

INTRODUCTION

In this unit, you will review the historical content of Units 6–10. You will also review how you as a learner have demonstrated skills of Historical Thinking throughout the sessions. Finally, you will develop classroom tools that get students to demonstrate skills of Historical Thinking in your classroom.

The goal of this unit is for you to review and synthesize your understanding of both American History and strategies for teaching students to think historically about American History.

LEARNING OBJECTIVES

- Teachers will recognize when they and their colleagues have used Historical Thinking skills in their work in the previous workshops and in the interactives.
- Teachers will review historical content from Units 6–10 and develop ideas for incorporating this content into their teaching.
- Teachers will practice developing assessments that encourage students to demonstrate Historical Thinking skills in their classrooms.

Session Preparation—Demonstrating Historical Thinking in Interactives: *Evaluating Evidence* and *Curating an Exhibit*

The activities in this session will build upon the background assignment and the two interactives *Evaluating Evidence* and *Curating an Exhibit*, so, if you haven't already done so, please complete them before the session. Also, review the Historical Thinking Skills and the historical content in Units 6–10.

To help you recall the Standards in Historical Thinking, you will first examine how you have used the skills in the most recent interactives that you completed.

Overview

This unit begins with two interactives and a background assignment. Then, in the workshop, you and your colleagues will identify the various skills of Historical Thinking that you demonstrated in the interactives. You will brainstorm ideas for adapting activities from this series for use in your classroom. Finally, you and your colleagues will work together to develop strategies a) to incorporate the historical content in each of Units 6–10, and b) to get students to demonstrate Historical Thinking in your classroom.

Session Preparation Part 1

1. Review the Standards in Historical Thinking.

STANDARDS IN HISTORICAL THINKING

1. Chronological Thinking

- a. Distinguish between past, present and future
- b. Identify temporal structure of a narrative
- c. Establish temporal order
- d. Measure and calculate calendar time
- e. Interpret data from timelines
- f. Reconstruct patterns of duration and succession
- g. Compare alternative methods of prioritization

2. Historical Comprehension

- a. Identify the author of a source
- b. Reconstruct the literal meaning of a historical passage
- c. Identify the central question
- d. Differentiate between historical facts and historical interpretations
- e. Read historical narratives imaginatively
- f. Appreciate historical perspectives
- g. Draw upon data in historical maps
- h. Utilize visual, mathematical, and quantitative data
- i. Draw upon visual, literary, and musical sources

3. Historical Analysis and Interpretation

- a. Compare and contrast differing sets of ideas
- b. Consider multiple perspectives
- c. Analyze cause-and-effect relationships
- d. Draw comparisons across eras and regions
- e. Distinguish between unsupported expressions of opinion and informed hypotheses
- f. Compare competing historical narratives
- g. Challenge arguments of historical inevitability
- h. Hold interpretations of history as tentative
- i. Evaluate major debates among historians
- j. Hypothesize the influence of the past

4. Historical Research Capabilities

- a. Formulate historical questions
- b. Obtain historical data from a variety of sources
- c. Interrogate historical data
- d. Identify the gaps in available records
- e. Employ quantitative analysis
- f. Support interpretations with historical evidence

5. Historical Issues—Analysis and Decision-Making

- a. Identify issues and problems in the past
- b. Marshal evidence of antecedent circumstances
- c. Identify relevant historical antecedents
- d. Evaluate alternative courses of action
- e. Formulate a position of course of action on an issue
- f. Evaluate the implementation of a decision

Kirk Ankeny, Richard del Rio, Gary B. Nash, David Vigilante, eds., *Bringing History Alive! A Sourcebook for Teaching United States History* (Los Angeles: National Center for History in the Schools, University of California, Los Angeles, 1996), 6-15.

Session Preparation Part 2

1. Think back on the work that you did during the interactives *Evaluating Evidence* and *Curating an Exhibit*. You may want to take notes on your *Evaluating Evidence* interactive and bring in the printout from the *Curating an Exhibit* interactive.
2. Compose a written response to the questions on the Session Preparation Graphic Organizer below. Be sure to explain specifically which part(s) of the Standards in Historical Thinking you were asked to demonstrate in each interactive.

Which Standards in Historical Thinking did I use in the interactive <i>Evaluating Evidence</i>?	Which Standards in Historical Thinking did I use in the interactive <i>Curating an Exhibit</i>?

(Continue your written response on the Session Preparation Graphic Organizer below...)

**What questions do I have about using the
Standards in Historical Thinking as I learn history?**

Although your notes will not be collected, it is important that you bring them with you to use during the workshop.

Before You Begin

Before the day of the Unit 11 session, *Classroom Applications 2*, familiarize yourself with the Session Preparation that the participants were asked to complete. Review this facilitator’s guide. Be sure to prepare the correct number of overheads and handouts needed for each activity. Each workshop participant should have read the text materials and completed the Session Preparation assignment prior to attending the workshop. Participants should bring the unit text materials to the workshop session.

MATERIALS NEEDED

- This *America’s History in the Making* facilitator’s guide
- Text Materials for Unit 11: *Classroom Applications 2*
- Overhead projector and colored pens
- Multiple copies of handouts (in the Appendix of this guide)
- Pens and paper for participating teachers and facilitator
- Chalkboard, blank transparencies, or overhead for reporting out

OVERHEAD AND HANDOUT INSTRUCTIONS

1. Using Appendix A, “Unit 11 Learning Objectives,” create an overhead transparency.
2. Using Appendix B, “Standards in Historical Thinking,” create an overhead transparency (or use the one you created for Unit 5).
3. Using Appendix C, “Using Assessment in the Classroom,” make one handout for each teacher (or ensure that teachers bring back this handout from Unit 5).
4. Using Appendix D, “Evaluating Evidence Items,” create one copy for each small group (three teachers per group).
5. Using Appendix E, “Evaluating Evidence: Examples of Classroom Assessments,” make one copy for each teacher.
6. Using Appendix F, “Curating an Exhibit Discussion Questions,” create an overhead transparency.
7. Using Appendix G, “Unit 11 Reflection Questions 1,” create an overhead transparency.
8. Using Appendix H, “Units 6–10: Curriculum Planning,” make one copy for each teacher.
9. Using Appendix I, “Unit 11 Reflection Questions 2,” create an overhead transparency.

Facilitator’s Note: You may want to prepare overheads of the reflection and discussion questions for teachers to reference during the workshop activities.

LEADING THE SESSION

As participating teachers arrive, have an overhead set up that lists the learning objectives for this unit (Appendix A).

After you have completed any housekeeping announcements, ask one of the teachers to read the learning objectives aloud. Explain that they will expand their understanding of these objectives through activities and video segments that build on the Session Preparation they did prior to the workshop session.

Warm-up and Activity 1 (60 minutes)

Warm-up (20 minutes)

Part 1 (10 minutes)

Put the list of “Standards in Historical Thinking” (Appendix B) up on the overhead. Ask each teacher to pick one specific skill from the list (e.g., 2E) that students have demonstrated in his or her classroom. Divide the teachers into pairs. Have them describe to one another what classroom assignment or activity they used to get students to demonstrate that type of Historical Thinking.

Part 2 (10 minutes)

Have the teachers reread the handout “Using Assessment in the Classroom” (Appendix C) that was introduced in Unit 5. Working in pairs, ask them to do the following:

- Generate a list of activities that have been built into this workshop series to help them think through and understand the material.
- Decide which of these, if any, could also serve as an assessment of their understanding of the material covered.

Activity 1 (40 minutes)

Activity Overview

In this activity, you will reflect on the Historical Thinking skills that you demonstrated while working on the interactive *Evaluating Evidence*. You will also explore ways to use historical documents (like the ones you worked with in this interactive) in your classroom. The goals of this activity are a) to have you review what you learned in this interactive, and b) to help you begin to develop specific teaching tools that promote Historical Thinking in your classroom.

Part 1 (10 minutes)

Ask teachers to pull out:

- The notes they took while completing the Session Preparation Part 2, and
- Their lists of Standards in Historical Thinking.

Ask them to discuss in pairs the following question from the Session Preparation Part 2:

- Which Historical Thinking skills did I use in the interactive *Evaluating Evidence*?

Part 2 (20 minutes)

Organize the teachers into groups of three.

Distribute items of evidence from the interactive *Evaluating Evidence* (Appendix D). (Each group of three teachers gets one whole copy of Appendix D.)

Ask each group to choose a note-taker and follow the instructions on the “*Evaluating Evidence: Examples of Classroom Assessments*” handout (Appendix E).

Part 3 (10 minutes)

Have each group present its idea to the whole group. Allow time for questions and comments.

Activity 2 (30 minutes)

Activity Overview

In this activity, you will compare and contrast museum exhibits developed in the interactive *Curating an Exhibit*. You will then generate ideas for using a similar type of assessment in your classroom. The goals of this activity are a) to review what you learned in the interactive, and b) to help you continue to develop specific teaching tools that promote Historical Thinking in your classroom.

Part 1 (15 minutes)

Have teachers pull out their museum exhibits developed in the interactive *Curating an Exhibit*. Place Appendix F, “*Curating an Exhibit* Discussion Questions,” on the overhead for teachers’ reference. Divide the teachers into pairs, and ask them to:

1. Briefly present and explain the museum exhibit that they developed in the interactive *Curating an Exhibit*.
2. Discuss the following questions, and prepare to report responses to the larger group:
 - Which, if any, pieces of evidence did we both use in our exhibits?
 - In what ways do our topics overlap and/or inform each other?
 - In what ways might our exhibits lead to similar and to different interpretations of topics in American History?
 - How could I adapt the museum exhibit idea for use in my classroom?

Part 2 (15 minutes)

Bring teachers back together in the large group. Put “Unit 11 Reflection Questions 1” (Appendix G) up on the overhead. Collectively discuss the following reflection questions.

Reflection Questions

1. How might I develop an assessment similar in style to *Curating an Exhibit*, but based upon another topic in American history, for use in my classroom?
2. What other topics in American history could I most readily develop a similar type of assignment on?
3. What kinds of primary documents would work well for classroom use, and where would I gain access to them?

Activity 3 *(60 minutes)*

Activity Overview

In this activity, you will plan a curriculum for use in your classroom. This curriculum will be based upon the historical content examined in one of Units 6–10. The goals of this activity are a) to have you review the historical content examined in Units 6–10, and b) to allow you to complete this workshop series with a curriculum developed through Backward Design for use in your classroom.

Part 1 *(30 minutes)*

Each group of three teachers will use Backward Design to develop a plan for teaching one Historical Thinking skill using the historical content from their unit.

Ask each group to choose a note-taker and follow the instructions on the “Units 6–10: Curriculum Planning” handout (Appendix H).

Part 2 *(30 minutes)*

Reassemble the whole group. Allow each of the smaller groups about five minutes to present their curriculum plans. Then, use the remaining time for questions and responses between groups.

Activity 4 (30 minutes)

Activity Overview

The goal of this activity is for you to reflect on what you have learned today and across the entire workshop series.

Part 1 (10 minutes)

Divide the teachers into groups of three. Ask the groups to number off by threes, so that each group has a number. #1 group will discuss reflection question 1, #2 group will discuss reflection question 2, and #3 group will discuss reflection question 3. Place “Unit 11 Reflection Questions 2,” (Appendix I) on the overhead for everyone’s reference.

Part 2 (10 minutes)

Jigsaw: Have the teachers move into new groups of three, with each new group having a #1, #2, and a #3 from the previous groups. Ask them to share what they discussed in their first groups.

Reflection Questions

1. What new ideas or perspectives did I learn about teaching American history from the materials, the activities, and my colleagues in this unit?
2. What new perspectives do I have on American history and teaching American history from the workshop series overall?
3. What is something that I learned about using assessments to help my students develop skills of Historical Thinking?

Part 3 (10 minutes)

As a whole group, have teachers discuss the following questions:

How will I put these ideas and perspectives into practice? What are my next steps? What resources, both material and human, will I access to help me with this process?

APPENDICES – *Classroom Applications 2*

- A: “Unit 11 Learning Objectives”
overhead transparency
- B: “Standards in Historical Thinking”
overhead transparency (or use the one you created for Unit 5)
- C: “Using Assessment in the Classroom”
make one handout for each teacher (or ensure that they bring back this handout from Unit 5)
- D: “Evaluating Evidence Items”
create one copy for each small group (three teachers per group)
- E: “Evaluating Evidence: Examples of Classroom Assessments”
one handout for each participating teacher
- F: “*Curating an Exhibit* Discussion Questions”
overhead transparency
- G: “Unit 11 Reflection Questions 1”
overhead transparency
- H: “Units 6–10: Curriculum Planning”
one handout for each participating teacher
- I: “Unit 11 Reflection Questions 2”
overhead transparency

Appendix A: Unit 11 Learning Objectives

- Teachers will recognize when they and their colleagues have used Historical Thinking skills in their work in the previous workshops and in the interactives.
- Teachers will review historical content from Units 6–10 and develop ideas for incorporating this content into their teaching.
- Teachers will practice developing assessments that encourage students to demonstrate Historical Thinking skills in their classrooms.

Appendix B: Standards in Historical Thinking

Standard 1. Chronological Thinking

- A. Distinguish between past, present, and future time.
- B. Identify in historical narratives the temporal structure of a historical narrative or story.
- C. Establish temporal order in constructing historical narratives of their own.
- D. Measure and calculate calendar time.
- E. Interpret data presented in time lines.
- F. Reconstruct patterns of historical succession and duration.
- G. Compare alternative models for periodization.

Standard 2. Historical Comprehension

- A. Reconstruct the literal meaning of a historical passage.
- B. Identify the central question(s) the historical narrative addresses.
- C. Read historical narratives imaginatively.
- D. Evidence historical perspectives.
- E. Draw upon data in historical maps.
- F. Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.
- G. Draw upon visual, literary, and musical sources.

Standard 3. Historical Analysis and Interpretation

- A. Identify the author or source of the historical document or narrative.
- B. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- C. Differentiate between historical facts and historical interpretations.
- D. Consider multiple perspectives.
- E. Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- F. Challenge arguments of historical inevitability.
- G. Compare competing historical narratives.
- H. Hold interpretations of history as tentative.
- I. Evaluate major debates among historians.
- J. Hypothesize the influence of the past.

Standard 4. Historical Research Capabilities

- A. Formulate historical questions.
- B. Obtain historical data.
- C. Interrogate historical data.
- D. Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.

Standard 5. Historical Issues-Analysis and Decision-Making

- A. Identify issues and problems in the past.
- B. Marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative course of action.
- C. Identify relevant historical antecedents.
- D. Evaluate alternative courses of action.
- E. Formulate a position or course of action on an issue.
- F. Evaluate the implementation of a decision.

Kirk Ankeny, Richard del Rio, Gary B. Nash, David Vigilante, eds., *Bringing History Alive! A Sourcebook for Teaching United States History* (Los Angeles: National Center for History in the Schools, University of California, Los Angeles, 1996), 6-15.

Appendix C: Using Assessment in the Classroom

A major theme of the workshops in this series has been that students of history need to learn both historical content and skills in Historical Thinking if they are to develop meaningful and lasting understandings of history. So, for example, it is important for students to know that extensive trade routes existed among the Native Americans of the North American continent prior to the era of contact with Europeans that began in 1492. However, if students can compare Native American and European maps of North America from the 18th century and explain how they reveal different worldviews, their understanding of contact between Native Americans and Europeans will be far more sophisticated.

Comparing maps in this way asks students to *interrogate data*, which means that it asks them to *interpret* and *apply information* found in maps, charts, graphs, or other sources. This is one of the skills of Historical Thinking Standard 4. In order for students to be able to demonstrate this kind of Historical Thinking, teachers need to help them develop this skill. But how do teachers help students develop skills in Historical Thinking in the classroom? And how do teachers know when their students have indeed developed these skills?

If we want to ensure that our students are able to think historically in addition to being knowledgeable about historical content, then we need to make the goal of historical thinking a central part of our curriculum planning. One good way to do that is by using what Grant Wiggins and Jay McTighe call “Backward Design.” According to this plan, as teachers plan their teaching units they:

1. Identify a teaching goal
2. Develop the assessment that will call on students to demonstrate understanding of the goal
3. Plan their daily classroom lessons

What is important about this strategy is that teachers develop their assessment tool before they create their daily lessons. In this way, teachers can be sure that their daily lessons are in line with their unit goals, and that these lessons prepare students with the historical content and thinking skills that they need to be successful on the assessment.

Appendix C: Using Assessment in the Classroom

Let's say, for example, that one of Ms. Chin's goals is to have her history students demonstrate that they can interrogate data. Before she actually begins teaching the unit, she would develop an assessment to ask her students to demonstrate this understanding. Working from the example above, if she were teaching a unit on contact and early colonization in North America, she could develop an assessment that has students interrogate historical data on maps. Specifically, for the assessment, she could plan to provide the students with the Native American and European maps of Catawba County, North Carolina (that you examined in the *Reading Maps* interactive) and ask them to write an essay with the following prompt: Compare and contrast the use of symbols, particularly circles and squares, in these two maps. Write an essay in which you interpret what the use of symbols in these two maps reveals about the worldviews of the Native Americans and the Europeans who created them.

After Ms. Chin developed this assessment for use at the end of her unit, she could then go on to develop her daily lesson plans that would lead up to it. She would plan the lessons to teach her students the historical knowledge and thinking skills that they would need to be successful on the assessment. So, her lessons would teach her students the historical context of the time period, including information about both the Native Americans and the European colonists that lived in the North Carolina colony at the time. Her lessons would also have her students practice examining and interpreting symbols on maps as a way to gain important historical information. The students, having learned this historical context and having had opportunities to practice interrogating historical data during class, would be well prepared to demonstrate their understanding of this particular Historical Thinking Standard and to succeed on the assessment at the end of the unit.

Now, let's assume that later in the semester Ms. Chin wants her students to demonstrate that they can *reconstruct the literal meaning of a historical passage*, which is one of the skills of Historical Thinking Standard 2. She decides that for her assessment she will provide her students with passages from two letters: Abigail Adams' letter to John Adams of 31 March, 1776 and John Adams' letter to Abigail Adams, 14 April, 1776. In this assessment she will ask her students to use their own words to explain in writing what each author is saying. Having developed this assessment, Ms. Chin would then go on to design her daily lessons with the purpose of preparing her students with the historical content knowledge and the skills in Historical Thinking to be successful on this assessment. So, for example, she would

Appendix C: Using Assessment in the Classroom

provide background information to students on the limited rights of women during the Revolutionary war era and the impact of the revolutionary fervor on women's views of their rights. She would also provide students with lots of practice doing guided readings of both history textbooks and primary documents relative to the time period. Again, Ms. Chin's students will approach the assessment confident that they have the historical knowledge and skills in Historical Thinking to succeed.

These are two examples of the types of curricula that can be developed around the Historical Thinking skills. Teaching students to think historically is an important goal. Following the sequence of curriculum planning discussed above — identifying one of the skills in Historical Thinking as a goal, developing an assessment that calls on students to demonstrate this skill in Historical Thinking, and then planning daily classroom lessons — is an excellent strategy for achieving this goal.

Three Steps of the Backward Design:

1. Identify the teaching goal
2. Develop the assessment
3. Plan daily classroom lessons

Appendix D: Evaluating Evidence Items

ITEM: *UNCLE TOM'S CABIN*

CONTEXT:

This excerpt comes from Harriet Beecher Stowe's hugely successful and controversial 1852 novel *Uncle Tom's Cabin*. The daughter of a famous Protestant preacher from Connecticut, Stowe based her novel on her observations of slavery in Kentucky and on the stories she heard about slavery while living just across the river in Cincinnati. The novel condemns slavery as immoral, and it blames both the North and the South for slavery's spread. The book became a best-seller of the nineteenth century, and it polarized opinions on slavery in both the North and the South. When Abraham Lincoln later met Stowe for the first time, he famously commented to her, "So this is the little woman who wrote the book that made this great war."

EXCERPT:

To you, generous, noble-minded men and women, of the South, — you, whose virtue, and magnanimity and purity of character, are the greater for the severer trial it has encountered, — to you is her appeal. Have you not, in your own secret souls, in your own private conversings, felt that there are woes and evils, in this accursed system, far beyond what are here shadowed, or can be shadowed? Can it be otherwise? Is man ever a creature to be trusted with wholly irresponsible power? And does not the slave system, by denying the slave all legal right of testimony, make every individual owner an irresponsible despot? Can anybody fall to make the inference what the practical result will be? If there is, as we admit, a public sentiment among you, men of honor, justice and humanity, is there not also another kind of public sentiment among the ruffian, the brutal and debased? And cannot the ruffian, the brutal, the debased, by slave law, own just as many slaves as the best and purest? Are the honorable, the just, the high-minded and compassionate, the majority anywhere in this world? ...

...A day of grace is yet held out to us. Both North and South have been guilty before God; and the Christian church has a heavy account to answer. Not by combining together, to protect injustice and cruelty, and making a common capital of sin, is this Union to be saved, — but by repentance, justice and mercy; for, not surer is the eternal law by which the millstone sinks in the ocean, than that stronger law, by which injustice and cruelty shall bring on nations the wrath of Almighty God!

Harriet Beecher Stowe, "Concluding Remarks," Chap. 45 in *Uncle Tom's Cabin* (Boston: John P. Jewett & Company, 1852), 322.

Appendix D: Evaluating Evidence Items

ITEM: THE CRIME AGAINST KANSAS

CONTEXT:

Massachusetts Senator Charles Sumner delivered this speech on the floor of the Senate on May 19–20, 1856. He condemned what he called the “slave power” for using violence and intimidation to compel the citizens of Kansas to vote to allow slavery within its borders. Both sides had actually incited violence, largely because the Senate passed a law that allowed the territory to decide the slavery issue for itself. This law overturned the Missouri Compromise, which had prohibited slavery north of the 36°30’ line of latitude. A few days after Sumner’s speech, Congressman Preston Brooks beat the senator nearly to death with his cane on the Senate floor in response to negative comments Sumner had made about Brooks’ cousin, South Carolina Senator Andrew Butler. This unprecedented display of violence in the Senate increased the level of anger between the North and the South.

EXCERPT:

Seldom in the history of nations has such a question been presented...involving, as it does, liberty in a broad territory, and also involving the peace of the whole country, with our good name in history for ever more.

...Take down your map, sir, and you will find that the Territory of Kansas, more than any other region, occupies the middle spot of North America, equally distant from the Atlantic on the east, and the Pacific on the west; from the frozen waters of Hudson’s Bay on the north, and the tepid Gulf Stream on the south, constituting the precise Territorial center of the whole vast continent...

Against this Territory, thus fortunate in position and population, a crime has been committed, which is without example in the records of the past...

Are you against sacrilege? I present it for your execration. Are you against robbery? I hold it up to your scorn. Are you for the protection of American citizens? I show you how their dearest rights have been cloven down, while a tyrannical usurpation has sought to instal itself on their very necks!

...But the wickedness which I now begin to expose is immeasurably aggravated by the motive which prompted it. Not in any common lust for power did this uncommon tragedy have its origin. It is the rape of a virgin Territory, compelling it to the hateful embrace of slavery; and it may be clearly traced to a depraved longing for a new slave State, the hideous offspring of such a crime, in the hope of adding to the power of slavery in the national government...

Such is the crime, and such is the criminal, which it is my duty in this debate to expose, and, by the blessing of God, this duty shall be done completely to the end.

Charles Sumner, “The Crime Against Kansas: The Apologies for the Crime: The True Remedy” (U.S. House of Representatives, 34th Congress, 1st Session, House Report 182, Appendix, 1856).
Transcribed by Lloyd Benson, Furman University Department of History, and proofed by Nicole Pascoe.
Available at <http://facweb.furman.edu/~benson/docs/sumnerksh2.htm>

Appendix D: Evaluating Evidence Items

ITEM: *CORNERSTONE SPEECH*

CONTEXT:

On March 24, 1861, Alexander Stephens, a former congressman from Georgia and then the vice president of the Confederacy, made this speech in Savannah, Georgia. During those days just before the attack on Fort Sumter, Stephens argued that slavery was the “corner-stone” of the Confederacy. He further extended the argument that slavery was a “positive good” for both whites and blacks, claiming that slavery was the “natural state” for blacks because of their inherent inferiority to whites. Stephens rejected the claims of his Southern ancestors such as Jefferson, who perceived slavery as an institution that was a “necessary evil” of its time but would eventually disappear. Instead, Stephens argued that slavery would be the permanent foundation upon which the Confederacy would continue to grow.

EXCERPT:

I was remarking, that we are passing through one of the greatest revolutions in the annals of the world. Seven States have within the last three months thrown off an old government and formed a new. This revolution has been signally marked, up to this time, by the fact of its having been accomplished without the loss of a single drop of blood...

But not to be tedious in enumerating the numerous changes for the better, allow me to allude to one other — though last, not least. The new constitution has put at rest, forever, all the agitating questions relating to our peculiar institution — African slavery as it exists amongst us — the proper status of the negro in our form of civilization. This was the immediate cause of the late rupture and present revolution. Jefferson in his forecast, had anticipated this, as the “rock upon which the old Union would split.” He was right. What was conjecture with him, is now a realized fact. But whether he fully comprehended the great truth upon which that rock stood and stands, may be doubted. The prevailing ideas entertained by him and most of the leading statesmen at the time of the formation of the old constitution, were that the enslavement of the African was in violation of the laws of nature; that it was wrong in principle, socially, morally, and politically. It was an evil they knew not well how to deal with, but the general opinion of the men of that day was that, somehow or other in the order of Providence, the institution would be evanescent and pass away. This idea, though not incorporated in the constitution, was the prevailing idea at that time. The constitution, it is true, secured every essential guarantee to the institution while it should last, and hence no argument can be justly urged against the constitutional guarantees thus secured, because of the common sentiment of the day. Those ideas, however, were fundamentally wrong. They rested upon the assumption of the equality of races. This was an error. It was a sandy foundation, and the government built upon it fell when the “storm came and the wind blew.”

Our new government is founded upon exactly the opposite idea; its foundations are laid, its corner-stone rests upon the great truth, that the negro is not equal to the white man; that slavery — subordination to the superior race — is his natural and normal condition. [Applause.] This, our new government, is the first, in the history of the world, based upon this great physical, philosophical, and moral truth.

The great objects of humanity are best attained when there is conformity to his laws and decrees, in the formation of governments as well as in all things else. Our confederacy is founded upon principles in strict conformity with these laws. This stone which was rejected by the first builders “is become the chief of the corner” — the real “corner-stone” — in our new edifice.

Alexander H. Stephens, “Cornerstone Speech” (1861). Courtesy of TeachingAmericanHistory.org, <http://teachingamericanhistory.org/library/index.asp?documentprint=76>

Appendix D: Evaluating Evidence Items

ITEM: LINCOLN'S SECOND INAUGURAL ADDRESS

CONTEXT:

In March 1865, with Northern victory in the war all but certain and Lincoln's assassination less than a month in the future, the president delivered his second inaugural address. Most of the analyses of this speech focus on Lincoln's effort to begin the process of reconciliation between the North and the South, but the text also delivers a succinct assessment of the issues that caused the war. The second paragraph in particular uses imagery that makes Lincoln's beliefs about these causes quite clear.

EXCERPT:

Fellow-Countrymen:

At this second appearing to take the oath of the Presidential office there is less occasion for an extended address than there was at the first. Then a statement somewhat in detail of a course to be pursued seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention and engrosses the energies of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself, and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

On the occasion corresponding to this four years ago all thoughts were anxiously directed to an impending civil war. All dreaded it, all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, urgent agents were in the city seeking to destroy it without war-seeking to dissolve the Union and divide effects by negotiation. Both parties deprecated war, but one of them would make war rather than let the nation survive, and the other would accept war rather than let it perish, and the war came.

One-eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was somehow the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union even by war, while the Government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war the magnitude or the duration which it has already attained. Neither anticipated that the cause of the conflict might cease with or even before the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible and pray to the same God, and each invokes His aid against the other...

With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.

Abraham Lincoln, "Second Inaugural Address" (1865). Courtesy of the National Archives and Records Administration, www.ourdocuments.gov.

Appendix D: Evaluating Evidence Items

ITEM: “BATTLE CRY OF FREEDOM”

CONTEXT:

This song, written by George Root in 1862, became one of the most popular songs in the North during the war. In fact, it became so popular that numerous Southern versions of the song also appeared. The Northern version, which served as the campaign song for the Republican Party in 1864, glorified the struggle for freedom without making clear exactly how the North defined this term.

EXCERPT:

Yes, we'll rally round the flag, boys,
We'll rally once again,
Shouting the battle cry of Freedom,
We will rally from the hillside,
We'll gather from the plain,
Shouting the battle cry of Freedom.

CHORUS: The Union forever,
Hurrah! boys, hurrah!
Down with the traitors,
Up with the stars;
While we rally round the flag, boys,
Rally once again,
Shouting the battle cry of Freedom.

We are springing to the call
Of our brothers gone before,
Shouting the battle cry of Freedom;
And we'll fill our vacant ranks with
A million free men more,
Shouting the battle cry of Freedom.—**CHORUS**

We are springing to the call
Of our brothers gone before,
Shouting the battle cry of Freedom;
And we'll fill our vacant ranks with
A million free men more,
Shouting the battle cry of Freedom.—**CHORUS**

We will welcome to our numbers
The loyal, true and brave,
Shouting the battle cry of Freedom;
And although they may be poor,
Not a man shall be a slave,
Shouting the battle cry of Freedom.—**CHORUS**

So we're springing to the call
From the East and from the West,
Shouting the battle cry of Freedom;
And we'll hurl the rebel crew
From the land that we love best,
Shouting the battle cry of Freedom.—**CHORUS**

George Frederick Root, “Battle Cry of Freedom” (1861), lyrics as reprinted in C. A. Browne (revised by Willard A. Heaps), *The Story of Our National Ballads* (New York: Crowell, 1960), 148–49.

Appendix D: Evaluating Evidence Items

ITEM: CITY LIFE

CONTEXT:

This illustration of Chicago, published in 1856, displays the bustle of city life. With its crowded sidewalks and wide road filled with a variety of forms of transportation, the picture emphasizes the constant movement of the city. The goods on the sidewalks and the various carts and wagons in the street highlight the trade that made such cities prosper. The image of the mother and child attempting to cross the street through the traffic and the shadows across the picture also hint at the excitement and danger the city represented to many nineteenth-century Americans.



Item 1477

Unknown, RANDOLPH STREET IN CHICAGO (1856). Courtesy of Bettman/CORBIS.

NOTE:

1. The crowds on the sidewalk indicate the growing popularity of shopping as a pastime in urban areas.
2. The various forms of transportation displayed on the street indicate the importance of speed in bringing goods to market.
3. The construction at the end of the road represents the continual growth of American cities during this period.

Appendix D: Evaluating Evidence Items

ITEM: JOHN BROWN ILLUSTRATION

CONTEXT:

This illustration, published during the Civil War, shows John Brown on his way to the gallows. Brown was a militant antislavery extremist whom many Northerners viewed as a hero, and Southerners perceived as a murderer and rabble-rouser. In 1859, he led a group that attempted to incite a slave rebellion by seizing a federal arsenal at Harpers Ferry, West Virginia. The attempt failed. Brown was taken captive and convicted of murder, treason, and inciting slaves to rebel. Brown's actions and his continuing affirmation of the moral right of his cause increased the conflict between North and South; Northern abolitionists came to proclaim him a martyr while Southerners saw him as a symbol of Northern aggression and hatred of slaveholders.



Item 1371
Currier and Ives, JOHN BROWN. MEETING THE SLAVE-MOTHER AND HER CHILD ON THE STEPS OF CHARLESTOWN JAIL ON HIS WAY TO EXECUTION (1863). Courtesy of the Library of Congress.

NOTE:

1. This mother and child, whom the caption says Brown “stooped and kissed” on his way to the gallows, recall traditional portraits of the Madonna and Child.
2. One figure’s tri-corner hat emblazoned with “’76” references the American Revolution; his concerned look implies that Brown’s execution threatens the ideals of the founding generation.
3. The flag’s motto, “Sic Semper Tyrannis” is the state motto of Virginia, and translates to “Thus Always to Tyrants.”
4. The statue, the traditional symbol for justice, stands forgotten in the corner with its arms cut off and its scale broken.
5. The soldier, elegantly dressed and mustachioed, views the procession impatiently, waiting with his hand on the hilt of his sword to complete his job.

Appendix D: Evaluating Evidence Items

ITEM: *SLAVERY JUSTIFIED*

CONTEXT:

George Fitzhugh was a lawyer and struggling Southern planter whose writings argued that slavery was a “positive good.” He claimed that Southern slaves received better treatment than Northern factory workers, and that as a result the South was more peaceful and content than the North. His arguments led Southerners to defend slavery even more strongly and alarmed both abolitionists and Northerners who were more moderate in their beliefs about slavery. Although Fitzhugh ultimately supported the Confederacy during the war, he opposed secession, believing a slave society could not survive alone in a world dominated by industrial countries opposed to the spread of slavery.

EXCERPT:

...At the slaveholding South all is peace, quiet, plenty and contentment. We have no mobs, no trades unions, no strikes for higher wages, no armed resistance to the law, but little jealousy of the rich by the poor. We have but few in our jails, and fewer in our poor houses. We produce enough of the comforts and necessaries of life for a population three or four times as numerous as ours. We are wholly exempt from the torrent of pauperism, crime, agrarianism, and infidelity which Europe is pouring from her jails and alms houses on the already crowded North. Population increases slowly, wealth rapidly. In the tide water region of Eastern Virginia, as far as our experience extends, the crops have doubled in fifteen years, whilst the population has been almost stationary. In the same period the lands, owing to improvements of the soil and the many fine houses erected in the country, have nearly doubled in value. This ratio of improvement has been approximated or exceeded wherever in the South slaves are numerous. We have enough for the present, and no Malthusian* spectres frightening us for the future. Wealth is more equally distributed than at the North, where a few millionaires own most of the property of the country...

...The poor are as hospitable as the rich, the negro as the white man. Nobody dreams of turning a friend, a relative, or a stranger from his door. The very negro who deems it no crime to steal, would scorn to sell his hospitality. We have no loafers, because the poor relative or friend who borrows our horse, or spends a week under our roof, is a welcome guest. The loose economy, the wasteful mode of living at the South, is a blessing when rightly considered; it keeps want, scarcity and famine at a distance, because it leaves room for retrenchment...

...Our society exhibits no appearance of precocity, no symptoms of decay. A long course of continuing improvement is in prospect before us, with no limits which human foresight can descry. Actual liberty and equality with our white population has been approached much nearer than in the free States. Few of our whites ever work as day laborers, none as cooks, scullions, ostlers, body servants, or in other menial capacities. One free citizen does not lord it over another; hence that feeling of independence and equality that distinguishes us; hence that pride of character, that self-respect, that give us ascendancy when we come in contact with Northerners. It is a distinction to be a Southerner, as it was once to be a Roman citizen....

George Fitzhugh, *Sociology for the South, or the Failure of Free Society*
(Richmond, Vir.: A. Morris Publisher, 1854), 226–310.

Appendix D: Evaluating Evidence Items

ITEM: DIVIDING THE NATIONAL MAP

CONTEXT:

This cartoon, from the popular magazine *Harper's Weekly*, satirizes how the election of 1860 divided the nation. The contest included four candidates — Abraham Lincoln, Stephen Douglas, John C. Breckinridge, and John Bell — none of whom won support in both the North and the South. Lincoln nearly swept the North, leaving the other three candidates to divide up the Southern and border states. However, even Lincoln only received forty percent of the popular vote, the lowest winning total ever for an American presidential candidate. Lincoln's victory led Southern politicians to conclude that they no longer had a voice in the federal government, and the South began the process of secession soon after the election.



Item 1045
Unknown, DIVIDING THE NATIONAL MAP (1860). Courtesy of the Library of Congress.

NOTE:

1. Abraham Lincoln and Stephen Douglas, the two Northern candidates, struggle to gain control over the part of the map representing the northern and western states.
2. John C. Breckinridge, the Southern Democrat, claims the area representing the southern states as his own.
3. John Bell, the Constitutional Union candidate, tries to glue the map back together, attempting above all to keep the country united.

Appendix D: Evaluating Evidence Items

ITEM: “BONNIE BLUE FLAG”

CONTEXT:

The song “Bonnie Blue Flag,” written by Harry McCarthy, was the most popular song in the Confederacy after “Dixie.” The title came from the flag South Carolina used after its secession in December 1860: a plain blue flag with a single white star in the center. Even after the adoption of the Confederate flag in early 1861, the South Carolina flag remained a potent symbol of secession. The song explains the Southern reasons for leaving the Union without once mentioning slavery. It also celebrates the entrance of subsequent states into the Confederacy.

EXCERPT:

We are a band of brothers and native to the soil
Fighting for the property we gained by honest toil
And when our rights were threatened, the cry rose near and far
Hurrah for the Bonnie Blue Flag that bears a single star!

Hurrah!
Hurrah!
For Southern rights, hurrah!
Hurrah for the Bonnie Blue Flag that bears a single star.

As long as the Union was faithful to her trust
Like friends and brethren, kind were we, and just
But now, when Northern treachery attempts our rights to mar
We hoist on high the Bonnie Blue Flag that bears a single star.

Hurrah!
Hurrah!
For Southern rights, hurrah!
Hurrah for the Bonnie Blue Flag that bears a single star.

First gallant South Carolina nobly made the stand
Then came Alabama and took her by the hand
Next, quickly Mississippi, Georgia, and Florida
All raised on high the Bonnie Blue Flag that bears a single star.

Hurrah!
Hurrah!
For Southern rights, hurrah!
Hurrah for the Bonnie Blue Flag that bears a single star.

Ye men of valor gather round the banner of the right
Texas and fair Louisiana join us in the fight
Davis, our loved President, and Stephens statesmen are
Now rally round the Bonnie Blue Flag that bears a single star.

And here's to brave Virginia, the Old Dominion State.
With the young Confederacy at length has linked her fate.
Impelled by her example, now other States prepare
To hoist on high the Bonnie Blue flag that bears a single star.

Then here's to our Confederacy, strong we are and brave,
Like patriots of old we'll fight, our heritage to save.
And rather than submit to shame, to die we would prefer
So cheer for the Bonnie Blue flag that bears a single star.

Then cheer, boys, cheer, raise a joyous shout
For Arkansas and North Carolina now have both gone out;
And let another rousing cheer for Tennessee be given
The single star of the Bonnie Blue Flag has grown to be eleven!

Harry McCarthy, “The Bonnie Blue Flag”
(New Orleans: A.E. Blackmar & Bros. Inc., 1861).

Appendix D: Evaluating Evidence Items

ITEM: GETTYSBURG ADDRESS

CONTEXT:

Just one year after his letter to Horace Greeley, Lincoln and his aides produced this draft version of the Gettysburg Address. By this time, the tide of the war had turned: In July 1863, the North had won battles in Gettysburg and Vicksburg, which most historians consider the most important victories of the war. In this speech, Lincoln emphasized different arguments regarding the Union cause, focusing on language from the Declaration of Independence that proclaimed “all men are created equal.” He also stressed the need to fulfill the goals for which he claimed the soldiers of the North had died — ensuring that the end of the war would usher in a “new birth of freedom” and that the people would remain in control of the nation’s government.

FULL TRANSCRIPT:

Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that “all men are created equal”

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met on a great battle field of that war. We have come to dedicate a portion of it, as a final resting place for those who died here, that the nation might live. This we may, in all propriety do. But, in a larger sense, we can not dedicate — we can not consecrate — we can not hallow, this ground — The brave men, living and dead, who struggled here, have hallowed it, far above our poor power to add or detract. The world will little note, nor long remember what we say here; while it can never forget what they did here.

It is rather for us, the living, we here be dedicated to the great task remaining before us — that, from these honored dead we take increased devotion to that cause for which they here, gave the last full measure of devotion — that we here highly resolve these dead shall not have died in vain; that the nation, shall have a new birth of freedom, and that government of the people by the people for the people, shall not perish from the earth.

Abraham Lincoln, “Draft of the Gettysburg Address: Nicolay Copy” (1863).
Transcribed and annotated by the Lincoln Studies Center, Knox College, Galesburg, Illinois.

Appendix D: Evaluating Evidence Items

ITEM: LINCOLN'S FIRST INAUGURAL ADDRESS

CONTEXT:

This speech, given on March 4, 1861, was Lincoln's attempt to extend an olive branch to the departed Southern states while still asserting that the Union would not tolerate their secession. The president avoided the issue of slavery in the speech and recalled the shared heritage of the two regions. However, he also asserted his responsibility to preserve the sovereignty of the federal government and see that all laws of the Union be executed in all states. Lincoln gave this speech at a ceremony shadowed by the likelihood of violence and war. Threats of assassination had forced him to arrive in Washington by a secret route and under the protection of General Winfield Scott. Just one month later, despite Lincoln's assurances that he would not attack the seceding states (whose authority as an independent nation he never recognized), the Southern assault on Fort Sumter started the Civil War.

EXCERPT:

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

...I am loath to close. We are not enemies, but friends. We must not be enemies. Though passion may have strained it must not break our bonds of affection. The mystic chords of memory, stretching from every battlefield and patriot grave to every living heart and hearthstone all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature.

Abraham Lincoln, "First Inaugural Address, March 4, 1861" (1861). *Inaugural Addresses of the Presidents of the United States*. (Washington, D.C.: U.S. G.P.O.: for sale by the Supt. of Docs., U.S. G.P.O., 1989), 101–10.

Appendix D: Evaluating Evidence Items

ITEM: A HOUSE DIVIDED

CONTEXT:

Abraham Lincoln delivered this speech on June 16, 1858 to begin his Illinois senatorial campaign. Lincoln ran as a member of the newly formed Republican Party, created in 1856 by a combination of radical abolitionists and more moderate anti-slavery forces. Lincoln was a moderate; in fact, he hesitated to join the Republicans because he feared the abolitionists would dominate their agenda. Yet this speech, which focused on the need for unity between the two sections of the nation, caused many Southerners to brand him a radical because of his claim that slave and free societies could not continue to exist within the same country.

EXCERPT:

If we could first know where we are and whither we are tending, we could 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.

Abraham Lincoln, "A House Divided" (1858). Courtesy of The History Place, <http://www.historyplace.com/lincoln/divided.htm>.

Appendix D: Evaluating Evidence Items

ITEM: THE POLITICAL QUADRILLE

CONTEXT:

This cartoon parodies the presidential election of 1860, with each candidate dancing with an image of his presumed constituency while Dred Scott provides the music. Scott was the slave whose petition for freedom reached the Supreme Court in 1857, leading the court to decide that no government could prohibit slavery in the territories, a decision that made the Missouri Compromise unconstitutional. The controversy over that decision and the John Brown case led to the split of the Democratic Party, one of the last institutions that had maintained support in both the South and the North. With the political parties split almost completely along regional lines, four major candidates emerged in one of the most divisive presidential elections in American history.



Item 1046
Unknown, THE POLITICAL
QUADRILLE (1860). Courtesy
of the Library of Congress.

NOTE:

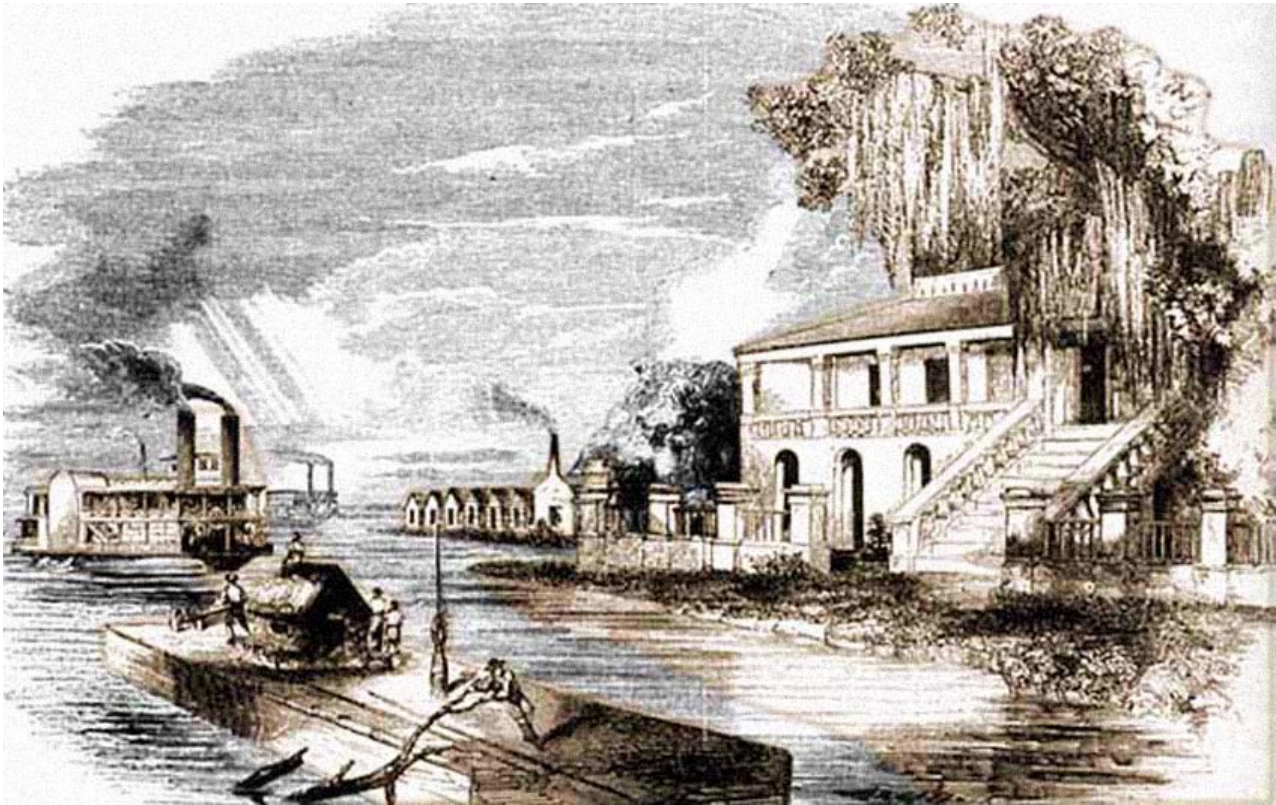
1. Dred Scott, the former slave whose suit precipitated the Supreme Court decision against prohibiting slavery, sits on a chair at center and plays the fiddle for the dancers.
2. Southern Democrat John C. Breckinridge partners with his ally, the incumbent Democratic president James Buchanan. Buchanan appears as a goat or “buck,” a reference to his nickname.
3. Northern Democrat Stephen A. Douglas dances with a dissolute Irishman, a reference both to his support from the Irish and the rumors of Douglas’ Catholicism.
4. John Bell, the Constitutional Union candidate supported mostly by moderate Southerners in the border states, dances with a Native American, presumably a reflection of his interest in issues concerning the frontier.
5. Lincoln dances arm-in-arm with a black woman. Despite his moderate stance on the issue of slavery, Southerners and satirists liked to associate Lincoln with African-Americans and their interests.

Appendix D: Evaluating Evidence Items

ITEM: PLANTATION LIFE

CONTEXT:

This illustration, published in the mid-nineteenth century, presents an image of an antebellum riverside plantation. The classical style of architecture of the main building indicates the image of grandeur desired by Southern slaveholders, and the tree that overhangs the mansion, along with the water, creates a sense of the natural beauty of the place. The smoke coming out of the stacks on both the plantation and the boat indicate that work is going on here, but the absence of crowds and the orderliness of the entire scene create a sense of tranquility that the South sought to cultivate.



Item 1461
Anonymous, TITLE UNKNOWN (n.d.). Courtesy of the Library of Congress.

NOTE:

1. The willow tree and water surrounding the plantation emphasize the Southern economy's integration with the natural beauty of the region.
2. The small, almost hidden slave cabins contrast with the palatial dimensions of the plantation's main house.
3. The steamboat and flatboat in juxtaposition reveal a society in transition from manual to industrial power.

Appendix D: Evaluating Evidence Items

ITEM: LINCOLN'S OPEN LETTER TO HORACE GREELEY

CONTEXT:

Abraham Lincoln wrote this letter on August 22, 1862, during one of the lowest points in the war for the North. It was a response to an editorial written a few days earlier by Horace Greeley, the prominent editor of the *New York Tribune*. Greeley had criticized the Lincoln administration's lack of resolve and demanded emancipation for the country's slaves. Even though a draft of the Emancipation Proclamation was already on his desk, Lincoln used this opportunity to reassert his belief that his primary constitutional responsibility as commander-in-chief was to maintain the Union. The letter received widespread acclaim in the North upon its publication.

FULL TRANSCRIPT:

Executive Mansion,
Washington, August 22, 1862.

Hon. Horace Greeley:
Dear Sir.

I have just read yours of the 19th. addressed to myself through the New-York Tribune. If there be in it any statements, or assumptions of fact, which I may know to be erroneous, I do not, now and here, controvert them. If there be in it any inferences which I may believe to be falsely drawn, I do not now and here, argue against them. If there be perceptible [sic] in it an impatient and dictatorial tone, I waive it in deference to an old friend, whose heart I have always supposed to be right.

As to the policy I "seem to be pursuing" as you say, I have not meant to leave any one in doubt.

I would save the Union. I would save it the shortest way under the Constitution. The sooner the national authority can be restored; the nearer the Union will be "the Union as it was." If there be those who would not save the Union, unless they could at the same time save slavery, I do not agree with them. If there be those who would not save the Union unless they could at the same time destroy slavery, I do not agree with them. My paramount object in this struggle is to save the Union, and is not either to save or to destroy slavery. If I could save the Union without freeing any slave I would do it, and if I could save it by freeing all the slaves I would do it; and if I could save it by freeing some and leaving others alone I would also do that. What I do about slavery, and the colored race, I do because I believe it helps to save the Union; and what I forbear, I forbear because I do not believe it would help to save the Union. I shall do less whenever I shall believe what I am doing hurts the cause, and I shall do more whenever I shall believe doing more will help the cause. I shall try to correct errors when shown to be errors; and I shall adopt new views so fast as they shall appear to be true views.

I have here stated my purpose according to my view of *official duty*; and I intend no modification of my oft-expressed personal wish that all men everywhere could be free.

Yours,
A. Lincoln.

Abraham Lincoln, "Open Letter to Horace Greeley," *New York Tribune*, August 22, 1862.
Courtesy of the Library of Congress.

Appendix D: Evaluating Evidence Items

ITEM: JEFFERSON DAVIS ADDRESS

CONTEXT:

In this address to the provisional Confederate Congress in April 29, 1861, President Jefferson Davis presented a constitutional argument in defense of Southern secession. Without ever mentioning slavery, Davis constructed a legal case claiming that the Northern states had ignored the original intent of the compact made by the thirteen colonies that formed the United States. Painting the agrarian South as a victim of the economic interests of the industrializing North, Davis claimed that the North “corrupted” the Constitution by placing the concerns of the federal government above the interests of its creators: the states. His argument that Northern political leaders had incorrectly interpreted the Constitution justified both secession and the attack that started the war in the minds of many Southerners.

EXCERPT:

...Strange, indeed, must it appear to the impartial observer, but it is none the less true that all these carefully worded clauses proved unavailing to prevent the rise and growth in the Northern States of a political school which has persistently claimed that the government thus formed was not a compact between States, but was in effect a national government, set up above and over the States. An organization created by the States to secure the blessings of liberty and independence against foreign aggression, has been gradually perverted into a machine for their control in their domestic affairs. The creature has been exalted above its creators ; the principals have been made subordinate to the agent appointed by themselves.

The people of the Southern States, whose almost exclusive occupation was agriculture, early perceived a tendency in the Northern States to render the common government subservient to their own purposes by imposing burdens on commerce as a protection to their manufacturing and shipping interests. Long and angry controversies grew out of these attempts, often successful, to benefit one section of the country at the expense of the other. And the danger of disruption arising from this cause was enhanced by the fact that the Northern population was increasing, by immigration and other causes, in a greater ratio than the population of the South.

By degrees, as the Northern States gained preponderance in the National Congress, self-interest taught their people to yield ready assent to any plausible advocacy of their right as a majority to govern the minority without control. They learned to listen with impatience to the suggestion of any constitutional impediment to the exercise of their will, and so utterly have the principles of the Constitution been corrupted in the Northern mind that, in the inaugural address delivered by President Lincoln in March last, he asserts as an axiom, which he plainly deems to be undeniable, that the theory of the Constitution requires that in all cases the majority shall govern; and in another memorable instance the same Chief Magistrate did not hesitate to liken the relations between a State and the United States to those which exist between a county and the State in which it is situated and by which it was created.

This is the lamentable and fundamental error on which rests the policy that has culminated in his declaration of war against these Confederate States...

Jefferson Davis, “Message on Constitutional Ratification, April 29, 1861,”
Official Records of the Union and Confederate Armies, 4th ser., no. 1 (1861): 256–68.

Appendix D: Evaluating Evidence Items

ITEM: SOUTH CAROLINA SECESSION LEGISLATION

CONTEXT:

After Lincoln's election, South Carolina, the most pro-slavery of the Southern states, became the first state to propose seceding from the Union. This document is an excerpt from South Carolina's secession pronouncement of December 20, 1861. The text proclaims that the incoming Lincoln administration intends to violate the constitutional rights of the slaveholding states, and thus South Carolina needs to dissolve its relationship with the United States. The rest of the lower South (Florida, Georgia, Louisiana, Mississippi, Alabama, and Texas) followed South Carolina two months later, and together they formed the Confederate States of America in February 1861. Although a majority of Southern whites probably opposed secession, the slaveholders of the South controlled the political decision-making process.

EXCERPT:

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

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

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

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

Adopted December 24, 1860

People of the State of South Carolina, "Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina From the Federal Union" (1860). *South Carolina Secedes* (University of South Carolina Press, 1960), 76–81.

Appendix E: *Evaluating Evidence:* Examples of Classroom Assessments

The following are examples of particular Historical Thinking Skills and the assessment exercises that could be used in an American history classroom to determine how well students demonstrate these skills. These examples are meant to illustrate the types of assessments that you could design for use in your classroom. You will have the opportunity to develop more such assessments in this next activity.

1. Please read through examples 1 and 2 from left to right.
Discuss the assessments, but do not actually complete the exercises.
2. Choose a note-taker for your group.
3. As a group, choose one specific Historical Thinking skill. Develop an assessment related to these primary documents that asks students to demonstrate that skill. Use the spaces in the table below to record which Historical Thinking skill you are focusing on and what the assessment will be. You are welcome to imagine the other kinds of materials (e.g. textbook passages, video segments) that you might provide for students to complete this assessment. Time permitting, you may wish to develop a second example.

Assessment titles	Backward Design Step 1: Identify the Teaching Goal (Which Historical Thinking Skill?)	Backward Design Step 2: Develop the Assessment
<p>Example 1: Chronology Leading to Civil War</p>	<p>Historical Thinking Skill 1C: “Establish temporal order in constructing historical narratives of their own.”</p>	<p>Assessment: Assessment: Use a graphic organizer to put at least five of the evidence items into chronological order, showing cause and effect.</p>
<p>Example 2: Varied Representations of Slavery</p>	<p>Historical Thinking Skill 3D: “Consider multiple perspectives.”</p>	<p>Assessment: Participate in a seminar discussion that a) compares and contrasts the various representations of slavery and plantation life presented in the evidence, and b) analyzes why these perspectives varied and with what results.</p>

Appendix F: *Curating an Exhibit* Discussion Questions

1. Briefly present and explain the museum exhibit that they developed in the interactive *Curating an Exhibit*.
2. Discuss the following questions, and prepare to report responses to the larger group:
 - Which, if any, pieces of evidence did we both use in our exhibits?
 - In what ways do our topics overlap and/or inform each other?
 - In what ways might our exhibits lead to similar and to different interpretations of topics in American History?
 - How could I adapt the museum exhibit idea for use in my classroom?

Appendix G: Unit 11 Reflection Questions 1

Reflection Questions

1. How might I develop an assessment similar in style to *Curating an Exhibit*, but based upon another topic in American history, for use in my classroom?
2. What other topics in American history could I most readily develop a similar type of assignment on?
3. What kinds of primary documents would work well for classroom use, and where would I gain access to them?

Appendix H: Units 6–10: Curriculum Planning

Introduction: So far you have done the first two steps of Backward Design — choosing a Historical Thinking skill as a goal and developing an assessment — in prior activities. Now, you will do curriculum planning in relation to the historical content examined in one of Units 6–10. In this case, you will also develop Step 3: classroom activities that will prepare students to succeed on the final assessment. In other words, Step 3 asks you to plan the activities that you will have students do in the days prior to taking the final assessment. It is these activities that will actually teach students how to engage in the kinds of Historical Thinking skills that you want them to demonstrate on the final assessment. Reflecting on the activities that you have done while participating in the workshops should help you develop activities for Step 3.

Instructions: As a group, follow the three steps of Backward Design and record your notes in the table below:

1. Identify the teaching goal
2. Develop the assessment
3. Plan daily classroom lessons leading up to the assessment

Assessment titles	Backward Design Step 1: Identify the Teaching Goal	Backward Design Step 2: Develop the Assessment
(title)	Historical Thinking Skill:	Assessment:
(title)	Historical Thinking Skill:	Assessment:

Appendix I: Unit 11 Reflection Questions 2

Reflection Questions

1. What new ideas or perspectives did I learn about teaching American history from the materials, the activities, and my colleagues in this unit?
2. What new perspectives do I have on American history and teaching American history from the workshop series overall?
3. What is something that I learned about using assessments to help my students develop skills of Historical Thinking?



NOTES
