clay Compromise Measures." Speech delivered to the Senate March 5, 1850. <http://www.nationalcenter.org/CalhounClayCompromise.html>.

Assessment Questions

1. Calhoun asks at the start of this passage, "What is it that has endangered the Union?" Describe the text structure of this passage and explain why it is one that follows logically from this opening question.
2. Calhoun concludes by referring to the equilibrium between the two sections. Explain in more detail what this equilibrium is, in political terms, and why it would especially concern Calhoun in 1850?

Sectionalism Assessment 6

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 6 for grades 6–8

★ *Craft and Structure*

- 6. (6–8)** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

★ *Using this Assessment*

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Sectionalism: Assessment 6 is designed to measure students’ ability to master the skills described in Common Core History/Social Studies Reading Standard 6 for grades 6–8. It asks students to note a text’s point of view as expressed by looking closely at details in the text itself. These details may take the form of emotional language, distorted or exaggerated descriptions, stereotyped labeling, etc. However, even a text with a neutral tone may express bias or point of view by selectively emphasizing some facts while omitting others. Therefore, students also need to go outside the text to interpret point of view by considering sourcing information such as the author’s background, purpose, and audience. In addition, students need to see that when sources express conflicting points of view they may still be reliable in certain ways—for example, by what they share in common or by backing up their claims with solid evidence.

★ *Evaluating Student Responses to this Assessment*

Acceptable answers to the first assessment question should note that both documents use extremely emotional terms but apply them to different aspects of the incident. Document 1 describes Sumner and his speech with terms such as “slander and abuse” or “malignant and indecent.” It depicts Sumner’s speech as far more dishonorable than the beating, which it refers to more neutrally as a “chastisement.” Document 2 focuses its fury on the attack itself, which it characterizes as “wantonly and savagely . . . beating to bloody blindness and unconsciousness of an American Senator.” Acceptable answers to the second assessment question should note that Document 1 is an attack on Sumner’s anti-slavery speech and on Massachusetts in general by a newspaper from the Deep South. Document 2 is a sweeping attack on Southern values and slavery by a major newspaper in the North. Both newspapers speak from the point of view of the dominant attitudes of their region.

Sectionalism: Assessment 6

Directions: This exercise asks you to read two primary source documents carefully and answer questions about specific details in them. In order to better understand these documents as historical primary sources, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Document 1: A Primary Source

For Mr. Sumner we have not the least sympathy. When he delivered that compound of vulgarity, abuse, and falsehood called a speech, he knew that he violated all the laws of decency, and deserved a severe corporeal castigation, but he relied upon his position as a Senator to protect him. We believe there are some kinds of slander and abuse, for the perpetration of which, no office or station should protect a man from deserved punishment. Whether Mr. Sumner's slander in the Senate was of this species we leave those to judge who heard it. All agree that this was one of the most malignant and indecent tirades ever uttered in the Senate Chamber, and in our opinion such a speech in the Senate of the U.S. is much more dishonorable to us as a nation, than the chastisement inflicted upon the perpetrator. Massachusetts has no right to complain, for she has for a long time been without the pale of the constitution and the laws of the Union by virtue of an act of her own legislature. Whilst she refuses to submit to the laws of the Union, she cannot claim the protection of those laws for her Senators, and whilst she chooses to be represented in the U.S. Senate by blackguards, she ought not to complain if they receive a blackguard's reward.

Source Information: On May 20, 1856, Senator Charles Sumner of Massachusetts gave an angry speech in the Senate called the "Crime Against Kansas." He condemned proslavery forces in Kansas and bitterly ridiculed Senator Andrew Butler of South Carolina. The next day, May 21, proslavery forces carried out an attack on Lawrence, Kansas. Then on May 22, Representative Preston Brooks, Butler's cousin, beat Sumner viciously with a cane on the Senate floor. Newspapers all over the country either denounced Brooks and the South or defended them. This passage is from an editorial in the *Federal Union* of Milledgeville, Georgia, for June 3, 1856. This editorial can be accessed online at <http://history.furman.edu/benson/docs/gafusu56603a.htm>.

Document 2: A Primary Source

The assault on Senator Sumner reverberates through the land, causing throughout the Free States the most intense excitement and indignation. Other men have been as causelessly assailed, and as wantonly, if not as savagely, beaten; but the knocking down and beating to bloody blindness and unconsciousness of an American Senator while writing at his desk in the Senate Chamber is a novel illustration of the ferocious Southern spirit. It carries home to myriads of understandings a more vivid, if not wholly original perception, of the degradation in which the Free States have consented for years to exist. The degradation was as real years ago, but never before so palpable as now . . . So long as our truly civilized and refined communities succumb to the rule of barbarian elements in our political system, we must be judged by the character and conduct of our accepted masters. The youth trained to knock down his human chattels [slaves] for “insolence”—that is, for any sort of resistance to his good pleasure—will thereafter knock down and beat other human beings who thwart his wishes. Once admit the idea of the predominance of brute force—of the right of individual appeal from words to blows—and human society becomes a state of war, interrupted only by interludes of fitful and hollow truce. And they who, as legislators, editors, public speakers, or in whatever capacity, suggest apologies for ruffian assaults, or intimate that words can excuse them, make themselves partners in the crime and the infamy.

Source Information: This is a passage from another newspaper account of the Sumner beating and the reactions to it. It appeared in the *New-York Daily Tribune*, May 24, 1856, page 6. The passage can be found at the Library of Congress’s *Chronicling America: Historical American Newspapers*, and can be accessed online at <http://chroniclingamerica.loc.gov/lccn/sn83030213/1856-05-24/ed-1/seq-6/>.

Assessment Questions

1. Each of these documents uses what could be called “loaded language” to express a strong point of view about this incident and about whole groups of people and regions. Explain how the documents do this and cite details from each document to support your answer.
2. Using the documents themselves and the source information as well, explain why these documents differ so starkly in point of view?

Sectionalism Assessment 6

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 6 for grades 9–12

★ *Craft and Structure*

- 6. (9–10)** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 6. (11–12)** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

★ *Using this Assessment*

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Sectionalism: Assessment 6 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 6 for grades 9–10 and 11–12 combined. It asks students to note a text's point of view as expressed by looking closely at details in the text itself. These details may take the form of emotional language, distorted or exaggerated descriptions, stereotyped labeling, etc. However, even a text with a neutral tone may express bias or point of view by selectively emphasizing some facts while omitting others. Therefore, students also need to go outside the text to interpret point of view by considering sourcing information such as the author's background, purpose, and audience. In addition, students need to see that when sources express conflicting points of view they may still be reliable in certain ways—for example, by what they share in common or by backing up their claims with solid evidence.

★ *Evaluating Student Responses to this Assessment*

Acceptable answers to the first assessment question should note that both documents use extremely emotional terms but apply them to different aspects of the incident. Document 1 describes Sumner and his speech with terms such as “slander and abuse” or “malignant and indecent,” etc. Document 2 focuses its fury on the attack itself, which it characterizes as “wantonly and savagely . . . beating to bloody blindness and unconsciousness of an American Senator.” As for sweeping generalizations, both of these documents use this one incident to issue broad condemnations of an entire region and its values. Acceptable answers to the second assessment question should note how each subjects the other side to the most extreme moral condemnation. Document 1 speaks of the other side as “dishonorable,” as acting outside the laws and the Constitution, as led by “blackguards,” etc. Document 2 speaks of the “ferocious Southern spirit,” a region degraded and made barbaric by its acceptance of slavery. It depicts a situation that has “become a state of war” interrupted only by a “hollow truce.”

Sectionalism: Assessment 6

Directions: This exercise asks you to read a primary source document and one secondary source document carefully and answer questions about specific details in the documents. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 6: (9–10) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

(11–12) Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Document 1: A Primary Source

For Mr. Sumner we have not the least sympathy. When he delivered that compound of vulgarity, abuse, and falsehood called a speech, he knew that he violated all the laws of decency, and deserved a severe corporeal castigation, but he relied upon his position as a Senator to protect him. We believe there are some kinds of slander and abuse, for the perpetration of which, no office or station should protect a man from deserved punishment. Whether Mr. Sumner's slander in the Senate was of this species we leave those to judge who heard it. All agree that this was one of the most malignant and indecent tirades ever uttered in the Senate Chamber, and in our opinion such a speech in the Senate of the U.S. is much more dishonorable to us as a nation, than the chastisement inflicted upon the perpetrator. Massachusetts has no right to complain, for she has for a long time been without the pale of the constitution and the laws of the Union by virtue of an act of her own legislature. Whilst she refuses to submit to the laws of the Union, she cannot claim the protection of those laws for her Senators, and whilst she chooses to be represented in the U.S. Senate by blackguards, she ought not to complain if they receive a blackguard's reward.

Source Information: On May 20, 1856, Senator Charles Sumner of Massachusetts gave an angry speech in the Senate called the "Crime Against Kansas." He condemned proslavery forces in Kansas and bitterly ridiculed Senator Andrew Butler of South Carolina. The next day, May 21, proslavery forces carried out an attack on Lawrence, Kansas. Then on May 22, Representative Preston Brooks, Butler's cousin, beat Sumner viciously with a cane on the Senate floor. Newspapers all over the country either denounced Brooks and the South or defended them. This passage is from an editorial in the *Federal Union* of Milledgeville, Georgia, for June 3, 1856. This editorial can be accessed online at <http://history.furman.edu/benson/docs/gafusu56603a.htm>.

Student Handout

Document 2: A Primary Source

The assault on Senator Sumner reverberates through the land, causing throughout the Free States the most intense excitement and indignation. Other men have been as causelessly assailed, and as wantonly, if not as savagely, beaten; but the knocking down and beating to bloody blindness and unconsciousness of an American Senator while writing at his desk in the Senate Chamber is a novel illustration of the ferocious Southern spirit. It carries home to myriads of understandings a more vivid, if not wholly original perception, of the degradation in which the Free States have consented for years to exist. The degradation was as real years ago, but never before so palpable as now . . . So long as our truly civilized and refined communities succumb to the rule of barbarian elements in our political system, we must be judged by the character and conduct of our accepted masters. The youth trained to knock down his human chattels [slaves] for “insolence”—that is, for any sort of resistance to his good pleasure—will thereafter knock down and beat other human beings who thwart his wishes. Once admit the idea of the predominance of brute force—of the right of individual appeal from words to blows—and human society becomes a state of war, interrupted only by interludes of fitful and hollow truce. And they who, as legislators, editors, public speakers, or in whatever capacity, suggest apologies for ruffian assaults, or intimate that words can excuse them, make themselves partners in the crime and the infamy.

Source Information: This is a passage from another newspaper account of the Sumner beating and the reactions to it. It appeared in the *New-York Daily Tribune*, May 24, 1856, page 6. The passage can be found at the Library of Congress’s *Chronicling America: Historical American Newspapers*, and can be accessed online at <http://chroniclingamerica.loc.gov/lccn/sn83030213/1856-05-24/ed-1/seq-6/>.

Assessment Questions

1. Each of these documents uses loaded language and makes sweeping generalizations. Explain how each document uses these techniques to express a strong point of view.
2. The Sumner-Brooks incident shows how impossible compromise over slavery had become by 1856. In what way do these two documents show this?

Sectionalism Assessment 7

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 7 for grades 6–8

★ *Integration of Knowledge and Ideas*

- 7. (6–8)** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

★ *Using this Assessment*

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Sectionalism: Assessment 7 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 7 for grades 6–8. It asks students to do something historians must do all the time—integrate evidence found in several primary sources presented in a variety of visual and textual formats.

★ *Evaluating Student Responses to this Assessment*

Acceptable answers to the first assessment question should note Hammond's stress on the South's size and rich resources; also on what he expects to be its growing economic ties with the northern portion of the Mississippi Valley, the section then known as the U.S. Northwest. Hammond expects the Northwest to go from opposing the South and slavery to accepting them, as ties with the South strengthen. Document 2 might support Hammond in that it shows some rail lines linking the South and Northwest. It also backs up his points about the size and huge coastline of the South. Document 3 dramatically illustrates the importance of the South's ports and overseas trade, especially with regard to its main staple, cotton. Acceptable answers to the second assessment question should note that rail lines in Document 2 connect the Northwest with the Northeast much more completely than they do with the South. The South is more cut off from both regions. Document 3's source information makes it clear that the illustration shows this impressive port in 1865, at a time when the Union had defeated the South and was in control of the port of Savannah.

Slavery: Assessment 7

Directions: This exercise asks you to study three documents carefully and answer two questions focused on what these sources have in common. In order to better understand the documents and their importance as historical evidence, read and make use of the source information located just below or next to each document itself. When you have studied the documents and the source information, answer the assessment questions that follow.

CCS Standard 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Document 1: A Written Primary Source

I think it not improper that I should attempt to bring the North and South face to face, and see what resources each of us might have as separate organizations.

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

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

Source Information: As the battle over slavery grew in America, Southerners became bolder in asserting their section's independence and its economic and political strength. An example is this famous speech by Senator James Henry Hammond, a Democrat from South Carolina. The speech is titled "Cotton is King," and Hammond gave it on March 4, 1858. This excerpt is adapted from the version reprinted in *Selections from the Letters and Speeches of the Hon. James H. Hammond, of South Carolina* (New York: John F. Trow & Co., 1866), pages 311–322. Accessed online at <http://teachingamericanhistory.org/library/document/cotton-is-king/>.

Document 2: A Visual Primary Source



RAILROADS, 1850 AND 1860

Source Information: This map shows the rapid growth of railroads in the United States. Notice closely where the roads are and which sections they link together the most. This map is adapted from a similar one in the *Mini-Atlas of Late Antebellum American Social Traits*, which can be accessed online at <http://facweb.furman.edu/~bensonlloyd/civwar/mini-atlas.htm>.

Student Handout

Document 3: A Visual Primary Source



Library of Congress Prints and Photographs Division, Reproduction Number: LC-USZ62-116353.

Source Information: This illustration shows cotton bales on a wharf, with ships in background at the harbor at Savannah, Georgia. The illustration appeared in *Frank Leslie's Illustrated Newspaper*, Feb. 25, 1965, page 357. At that point in time, U.S. officials were planning to ship this cotton to New York.

Assessment Questions

1. In Document 1, what is Senator Hammond's central point about the strength of the South as a region?
In what ways do Documents 2 and 3 support Hammond's claims?
2. Explain what aspects of Documents 2 and 3 do not support Hammond's claims.

Sectionalism Assessment 7

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 7 for grades 9–12

★ *Integration of Knowledge and Ideas*

- 7. (9–10) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- 7. (11–12) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

★ *Using this Assessment*

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Sectionalism: Assessment 7 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 7 for grades 9–10 and 11–12 combined. It asks students to do something historians must do all the time—integrate evidence found in a wide variety of primary sources presented in many visual and textual formats. It also asks them to judge the relative strengths and weaknesses of visual as compared with written sources.

★ *Evaluating Student Responses to this Assessment*

Acceptable answers to the first assessment question should note Hammond's stress on the South's size and rich resources; also on what he expects to be its growing economic ties with the northern portion of the Mississippi Valley, the section then known as the U.S. Northwest. Document 2 might support Hammond in that it shows some rail lines linking the South and Northwest. However, the rail lines connect the Northwest with the Northeast much more completely than they do with the South. The South is more cut off from both regions. Document 3 dramatically illustrates the importance of the South's ports and overseas cotton export trade. However, the source information makes clear that this illustration is from 1865, at a point when the Union had defeated the South and was in control of the port of Savannah. Acceptable answers to the second assessment question may vary. Answers involve a good deal of conjecture. They should be assessed by how thoughtfully they account for the relative strengths of the South's economy and the productivity of its slave system.

Sectionalism: Assessment 7

Directions: This exercise asks you to study three documents carefully and answer two questions focused on what these sources have in common. In order to better understand the documents and their importance as historical evidence, read and make use of the source information located just below or next to each document itself. When you have studied the documents and the source information, answer the assessment questions that follow.

CCS Standard 7: (9–10) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. **(11–12)** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Document 1: A Written Primary Source

I think it not improper that I should attempt to bring the North and South face to face, and see what resources each of us might have as separate organizations.

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

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

Source Information: As the battle over slavery grew in America, Southerners became bolder in asserting their section's independence and its economic and political strength. An example is this famous speech by Senator James Henry Hammond, a Democrat from South Carolina. The speech is titled "Cotton is King," and Hammond gave it on March 4, 1858. This excerpt is adapted from the version reprinted in *Selections from the Letters and Speeches of the Hon. James H. Hammond, of South Carolina* (New York: John F. Trow & Co., 1866), pages 311–322. Accessed online at <http://teachingamericanhistory.org/library/document/cotton-is-king/>.

Document 2: A Visual Primary Source

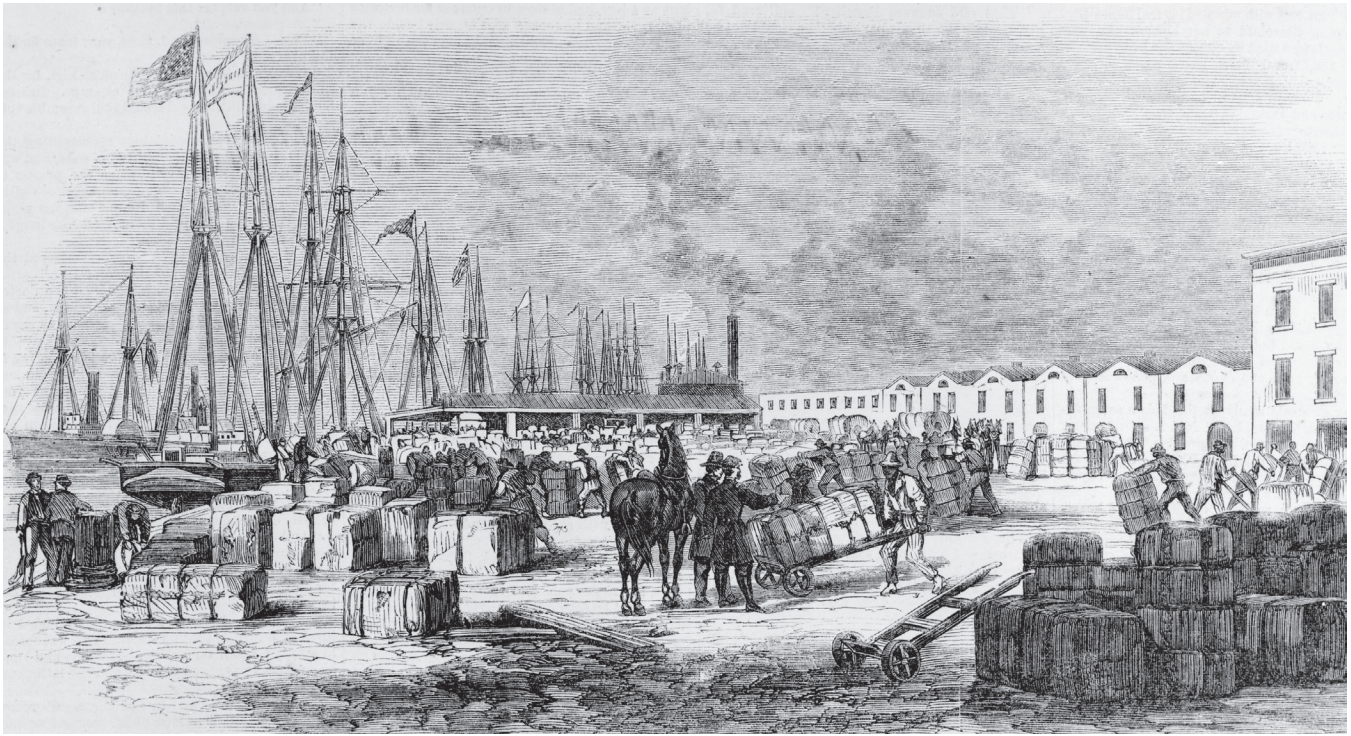


RAILROADS, 1850 AND 1860

Source Information: This map shows the rapid growth of railroads in the United States. Notice closely where the roads are and which sections they link together the most. This map is adapted from a similar one in the *Mini-Atlas of Late Antebellum American Social Traits*, which can be accessed online at <http://facweb.furman.edu/~bensonlloyd/civwar/mini-atlas.htm>.

Student Handout

Document 3: A Visual Primary Source



Library of Congress Prints and Photographs Division, Reproduction Number: LC-USZ62-116353.

Source Information: This illustration shows cotton bales on a wharf, with ships in background at the harbor at Savannah, Georgia. The illustration appeared in *Frank Leslie's Illustrated Newspaper*, Feb. 25, 1965, page 357. At that point in time, U.S. officials were planning to ship this cotton to New York.

Assessment Questions

1. In what ways do Documents 2 and 3 support Hammond's claims, and in what ways do they undercut the claims he makes?
2. Had the South been allowed to secede peacefully, do you think Hammond's vision of its future would have been realized? Why or why not?

Sectionalism Assessment 8

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 8 for grades 6–8

★ Integration of Knowledge and Ideas

8. (6–8) Distinguish among fact, opinion, and reasoned judgment in a text.

★ Using this Assessment

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Sectionalism: Assessment 8 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 8 for grades 6–8. It asks students to pay attention to the way a text reasons about its factual claims and to distinguish between these and expressions of opinion. This could mean paying close attention to the factual evidence offered or to the reasoning process and logic used to support a claim—as well as an ability to distinguish these from the text's biases or expressions of opinion. This activity assesses the students' ability to read closely in order to understand a text in these ways.

★ Evaluating Student Responses to this Assessment

Responses to the first assessment question should be able to tell that the second statement has at least some evidence and logic behind it. That statement deals with the established facts that Brown seized the Harpers Ferry arsenal and wanted his uprising to spread in some way. Given those facts, it is not unreasonable for the editorial to say that Chambersburg might have been in danger. Best responses will note that editorial here depicts a worst possible outcome. Yet it is not unreasonable to imagine such an outcome. As to the first statement, the editorial presents no evidence at all to back up the idea that Republican ideas encouraged or sanctioned in any way uprisings of this sort. The important point here is that the editorial simply asserts this link without explaining it or pointing to any evidence for it. Responses to the second assessment question may vary. Much of the editorial does dwell on Brown and what he might have done had he succeeded. However, best responses should note that the purpose of the editorial is to attack the “dangerous tendency of the doctrines” of abolitionists and Republicans in general by holding them responsible for Browns deeds.

Sectionalism: Assessment 8

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 8: Distinguish among fact, opinion, and reasoned judgment in a text.

A Primary Source Document

Our own peaceful town, it appears, was made the rendezvous of the rascals employed to lead off in what the Abolitionists doubtless hoped would grow into a formidable insurrection. We have but little doubt that the visit of Fred. Douglass to this place two months ago had reference to this very matter. His violent speech against the South was probably intended to create among our people a sympathy with the cause of Abolitionism, that would lead them to extend shelter and protection to the gang of cut-throats selected to begin the work of blood at Harpers Ferry, and to such slaves as might be induced to join them, in the event of their but being able to sustain themselves south of the Potomac.

The Harpers Ferry outbreak is the legitimate consequence of the crusade against slavery preached by the Republican leaders of the North. The rank and file of the Republican party can now see the dangerous tendency of the doctrines they have been honestly supporting. The people of this valley can now appreciate the risk they ran in giving countenance to declaimers against the South. Suppose Brown and his associates had succeeded in inciting to insurrection several thousand slaves. The insurgents would have been driven North through this valley. They would have entered our houses, plundered us of our property, and perhaps murdered our wives and children. They would have been pursued; and driven to desperation, they would have turned and fought when overtaken, and all the calamities of war would have been brought to our very doors. What has taken place at Harpers Ferry is but a trifle in comparison with what will someday occur, if conservative men of all political creeds do not unite with the Democracy to put down the sectional party that has disturbed the peace of the country.

Source Information: In 1859, abolitionist John Brown and a small group of men tried to spark a slave revolt by seizing the United States arsenal at Harpers Ferry, Virginia. A group of soldiers led by Robert E. Lee put down the revolt and arrested Brown. He was later hanged. This document is an excerpt adapted from a November 2, 1859, editorial in the *Valley Spirit*, a newspaper in Chambersburg, Pennsylvania. Chambersburg was about 50 miles north of Harpers Ferry. Brown spent some time there during the months leading up to his raid. He also met there in August 1859 with the famous black abolitionist Frederick Douglass. Douglass later wrote that he refused to help Brown and warned him that the raid would be suicidal. The entire November 2 *Valley Spirit* editorial under the heading “Fruits of Black Republicanism” can be accessed online at <http://www2.iath.virginia.edu/jbrown/spirit.html>.

Assessment Questions

1. Here are two statements from Document 1:

- *“The Harpers Ferry outbreak is the legitimate consequence of the crusade against slavery preached by the Republican leaders of the North.”*
- *“The insurgents would have been driven North through this valley. They would have entered our houses, plundered us of our property, and perhaps murdered our wives and children.”*

Of these two statements, which seems a more reasonable claim based on some evidence or logic? Explain your answer.

2. Is this editorial really about John Brown mainly, or does it simply use Brown to make a much broader point? Explain your answer by citing specific details in the editorial.

Sectionalism Assessment 8

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 8 for grades 9–12

★ *Integration of Knowledge and Ideas*

- 8. (9–10)** Assess the extent to which the reasoning and evidence in a text support the author's claims.
- 8. (11–12)** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

★ *Using this Assessment*

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Sectionalism: Assessment 8 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 8 for grades 9–10 and 11–12 combined. It asks students to pay attention to the way a text backs up or seeks to explain its factual claims. This could mean paying close attention to the factual evidence offered in the text as compared with expressions of opinion. Or it could mean attention to the reasoning process and logic used to support a claim. It may also require students to examine underlying assumptions and bias in order to see how they shape or distort the reasoning process presented by the text. This activity assesses the students' ability to read closely in order to understand a text in these ways.

★ *Evaluating Student Responses to this Assessment*

Responses to the first assessment question should be able to see that the purpose of the editorial is not to criticize John Brown so much as it is to attack the "dangerous tendency of the doctrines" of abolitionists in general, as well as the entire Republican Party. The editorial does deal with the established facts that Brown seized the Harpers Ferry arsenal and wanted his uprising to spread in some way. It does reasonably suggest Chambersburg might have been in danger as a result. However, best responses will see that it depicts this dire scenario not to condemn Brown but to condemn the "sectional party" that it sees as the real threat to the nation. Responses to the second assessment question should note the extreme and graphic language the editorial uses throughout to describe Brown and what he and his followers would have done. It is ready to condemn any and all opponents of slavery with little or no evidence. The tone is bitter and shows no sign of readiness to see the slavery issue dealt with or settled realistically. In this, it could be seen as evidence of the "dangerous political mood" of the nation in 1859.

Sectionalism: Assessment 8

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 8: (9–10) Assess the extent to which the reasoning and evidence in a text support the author’s claims. **(11–12)** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

A Primary Source Document

Our own peaceful town, it appears, was made the rendezvous of the rascals employed to lead off in what the Abolitionists doubtless hoped would grow into a formidable insurrection. We have but little doubt that the visit of Fred. Douglass to this place two months ago had reference to this very matter. His violent speech against the South was probably intended to create among our people a sympathy with the cause of Abolitionism, that would lead them to extend shelter and protection to the gang of cut-throats selected to begin the work of blood at Harpers Ferry, and to such slaves as might be induced to join them, in the event of their but being able to sustain themselves south of the Potomac.

The Harpers Ferry outbreak is the legitimate consequence of the crusade against slavery preached by the Republican leaders of the North. The rank and file of the Republican party can now see the dangerous tendency of the doctrines they have been honestly supporting. The people of this valley can now appreciate the risk they ran in giving countenance to declaimers against the South. Suppose Brown and his associates had succeeded in inciting to insurrection several thousand slaves. The insurgents would have been driven North through this valley. They would have entered our houses, plundered us of our property, and perhaps murdered our wives and children. They would have been pursued; and driven to desperation, they would have turned and fought when overtaken, and all the calamities of war would have been brought to our very doors. What has taken place at Harpers Ferry is but a trifle in comparison with what will someday occur, if conservative men of all political creeds do not unite with the Democracy to put down the sectional party that has disturbed the peace of the country.

Source Information: In 1859, abolitionist John Brown and a small group of men tried to spark a slave revolt by seizing the United States arsenal at Harpers Ferry, Virginia. A group of soldiers led by Robert E. Lee put down the revolt and arrested Brown. He was later hanged. This document is an excerpt adapted from a November 2, 1859, editorial in the *Valley Spirit*, a newspaper in Chambersburg, Pennsylvania. Chambersburg was about 50 miles north of Harpers Ferry. Brown spent some time there during the months leading up to his raid. He also met there in August 1859 with the famous black abolitionist Frederick Douglass. Douglass later wrote that he refused to help Brown and warned him that the raid would be suicidal. The entire November 2 *Valley Spirit* editorial under the heading “Fruits of Black Republicanism” can be accessed online at <http://www2.iath.virginia.edu/jbrown/spirit.html>.

Student Handout

Assessment Questions

1. Does the evidence presented about John Brown justify the conclusions this editorial draws from that evidence? Why or why not?
2. One historian says, "Whatever the quality of its reasoning, this editorial is itself evidence of the dangerous political mood of the nation 1859." What do you think this historian means, and do you agree? Why or why not?

Sectionalism Assessment 9

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 9 for grades 6–8

★ *Integration of Knowledge and Ideas*

9. (6–8) Analyze the relationship between a primary and secondary source on the same topic.

★ *Using this Assessment*

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Sectionalism: Assessment 9 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 9 for grades 6–8. It asks students to understand the relationship between primary and secondary sources. This means students must know the difference between the two kinds of sources—that primary sources provide the evidence for secondary source claims and interpretations. This should lead them to adopt a critical approach to secondary sources themselves. That is, such secondary accounts should not be regarded as final and complete. They are interpretations of the past, not the past itself. Students should learn to weigh secondary source accounts against the relevant primary source evidence.

★ *Evaluating Student Responses to this Assessment*

Answers to the assessment question may vary. In Document 1, Lincoln says he has no desire to end slavery where it already exists. Yet he is against its spread. He also says the Declaration of Independence gives African Americans the same right to life, liberty, and the pursuit of happiness as it does white people. So Lincoln sees slavery as wrong, as Document 2 claims. However, Lincoln separates the issue of slavery from that of race. For him, the Declaration's rights do not include a right also to full social and political equality. Lincoln accepts the idea that racial differences make it unlikely the two races can ever live together in "perfect equality." Some will see this as unqualified racism. Others may point out how Lincoln hedges somewhat about this. He says, for example, racial differences "will probably" keep the two races from achieving perfect equality. He agrees with Douglas that the black man is "certainly" not his equal in color, but only "perhaps" not equal in the more important matter of "moral or intellectual endowment." This hedging may be Lincoln's way of avoiding the issue. Best responses will note from the source information that Lincoln is engaged in a political battle with a far more overtly racist opponent and is trying to win over a crowd with plenty of people who share that opponent's views. There is room here for debate about this.

Slavery: Assessment 9

Directions: This exercise asks you to read two documents carefully and answer one question about specific details in them. One document is a primary source and the other is a secondary source. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the assessment question that follows.

CCS Standard 9: Analyze the relationship between a primary and secondary source on the same topic.

Document 1: A Primary Source

Now, gentlemen, I don't want to read at any greater length, but this is the true complexion of all I have ever said in regard to the institution of slavery and the black race. This is the whole of it, and anything that argues me into his idea of perfect social and political equality with the Negro, is but a specious and fantastic arrangement of words, by which a man can prove a horse-chestnut to be a chestnut horse. [Laughter.] I will say here, while upon this subject, that I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so. I have no purpose to introduce political and social equality between the white and the black races. There is a physical difference between the two, which, in my judgment, will probably forever forbid their living together upon the footing of perfect equality, and inasmuch as it becomes a necessity that there must be a difference, I, as well as Judge Douglas, am in favor of the race to which I belong having the superior position. I have never said anything to the contrary, but I hold that, notwithstanding all this, there is no reason in the world why the Negro is not entitled to all the natural rights enumerated in the Declaration of Independence, the right to life, liberty, and the pursuit of happiness. [Loud cheers.] I hold that he is as much entitled to these as the white man. I agree with Judge Douglas he is not my equal in many respects—certainly not in color, perhaps not in moral or intellectual endowment. But in the right to eat the bread, without the leave of anybody else, which his own hand earns, he is my equal and the equal of Judge Douglas, and the equal of every living man. [Great applause.]

Source Information: In Illinois in 1858, Abraham Lincoln ran for the U.S. Senate as a Republican against Democratic Senator Stephen Douglas. The two candidates traveled across Illinois speaking to large crowds in seven separate debates. These Lincoln-Douglas debates focused mainly on the issue of slavery and whether to extend it into territories in the West. Their first debate took place in Ottawa, Illinois, on August 21, 1858. In his remarks, Douglas accused Lincoln of agreeing with abolitionists who opposed slavery everywhere in the United States. He also said Lincoln wanted full social as well as political equality for all African Americans. In this excerpt from their first debate, Lincoln responded to these claims. The excerpt is adapted from the full text of this first debate in Ottawa, Illinois. It is available from the National Park Service's Lincoln Home National Historical Site and can be accessed at <http://www.nps.gov/liho/historyculture/debate1.htm>.

Document 2: A Secondary Source

Douglas talks about popular sovereignty, the right of the people to govern themselves. He says that means the right of white voters to decide if they want to have slaves. “I hold that the signers of the Declaration of Independence had no reference to Negroes at all when they declared all men to be created equal,” he says. “They did not mean the Negro, nor the savage Indians, nor the Fiji islanders, nor any other barbarous race. They were speaking of white men.”

Lincoln says Douglas is hiding from the real issue—slavery itself. “The doctrine of self-government is right, absolutely and eternally right,” says Lincoln, but that is not the point. “When the white man governs himself, that is self-government; but when he governs himself and also governs another man, that is more than self-government; that is despotism.” Lincoln puts the issue in words that everyone can understand. He has none of the anger of the abolitionists; he can see both sides. He was born in a slave state; his wife is a Southerner; but he believes slavery is wrong, and says so.

Source Information: This is a short secondary source passage on the Lincoln-Douglas debates, though it includes several quotes from those debates as well. The passage is from “A Fatal Contradiction” in *Freedom: A History of US* by Joy Hakim (New York: Oxford University Press, 2003).

Assessment Question

Document 2 says that Lincoln “believes slavery is wrong, and says so.” Yet in Document 1, Lincoln says, “He [the Negro] is not my equal in many respects—certainly not in color, perhaps not in moral or intellectual endowment.” Can both documents be correct in what they teach us about Lincoln’s views? Why or why not? Cite details from each document or the source information to support your answer.

Sectionalism Assessment 9

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 9 for grades 9–12

★ *Integration of Knowledge and Ideas*

- 9. (9–10)** Compare and contrast treatments of the same topic in several primary and secondary sources.
- 9. (11–12)** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

★ *Using this Assessment*

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Sectionalism: Assessment 9 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 9 for grades 9–10 and 11–12 combined. It asks students to understand the relationship between primary and secondary sources. This means students must know the difference between the two kinds of sources—that primary sources provide the evidence for secondary source claims and interpretations. This should lead them to adopt a critical approach to secondary sources themselves. That is, such secondary accounts should not be regarded as final and complete. They are interpretations of the past, not the past itself. Students should learn to weigh secondary source accounts against the relevant primary source evidence.

★ *Evaluating Student Responses to this Assessment*

Answers to the first assessment question may vary. In Document 1, Lincoln says he has no desire to end slavery where it already exists. Yet he is against its spread. He also says the Declaration of Independence gives African Americans the same right to life, liberty, and the pursuit of happiness as it does white people. So both documents agree that Lincoln sees slavery as wrong. However, Lincoln separates the issue of slavery from that of race. For him, the Declaration's rights do not include a right also to full social and political equality for African Americans. Lincoln is somewhat ambiguous here, but he does say racial differences make it unlikely the two races can ever live together in "perfect equality." Document 2 does not really address Lincoln's views on race. Answers to the second assessment question should note that in this debate, Lincoln faces a far more overtly racist opponent and is trying to win over a crowd with plenty of people who share that opponent's views. Some may feel Lincoln stands up to this pressure. Others may think he does not, at least regarding race. Still others may point out how Lincoln seems to hedge a bit on race. He says, for example, racial differences "will probably" keep the two races from achieving perfect equality. He agrees with Douglas that the black man is "certainly" not his equal in color, but only "perhaps" not equal in the more important matter of "moral or intellectual endowment." This hedging may be Lincoln's way of handling a difficult political situation. There is plenty of room here for debate about this.

Sectionalism: Assessment 9

Directions: This exercise asks you to read two documents carefully and answer questions about specific details in them. One document is a primary source and the other is a secondary source. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 9: (9–10) Compare and contrast treatments of the same topic in several primary and secondary sources. **(11–12)** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Document 1: A Primary Source

Now, gentlemen, I don't want to read at any greater length, but this is the true complexion of all I have ever said in regard to the institution of slavery and the black race. This is the whole of it, and anything that argues me into his idea of perfect social and political equality with the Negro, is but a specious and fantastic arrangement of words, by which a man can prove a horse-chestnut to be a chestnut horse. [Laughter.] I will say here, while upon this subject, that I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so. I have no purpose to introduce political and social equality between the white and the black races. There is a physical difference between the two, which, in my judgment, will probably forever forbid their living together upon the footing of perfect equality, and inasmuch as it becomes a necessity that there must be a difference, I, as well as Judge Douglas, am in favor of the race to which I belong having the superior position. I have never said anything to the contrary, but I hold that, notwithstanding all this, there is no reason in the world why the Negro is not entitled to all the natural rights enumerated in the Declaration of Independence, the right to life, liberty, and the pursuit of happiness. [Loud cheers.] I hold that he is as much entitled to these as the white man. I agree with Judge Douglas he is not my equal in many respects—certainly not in color, perhaps not in moral or intellectual endowment. But in the right to eat the bread, without the leave of anybody else, which his own hand earns, he is my equal and the equal of Judge Douglas, and the equal of every living man. [Great applause.]

Source Information: In Illinois in 1858, Abraham Lincoln ran for the U.S. Senate as a Republican against Democratic Senator Stephen Douglas. The two candidates traveled across Illinois speaking to large crowds in seven separate debates. These Lincoln-Douglas debates focused mainly on the issue of slavery and whether to extend it into territories in the West. Their first debate took place in Ottawa, Illinois, on August 21, 1858. In his remarks, Douglas accused Lincoln of agreeing with abolitionists who opposed slavery everywhere in the United States. He also said Lincoln wanted full social as well as political equality for all African Americans. In this excerpt from their first debate, Lincoln responded to these claims. The excerpt is adapted from the full text of this first debate in Ottawa, Illinois. It is available from the National Park Service's Lincoln Home National Historical Site and can be accessed at <http://www.nps.gov/liho/historyculture/debate1.htm>.

Document 2: A Secondary Source

Douglas talks about popular sovereignty, the right of the people to govern themselves. He says that means the right of white voters to decide if they want to have slaves. “I hold that the signers of the Declaration of Independence had no reference to Negroes at all when they declared all men to be created equal,” he says. “They did not mean the Negro, nor the savage Indians, nor the Fiji islanders, nor any other barbarous race. They were speaking of white men.”

Lincoln says Douglas is hiding from the real issue—slavery itself. “The doctrine of self-government is right, absolutely and eternally right,” says Lincoln, but that is not the point. “When the white man governs himself, that is self-government; but when he governs himself and also governs another man, that is more than self-government; that is despotism.” Lincoln puts the issue in words that everyone can understand. He has none of the anger of the abolitionists; he can see both sides. He was born in a slave state; his wife is a Southerner; but he believes slavery is wrong, and says so.

Source Information: This is a short secondary source passage on the Lincoln-Douglas debates, though it includes several quotes from those debates as well. The passage is from “A Fatal Contradiction” in *Freedom: A History of US* by Joy Hakim (New York: Oxford University Press, 2003).

Assessment Questions

1. Document 1 and Document 2 both deal with Lincoln’s views about slavery and about African Americans. In what ways do the documents agree in what they say about Lincoln’s views, and in what ways, if any, do they disagree? Cite examples from both documents to support your answer.
2. In Document 1, Lincoln seeks to clarify his views about race and slavery. How sure can historians be that he is explaining his views fully here? In answering, consider not only what he says in the passage, but the source information for it, as well as the information in Document 2.

Sectionalism

Writing Assignment 1

Teacher Instructions

The College and Career Readiness Anchor Standard for Writing

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

[This standard is the basis for the corresponding No. 1 Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects.]

★ *Using this Assessment*

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Sectionalism: Writing Assessment 1 is designed to measure students' ability to master the skills described in the College and Career Readiness Anchor Standard for Writing 1. The Anchor Standards are the basis on which the various Common Core History/Social Studies Standards are based. This assessment asks students to write an essay that makes meaningful claims and that develop those claims using relevant evidence and sound reasoning. The essay should make clear the strengths and limitations of the claims it makes while also considering possible challenges or counter claims.

★ *Evaluating Student Responses to Writing Assignment 1*

Essays for this assignment should be scored according to these criteria.

- How well does the essay state a claim addressing all elements of the prompt?
- Does the essay use evidence from all or most of the documents assigned for this task?
- Is the evidence explained effectively using careful reasoning and a logical flow of one idea to the next?
- Does the essay defend the claim in relation to any relevant alternative claims?
- Are ideas presented using precise language, effective transitions, and domain-specific vocabulary?
- Does the essay include an effective conclusion supporting its claims?
- How well does the essay follow rules of usage, spelling, and punctuation?

Sectionalism: Writing Assignment 1

The Standard: Write a brief essay that presents a well-reasoned argument focused on historical content.

The Question

Using your background history knowledge and the primary source documents listed here, explain why you *do or do not agree* with the following statement:

“The nation divided into very distinct sections geographically in the 1800s. Without that sectionalism, slavery would never have led to Civil War.”

Documents: Base your essay on your general background knowledge and all of the primary and secondary source documents in the *Sectionalism* Assessments.

Instructions

- Write a brief well-organized essay that includes an introduction, one to three internal paragraphs, and a conclusion.
- Introduce a specific claim that you can defend in response to the question.
- Support your claim with an argument based on evidence from the documents and sound reasoning about that evidence.
- Consider other possible claims that may differ from your own.
- Include related outside information based on your background knowledge of history.
- Use transitions and a logical arrangement of ideas to connect all parts of your essay to the claim you are making.
- Write a conclusion that follows from the argument your essay has made.

Sectionalism

Writing Assignment 2

Teacher Instructions

The College and Career Readiness Anchor Standard for Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

[This standard is the basis for the corresponding No. 2 Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects.]

★ *Using this Assessment*

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Sectionalism: Writing Assessment 2 is designed to measure students' ability to master the skills described in the College and Career Readiness Anchor Standard for Writing 2. The Anchor Standards are the basis on which the various Common Core History/Social Studies Standards are based. This assessment asks students to write an essay that uses sources effectively to provide strong support and evidence clarifying and explaining a central idea or set of ideas and concepts.

★ *Evaluating Student Responses to Writing Assignment 2*

Essays for this assignment should be scored according to these criteria.

- How well does the introduction address the prompt with a clear, well-defined central idea and a preview of supporting ideas?
- Does the essay use evidence from many of the documents assigned for this task?
- Is the evidence used effectively to support the essay's key ideas and concepts?
- Does the essay engage in careful reasoning and a logical flow of one idea to the next?
- Are ideas presented using precise language, effective transitions, and domain-specific vocabulary?
- Does the essay include an effective conclusion supporting its key ideas?
- How well does the essay follow rules of usage, spelling, and punctuation?

Sectionalism: Writing Assignment 2

The Standard: Write an informative/explanatory essay clearly describing and explaining historical events and trends.

The Question

It is January 1860. As the election year begins, a major national magazine is planning to devote several issues to the current political crisis. It has hired you to write an overview for the series titled “The Sectional Divide.” It has supplied you with the primary source documents used in all of this set’s assessments. The editors of the magazine ask you to write an essay explaining why the sectional divide is now on the verge of splitting the nation apart. Your task in this assignment is to write an essay in response to their request.

Documents: Base your essay on your general background knowledge and all of the primary and secondary source documents in the *Sectionalism* Assessments.

Instructions

- *Write a brief well-organized essay that includes an introduction, one to three internal paragraphs, and a conclusion.*
- *Introduce the topic with a clear, well-defined central idea and preview in a general way other key ideas your essay will develop.*
- *Support each of your key ideas with evidence from many of the documents and with sound reasoning about that evidence.*
- *Include related outside information based on your background knowledge of history.*
- *Use transitions and a logical arrangement of ideas to connect the major parts of your essay.*
- *Write a conclusion that follows from and summarizes the main points your essay has made.*

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