

Inquiry Lesson Plan: **Why did the United States Civil War occur?**

Abstract:

This inquiry lesson plan asks the question: **Why did the United States Civil War occur?**

At the beginning of 1860, the United States was in a place it had never been politically, morally, or religiously before. The fighting between Northern anti-slavery states and Southern pro-slavery states had escalated so far, that seven states decided in 1860 to secede from the Union. All the hostility came to a point on April 12th, 1861 with the Confederate attack on Fort Sumter. War was now inevitable. The United States Civil War was the bloodiest battle ever fought on U.S. territory. Over the next four years the North would fight the South, rich would fight the poor, plantation owners would fight manufacturers, and brothers would fight against their very own brothers. In this inquiry lesson students will generate hypotheses as to what caused the Civil War. They will continue to revise their hypotheses through an analysis of several data sets, some primary and some secondary, and then come to a conclusion to the question: Why did the United States Civil War occur?

The data sets in this lesson represent a wide range of perspectives as to why the Civil War occurred. It includes two secondary excerpts from John M. Blum's *The National Experience: A History of the United States*, 8th ed textbook, an excerpt of Frederick Douglass's speech "The Meaning of July Fourth for the Negro," bar graphs comparing the Northern and Southern economies, a map of the slave population in 1860, speeches from President Lincoln and Jefferson Davis, and a section of U.S. History by Richard Taylor a Lieutenant General with the Confederate Army.

This inquiry lesson plan on the Civil War is important for students to grasp because it examines a pivotal turning point in our history. Had this event turned out differently, we would quite possibly have two separate countries. From this war, for the first time in American history, slaves were set free in America. With the releasing of slaves, many new legislative acts were created that are still in place today. It is from the Civil War that one can see how hard African Americans had to work and how their plight from the end of the Civil War led to the Civil Rights Movement. It is very important for students to study the causes of the Civil War so they can understand why America is the way it is today and to understand how to possibly prevent something of this nature from ever happening again. And through the use of the inquiry method, students will be able to research the causes on their own allowing them to personalize the information as well as learn how to analyze primary sources.

Ideal Audience:

This inquiry lesson would be appropriate for 10th-12th grade U.S. History classes because this is the age in which many students are required to take a U.S. History course. This lesson is better suited for older students because of the sources it uses. These sources are full of a lot of information and facts, and the writing/reading level of these sources tends to lean on the higher level.

Multiple Objectives: As a result of this lesson, students will:

- 1) Analyze several primary and secondary sources on a very large historical question
- 2) Analyze data sets from several different view points
- 3) List the many causes of the Civil War after analysis of the data sets
- 4) Create a conclusion for the question, “Why did the United States Civil War occur
- 5) Properly cite sources in a research paper using the Turabian/Chicago Citing Style.

Standards:

B12.2; Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion.

B.12.1; Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches.

B.12.15; Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved.

B.12.18; Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world.

Time:

This inquiry lesson is designed for four-five 45 minute class periods. This will depend on how much background knowledge students have on the Civil War.

Materials:

- 1) Overhead projector
- 2) 25 copies of statistics worksheet
- 3) Six copies of the data sets
- 4) One Video Cassette of Ken Burns’s documentary *The Civil War*
- 5) One VCR
- 6) One TV
- 7) Rubrics

Steps in the Inquiry Lesson:

I. Engagement in the Inquiry

Inquiry starts with a hook, which is not necessarily a movie. Instead, on the first day the teacher will begin numbering the students off into groups of 1 or 2. Then students will divide the room in half with their desks. There will be a walkway down the middle with half the desks on one side and the other half on the opposite side. The desks will be facing each other. Then group one will sit on one side of the class while group two will be on the other side. The teacher will then announce that the class is having a graded pop quiz on a unit they have not yet studied. The group that answers the questions the best will get the A. Group 1 will be allowed to use their textbook, notes, and discuss answers with their neighbors. Group 2 will only be allowed to talk with their neighbors. After the five question quiz, the teacher will ask the students in group 2 how

it felt to seemingly have a disadvantage against Group 1. How did it feel that the teacher appeared to be favoring them? This activity will help the students internalize some sort of unfair treatment, and possibly help them empathize with the slaves from the 1800's. This connection will allow students to start hypothesizing that the Civil War at least started because of slavery and the unfair treatment the slaves were receiving.

After this activity, proceed to read off a list of statistics on the U.S. Civil War, which is found on the page of information for the teacher to read at the beginning of the unit. Then the students will number off by fives to form their five person base groups. Once students have moved into their base groups, the teacher will then give them a brief overview of the following steps in an inquiry lesson.

II. Elicit Hypotheses

After the engagement process is over, one student will be asked to pass out the hypotheses/evidence worksheets. As the student is passing out the worksheets the teacher will write the question, *Why did the U.S. Civil War occur?* on the overhead. Students will be asked to individually think of their own hypotheses. Then they will be asked to share their hypotheses with the members in their groups. Next, each group will be asked to share at least two of their hypotheses with the class. The teacher will write the hypotheses on the overhead. Every hypothesis will be considered—even if it appears to be out in left field. In fact, you should have them generate “out there” hypotheses. Students can write down the list of hypotheses on their hypotheses/evidence worksheets.

The main hypothesis that the teacher may foresee with this lesson is that slavery was the cause of the Civil War. Though this is a main reason, I hope to show my students the role economies played in this war as well.

III. Data Gathering and Data Processing

Once the class has made a list of hypotheses, one student from each group will be asked to read a data set. The first data set will be read by one student and the class will then discuss, amongst their base groups, which hypotheses on the overhead were either supported or undermined and whether this person/data set is valid. They can make marks on their hypotheses/evidence worksheets to help them keep track of which hypotheses have been discussed. Then each group will tell the class which hypotheses they believed were supported or not. Also, at this point students can bring in new hypotheses. This process will be repeated for each data set.

IV. Conclusion

After each data set has been thoroughly analyzed, students will be asked to take out a sheet of paper and write their own conclusion to the question: “Why did the U.S. Civil War occur?” They will be given 10 minutes to make their lists/narratives. After the time is up the teacher will ask them to please pass in their answers. At the end, students will be given two days in the computer lab/library to search for their own data on what caused the Civil War. Their homework will then be to type a 1-2 page research paper, citing their sources, giving their conclusion on “Why did the U.S. Civil War occur?”

V. Assessment

For this lesson, students' learning will be assessed informally from their hypotheses/evidence worksheets and their classroom discussion. Formally, they will be assessed from the responses on their 1-2 page research papers with the guide of a rubric—which will have been handed out on the first day of the lesson. The question they will be answering in the paper is: *What caused the Civil War and why? Be sure to give evidence of why something was a cause and then possibly why something was not a cause.* The paper will be graded based on the thoughtfulness behind the answer, the content included, and the amount/credibility of the sources used.

Teacher's Information to be read at the beginning of the unit. This page should be read immediately following the hook activity.

THE CIVIL WAR

Americans rushed to war. Jubilant Southerners, after years of seething under Northern criticism, heard a signal to act in the cannon fire in the Charleston harbor. Cheering the fall of Fort Sumter, they reached for their guns. All across the region young women serenaded men leaving to join military companies. Far to the north, in Maine, a sober young colonel, facing boisterous farm boys equally eager for excitement, pleaded “*for work in preparation for war*, and not a few months of holiday entertainment.” His recruits grew quiet as he told them that the war would be more than a matter of gathering a band of “hurrah boys to frighten and disperse a Southern rabble by bluster; after which to enjoy a quick return to our homes.”

The colonel was right. Although he lost an arm, he survived four years of war, but thousands of men who fought with him for the Union and thousands more who fought for the Confederacy did not. As the conflict began, no one knew that 620,000 men would be dead before it was over, nor could anyone foresee its other consequences. The victor emerged as a powerful, modern nation-state, while the vanquished saw their way of life repudiated by the modern world. The war, far in our past now, remains the country's greatest tragedy. It was once common to justify the Civil War by saying that a mature nation was forged in the searing crucible of war, or, to put it another way, that the United States, having set aside childish things, proved its nationhood and assumed its responsibilities as a world power. More recently, observers have challenged the validity of those images and asked themselves if there had been all that much innocence before the Civil War, or maturity after it.

A claim cannot be made that one side went to war to free slaves held by the other side. But when the war started, one of the most enlightened nations on the globe held 4 million people in bondage, and when it was over, they were free. Other nations dispensed with anachronistic slave systems without bloodshed on the scale that the United States experienced, but that was a comparison seldom drawn by those who came to measure the Civil War in terms of glory or noble tragedy. The freed people saw the war as the second American revolution, the correcting of the incomplete achievement of independence of the first. In this view, the Confederacy was conducting a counterrevolution.¹

¹ John M. Blum, et al., *The National Experience: A History of the United States*, 8th ed. (United States: Harcourt Brace Jovanovich College Publishers, 1993), pg 359.

Inquiry Lesson Hypothesis/Evidence Sheet

Why did the U.S. Civil War occur?

Hypotheses	Evidence

***Worksheet made by Chrystal Clark adapted from Dr. James Hartwick**

Data Set: 1

The Colonial South On the surface the economic conditions of the 1850's would seem to give no cause for sectional conflict. Because of the growing demand for raw cotton in world markets, the South was prospering, and its economy appeared to be neatly complementary to that of the North—each section needed the products of the other. And yet, throughout the decade, there was in the South an undercurrent of economic discontent.

After the panic of 1837, Southern cotton played a less dynamic role in the economic development of the country than it had before. Industry now played the role that cotton once played, and, with the growth of the West, Northeastern business interests were relatively less dependent on the Southern market. In short, the South though still flourishing and enjoying substantial economic growth, saw its economic growth, saw its economic power diminishing within the Union.

Far more than that of the Northeast, even more than that of the Northwest, the economy of the South was based on agriculture. In 1860 the eleven states that were from the Southern Confederacy produced less than one-tenth of the country's manufactured goods; they contained about half as many manufacturing establishments, and most Southern imports came indirectly via New York City.

Southerners resented this dependency and searched for ways to strengthen their economy. As early as 1837 a group of Georgians had sponsored a convention at Augusta "to attempt a new organization of our commercial relations with Europe." During the 1840s and 1850s a series of commercial conventions urged the establishment of direct trade between the South and European ports. While some Southerners planned steamship lines, others favored the building of railroads to divert Western trade to Southern cities. Neither goal was achieved.

For a time there seemed to be a better prospect of improving the South's industrial position. During the depression years of the 1840s, when the price of raw cotton was low, interest in manufacturing increased in the older states of the Southeast, and a number of factories were built. In the 1850s, however, the revival of agricultural prosperity once again made it clear that the South's comparative economic advantage was in the production of staples, and Southern industry therefore found it difficult to compete for capital. Moreover, Northern manufacturers were usually able to undersell their Southern competitors and to provide superior products. As a result, the South's economy remained overwhelmingly agricultural.²

²Blum, John M., et al. (1993). *The National Experience: A History of the United States* (8th ed.). United States: Harcourt Brace Jovanovich College Publishers. Pgs. 326-327.

PBS Video Database Resource(2006). *The Civil War: Comparing Economies Graph*.
<http://videoindex.pbs.org/resources/civilwar/mapsandgraphs/gr08.html>,
<http://videoindex.pbs.org/resources/civilwar/mapsandgraphs/gr09.html>

Data Set: 3

Rumors of a Northern Conspiracy Agriculture, Jefferson had taught and Southerners believed, was the most productive pursuit of the human race. Yet the North had surpassed the South in wealth and population and, according to this widely held though highly inaccurate analysis, had reduced the region to a colonial status. Many Southerners seemed to think they were the victims of a sinister conspiracy planned by a close-knit body of Northern bankers, merchants, manufacturers, and their political agents. The South, said a Mississippian, had permitted itself to fall into a condition of “serfdom” and to become “the sport and laughing stock of Wall Street.” A Southern editor described New York as “a mighty queen of commerce...waving an undisputed commercial scepter over the South.”

But, according to this sectional indictment, Northern capitalists did not make their profits solely from their adroit maneuvers in a free economy. Rather, in advancing their conspiracy they had enlisted the support of the federal government. According to Senator Robert Toombs of Georgia, no sooner had the government been organized than “the Northern States evinced a general desire and purpose to use it for their own benefit, and to pervert its powers for sectional advantage, and they have steadily pursued that policy to this day.” They demanded, and received, a monopoly of the shipbuilding business; they demanded, and received, a monopoly of the trade between American ports. The New England fishing industry obtained an annual bounty from the public treasury; manufacturers obtained a protective tariff. Thus, according to Toombs, through its policy of subsidizing “every interest and every pursuit in the North,” the federal treasury had become “a perpetual fertilizing stream to them and their industry, and a suction-pump to drain away our substance and parch up our lands.”

By the 1850s the notion that Northern profits were largely a form of expropriation of Southern wealth, that the South was “the very best colony to the North any people ever possessed,” was having a powerful effect on Southern opinion. Much of this analysis of the antebellum economic relationship between the North and South has been effectively challenged by modern economic historians. But what is important historically is not the inaccuracy of this economic analysis but the fact that most Southerners had convinced themselves, either through the fiscal regulations of the Government, or through the legerdemain of trade, the North had been built up at the expense of the South.” Not even agricultural prosperity could banish this thought from the Southern mind.³

³ Blum, John M., et al. (1993). *The National Experience: A History of the United States* (8th ed.). United States: Harcourt Brace Jovanovich College Publishers. Pgs. 327-328.

Data Set: 4

**DESTRUCTION
AND
RECONSTRUCTION:**

PERSONAL EXPERIENCES OF THE LATE WAR.

BY

**RICHARD TAYLOR,
LIEUTENANT-GENERAL IN THE CONFEDERATE ARMY.**

**NEW YORK:
D. APPLETON AND COMPANY, 549 AND 551 BROADWAY.
1879.**

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CHAPTER I.

SECESSION.

THE history of the United States, as yet unwritten, will show the causes of the "Civil War" to have been in existence during the Colonial era, and to have cropped out into full view in the debates of the several State Assemblies on the adoption of the Federal Constitution, in which instrument Luther Martin, Patrick Henry, and others, insisted that they were implanted. African slavery at the time was universal, and its extinction in the North, as well as its extension in the South, was due to economic reasons alone.

The first serious difficulty of the Federal Government arose from the attempt to lay an excise on distilled spirits. The second arose from the hostility of New England traders to the policy of the Government in the war of 1812, by which their special interests were menaced; and there is now evidence to prove that, but for the unexpected peace, an attempt to disrupt the Union would then have been made.

The "Missouri Compromise" of 1820 was in reality a truce between antagonistic revenue systems, each seeking to gain the balance of power. For many years subsequently, slaves - as domestic servants - were taken to the Territories without exciting remark, and the "Nullification" movement in South Carolina was entirely directed against the tariff.

Anti-slavery was agitated from an early period, but failed to attract public attention for many years. At length, by unwearied industry, by ingeniously attaching itself to exciting questions of the day, with which it had no natural connection, it succeeded in making a lodgment in the public mind, which, like a subject exhausted by long effort, is

exposed to the attack of some malignant fever, that in a normal condition of vigor would have been resisted. The common belief that slavery was the cause of civil war is incorrect, and Abolitionists are not justified in claiming the glory and spoils of the conflict and in pluming themselves as "choosers of the slain."

The vast immigration that poured into the country between the years 1840 and 1860 had a very important influence in directing the events of the latter year. The numbers were too great to be absorbed and assimilated by the native population. States in the West were controlled by German and Scandinavian voters, while the Irish took possession of the seaboard towns. Although the balance of party strength was not much affected by these naturalized voters, the modes of political thought were seriously disturbed, and a tendency was manifested to transfer exciting topics from the domain of argument to that of violence....

Taylor, Richard. (1879). DESTRUCTION AND RECONSTRUCTION: PERSONAL EXPERIENCES OF THE LATE WAR. [Electronic Version]. <http://docsouth.unc.edu/fpn/taylor/taylor.html>, 9-10.

Data Set: 5

Lincoln's House Divided Speech

Following his nomination for the U.S. Senate, Lincoln closed the Republican state convention in the Hall of Representatives with this speech . His opponent was the incumbent Stephen A. Douglas. Many of Lincoln's friends believed the speech was too radical for the occasion.

**The House Divided Speech
Springfield, Illinois - June 16, 1858**

Mr. President and Gentlemen of the Convention.

If we could first know where we are, and whither we are tending, we could then better judge what to do, and how to do it.

We are now far into the fifth year, since a policy was initiated, with the avowed object, and confident promise, of putting an end to slavery agitation.

Under the operation of that policy, that agitation has not only, not ceased, but has constantly augmented.

In my opinion, it will not cease, until a crisis shall have been reached, and passed.

"A house divided against itself cannot stand."

I believe this government cannot endure,

permanently half slave and half free.

I do not expect the Union to be dissolved -- I do not expect the house to fall -- but I do expect it will cease to be divided.

It will become all one thing or all the other.

Either the opponents of slavery, will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction; or its advocates will push it forward, till it shall become alike lawful in all the States, old as well as new -- North as well as South.

Have we no tendency to the latter condition?

Let any one who doubts, carefully contemplate that now almost complete legal combination -- piece of machinery so to speak -- compounded of the Nebraska doctrine, and the Dred Scott decision. Let him consider not only what work the machinery is adapted to do, and how well adapted; but also, let him study the history of its construction, and trace, if he can, or rather fail, if he can, to trace the evidence of design and concert of action, among its chief architects, from the beginning.

But, so far, Congress only, had acted; and an indorsement by the people, real or apparent, was indispensable, to save the point already gained, and give chance for more.

The new year of 1854 found slavery excluded from more than half the States by State Constitutions, and from most of the national territory by congressional prohibition.

Four days later, commenced the struggle, which ended in repealing that congressional prohibition.

This opened all the national territory to slavery, and was the first point gained.

This necessity had not been overlooked; but had been provided for, as well as might be, in the notable argument of "squatter sovereignty," otherwise called "sacred right of self government," which latter phrase, though expressive of the only rightful basis of any government, was so perverted in this attempted use of it as to amount to just this: That if any one man, choose to enslave another, no third man shall be allowed to object.

That argument was incorporated into the Nebraska bill itself, in the language which follows: "It being the true intent and meaning of this act not to legislate slavery into any Territory or state, not to exclude it therefrom; but to leave the people thereof perfectly free to form and regulate their domestic institutions in their own way, subject only to the Constitution of the United States."

Then opened the roar of loose declamation in favor of "Squatter Sovereignty," and "Sacred right of self-government."...

Lincoln, Abraham(1858, June 16). *The House Divided Speech*. [Electronic Version].
<http://www.swcivilwar.com/HouseDivided.html>

Data Set: 6

Jefferson Davis's Last Speech Before the U.S. Senate

When official word reached Senator Jefferson Davis, that his state, Mississippi, had seceded from the Union, he rose one last time to bid an eloquent farewell to his colleagues in the Senate.

On Withdrawal from the Union Washington January 21, 1861

I rise, Mr. President, for the purpose of announcing to the Senate that I have satisfactory evidence that the State of Mississippi, by a solemn ordinance of her people in convention assembled, has declared her separation from the United States. Under these circumstances, of course, my functions are terminated here. It has seemed to me proper, however, that I should appear in the Senate to announce that fact to my associates, and I will say but very little more. The occasion does not invite me to go into argument, and my physical condition would not permit me to do so if it were otherwise; and yet it seems to become me to say something on the part of the state I here represent, on an occasion so solemn as this.

It is known to senators who have served with me here that I have for many years advocated, as an essential attribute of state sovereignty, the right of a state to secede from the Union. Therefore, if I had not believed there was justifiable cause; if I had thought that Mississippi was acting without sufficient provocation, or without an existing necessity, I should still, under my theory of the government, because of my allegiance to the state of which I am a citizen, have been bound by her action. I, however, may be permitted to say that I do think that she has a justifiable cause, and I approve of her act. I conferred with her people before that act was taken, counseled them then that, if the state of things which they apprehended should exist when the convention met, they should take the action which they have now adopted.

I hope none who hear me will confound this expression of mine with advocacy of the right of a state to remain in the Union, and to disregard its constitutional obligations by the nullification of the law. Such is not my theory. Nullification and secession, so often confounded, are indeed antagonistic principles. Nullification is a remedy which it is sought to apply within the Union, and against the agent of states. It is only to be justified when the agent has violated his constitutional obligation, and a state, assuming to judge for itself, denies the right of the agent thus to act, and appeals to the other states of the Union for a decision; but when the states themselves, and when the people of the states, have so acted as to convince us that they will not regard our constitutional rights, then, and then for the first time, arises the doctrine of secession in its practical application....

Davis, Jefferson (1861, January, 21). *Last Speech Before the U.S. Senate*.
[Electronic Version]. <http://www.swcivilwar.com/DavisLastSpeechSenate.html>

Data Set: 7

"The Meaning of July Fourth for the Negro"

Fellow Citizens, I am not wanting in respect for the fathers of this republic. The signers of the Declaration of Independence were brave men. They were great men, too < great enough to give frame to a great age. It does not often happen to a nation to raise, at one time, such a number of truly great men. The point from which I am compelled to view them is not, certainly, the most favorable; and yet I cannot contemplate their great deeds with less than admiration. They were statesmen, patriots and heroes, and for the good they did, and the principles they contended for, I will unite with you to honor their memory....

...Fellow-citizens, pardon me, allow me to ask, why am I called upon to speak here to-day? What have I, or those I represent, to do with your national independence? Are the great principles of political freedom and of natural justice, embodied in that Declaration of Independence, extended to us? and am I, therefore, called upon to bring our humble offering to the national altar, and to confess the benefits and express devout gratitude for the blessings resulting from your independence to us?

Would to God, both for your sakes and ours, that an affirmative answer could be truthfully returned to these questions! Then would my task be light, and my burden easy and delightful. For who is there so cold, that a nation's sympathy could not warm him? Who so obdurate and dead to the claims of gratitude, that would not thankfully acknowledge such priceless benefits? Who so stolid and selfish, that would not give his voice to swell the hallelujahs of a nation's jubilee, when the chains of servitude had been torn from his limbs? I am not that man. In a case like that, the dumb might eloquently speak, and the "lame man leap as an hart."

But such is not the state of the case. I say it with a sad sense of the disparity between us. I am not included within the pale of glorious anniversary! Your high independence only reveals the immeasurable distance between us. The blessings in which you, this day, rejoice, are not enjoyed in common. <The rich inheritance of justice, liberty, prosperity and independence, bequeathed by your fathers, is shared by you, not by me. The sunlight that brought light and healing to you, has brought stripes and death to me. This Fourth July is yours, not mine. You may rejoice, I must mourn. To drag a man in fetters into the grand illuminated temple of liberty, and call upon him to join you in joyous anthems, were inhuman mockery and sacrilegious irony. Do you mean, citizens, to mock me, by asking me to speak to-day? If so, there is a parallel to your conduct. And let me warn you that it is dangerous to copy the example of a nation whose crimes, towering up to heaven, were thrown down by the breath of the Almighty, burying that nation in irrevocable ruin! I can to-day take up the plaintive lament of a peeled and woe-smitten people!...

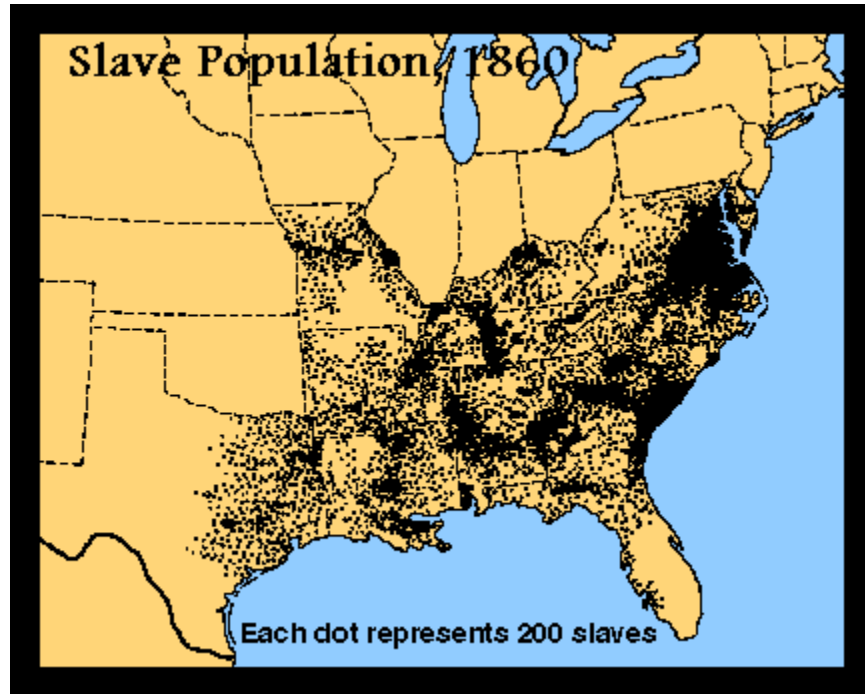
Fellow-citizens, above your national, tumultuous joy, I hear the mournful wail of millions! whose chains, heavy and grievous yesterday, are, to-day, rendered more intolerable by the jubilee shouts that reach them. If I do forget, if I do not faithfully remember those bleeding children of sorrow this day, "may my right hand forget her cunning, and may my tongue cleave to the roof of my mouth!" To forget them, to pass lightly over their wrongs, and to chime in with the popular theme, would be treason most

scandalous and shocking, and would make me a reproach before God and the world. My subject, then, fellow-citizens, is American slavery. I shall see this day and its popular characteristics from the slave's point of view. Standing there identified with the American bondman, making his wrongs mine, I do not hesitate to declare, with all my soul, that the character and conduct of this nation never looked blacker to me than on this 4th of July! Whether we turn to the declarations of the past, or to the professions of the present, the conduct of the nation seems equally hideous and revolting. America is false to the past, false to the present, and solemnly binds herself to be false to the future. Standing with God and the crushed and bleeding slave on this occasion, I will, in the name of humanity which is outraged, in the name of liberty which is fettered, in the name of the constitution and the Bible which are disregarded and trampled upon, dare to call in question and to denounce, with all the emphasis I can command, everything that serves to perpetuate slavery < the great sin and shame of America! "I will not equivocate; I will not excuse"; I will use the severest language I can command; and yet not one word shall escape me that any man, whose judgment is not blinded by prejudice, or who is not at heart a slaveholder, shall not confess to be right and just.

But I fancy I hear some one of my audience say, "It is just in this circumstance that you and your brother abolitionists fail to make a favorable impression on the public mind. Would you argue more, a denounce less; would you persuade more, and rebuke less; your cause would be much more likely to succeed." But, I submit, where all is plain there is nothing to be argued. What point in the anti-slavery creed would you have me argue? On what branch of the subject do the people of this country need light? Must I undertake to prove that the slave is a man? That point is conceded already. Nobody doubts it. The slaveholders themselves acknowledge it in the enactment of laws for their government. They acknowledge it when they punish disobedience on the part of the slave. There are seventy-two crimes in the State of Virginia which, if committed by a black man (no matter how ignorant he be), subject him to the punishment of death; while only two of the same crimes will subject a white man to the like punishment. What is this but the acknowledgment that the slave is a moral, intellectual, and responsible being? The manhood of the slave is conceded. It is admitted in the fact that Southern statute books are covered with enactments forbidding, under severe fines and penalties, the teaching of the slave to read or to write. When you can point to any such laws in reference to the beasts of the field, then I may consent to argue the manhood of the slave. When the dogs in your streets, when the fowls of the air, when the cattle on your hills, when the fish of the sea, and the reptiles that crawl, shall be unable to distinguish the slave from a brute, then will I argue with you that the slave is a man!...

Foner, Philip S. (1950). *The Life and Writings of Frederick Douglass*, Vol. 2. Pre-Civil War Decade, 1850-1860. International Publishers Co., Inc., New York. [Electronic Version] Retrieved February 4th, 2007, from <http://www.pbs.org/wgbh/aia/part4/4h2927t.html>

Data Set: 7



Tindall (1996). *A Narrative History* Gallery. Copyright (c) 1996. W. W. Norton Publishing. All Rights Reserved. [Electronic Version] Retrieved February 4, 2007 from <http://www.wwnorton.com/college/history/ushist/timeline/slavepop.htm>

Assessment

For this lesson, students' learning will be assessed informally from their hypotheses/evidence worksheets and their classroom discussion. Formally, they will be assessed from the responses on their 1-2 page research papers with the guide of a rubric—which will have been handed out on the first day of the lesson. The question they will be answering in the paper is: *What caused the Civil War and why? Be sure to give evidence of why something was a cause and then possibly why something was not a cause.* The paper will be graded based on the thoughtfulness behind the answer, the content included, and the amount/credibility of the sources used.

Lesson Plan Evaluation/Reflection

Ratings on the PASS Standards:

1. Higher Order Thinking=5
I would rate this PASS standard at a level five because the whole concept of the causes of the Civil War will require students to think at a deeper level because they are analyzing documents from this time period. Students will then begin to internalize the information they have researched and have to draw conclusions from their readings. They will hopefully be able to see that this war was a long time coming and that there was more than just one cause.
2. Deep Knowledge=4
I would give this standard a four because I feel that some of the data sets are very good at keeping the students focused on a new idea, while some of the data sets are simplistic, and there to give the students the basic background knowledge.
3. Substantive Conversation=4
The inquiry lesson is very useful for gaining substantive conversation. Yet, it could fail if students are given too much time to discuss and begin talking about another class or their social lives. Hopefully by breaking down the class into smaller base groups, even the shyest students would feel comfortable to talk. This standard could score higher or lower depending on the classroom and the type of participation I would receive.
4. Connections to the World Beyond the Classroom=2
I am hoping to get my students' attention in the beginning, by putting them in a situation where it appears that I am favoring one side of the class. I hope to evoke some emotions in them so that they can possibly understand why some of the events that preceded the Civil War occurred.
5. Ethical Valuing=3
This lesson could lend itself nicely to a discussion on the ethical issue of slavery, secession, state vs. federal power, etc. In the data sets, I have included perspectives from the North (Abraham Lincoln) and the South (Jefferson Davis and Richard Taylor). But this lesson could score poorly on ethical valuing if the conversation tends to just be discussing the causes and no talk of why these events and attitudes occurred. I as the teacher need to guide my students into discussing the attitudes of the time period and maybe how those attitudes affected more than just the cause of the Civil War.
6. Integration=2
I could make a case that this lesson does integrate English, because it requires students to do some contemplative thinking and then writing a research paper.

This lesson could also be taught from an economic perspective if I wanted to focus heavily on the economies of the North and the South.

Overall, I feel this lesson is appropriate for any 10th, 11th, or 12th grade U.S. History course. It incorporates primary sources, but also includes some secondary textbook excerpts to coincide with students' understanding of the primary sources. I am interested in teaching in a more diverse, urban school district and I think this inquiry lesson would work really well. It focuses on more than just one perspective.

The main thing I may need to modify is my opening hook. If students do not get into the activity, then the hook may be lost and I would need to reconsider my opening idea. Then I would most likely look for a clip from a movie that would hopefully tug at their emotions. This lesson would also need to be modified to fit students with special needs. If I have a student with ADHD this may be too much information all at once and too much of an opportunity to chat. Then I may have to reconsider my breaking down of groups into even smaller numbers of students.

I have learned a lot in creating this lesson. I personally enjoy the inquiry lesson, because I think it lends itself to being interesting and getting students actively involved in learning the material. I realize that it does take up quite a bit of classroom time, and if I have to teach from a time period of 1776-the present I may choose to use it only once or twice a quarter. But I could bring in the aspects of data sets in every unit, and possibly assign one set a night to be read as homework or discussed in class. In closing, I think this lesson is a nice start in the art of inquiry. Obviously, once I got out into a real classroom setting I would quickly learn the weakness and strengths of it. I think over time though, I would want to look for more and different data sets to bring in fresh ideas and a new spin on things.