



Significant Eras and Dates in U. S. History

TAKS Objective 1 The student will demonstrate an understanding of issues and events in U.S. history.

(8.1) **History.** The student understands traditional historical points of reference in U.S. history through 1877.

(A) The student is expected to identify the major eras in U.S. history through 1877 and describe their defining characteristics.

(C) The student is expected to explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861-1865.

Note: TEKS (8.1)(A) is assessed at Grade 8, but is not assessed at Grades 10 or 11. TEKS (8.1)(C) is assessed at Grades 8, 10, and 11. However, the dates [1607] and [1803] are bracketed at Grades 10 and 11 and will not be specifically tested on the TAKS.

TAKS Objective 5 The student will use critical thinking skills to analyze social studies information.

(8.30) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(B) The student is expected to analyze information by sequencing, **categorizing**, identifying cause-and-effect relationships, comparing, contrasting, **finding the main idea**, **summarizing**, making generalizations [and predictions], and drawing inferences and conclusions.

(C) The student is expected to [organize and] interpret information from [outlines, reports, databases, and] visuals including graphs, **charts**, **timelines**, and maps.

Note: TEKS (8.30)(B) is assessed at Grade 8 and corresponds with the (WH25)(C)/(WG21)(A) correlation at Grade 10 and with (US24)(B) at Grade 11. However, bracketed text will not be specifically tested on the TAKS.

TEKS (8.30)(C) is assessed at Grade 8 and correlates with (WH26)(C) assessed at Grades 10 and 11. However, bracketed text will not be specifically tested on the TAKS.

Materials

Use the attached chart, **Significant Eras and Dates in U.S. History**, to trace major events and developments in the United States from 1607 to 1877.

Activities

Have students **interpret** the information on the chart and timeline and use other resources to **find** and **summarize** the main themes of each era. Dates listed in Objective 1 (8.1)(C) are underlined.

Ask students to **categorize** each era into broad concepts such as growth, change, conflict, etc. Then ask students to **define** in broad terms the characteristics of each era.

Significant Eras and Dates in U. S. History

Era	Major Events & Developments	Dates
Colonial America	<p>Establishment of first permanent English colony at Jamestown</p> <p>Development of representative government</p> <p>Development of agriculture, manufacturing, and trade</p>	<u>1607</u>
Revolution & Independence	<p>Declaration of Independence</p> <p>Revolutionary War</p> <p>Treaty of Paris</p>	<p><u>1776</u></p> <p>1775-1781</p> <p>1783</p>
Constitution & Republic	<p>Constitutional Convention</p> <p>War of 1812</p> <p>Monroe Doctrine</p>	<p><u>1787</u></p> <p>1812-1815</p> <p>1823</p>
Expansion & Manifest Destiny	<p>Louisiana Purchase</p> <p>Acquisition of Florida</p> <p>Annexation of Texas</p> <p>Mexican War and Mexican Cession</p>	<p><u>1803</u></p> <p>1819</p> <p>1845</p> <p>1846-1848</p>
Sectionalism & the Civil War	<p>Missouri Compromise</p> <p>Compromise of 1850</p> <p>Civil War</p> <p>End of Reconstruction</p>	<p>1821</p> <p>1850</p> <p><u>1861-1865</u></p> <p><u>1877</u></p>



Reasons for English Colonization in America

TAKS Objective 1 The student will demonstrate an understanding of issues and events in U. S. history.

(8.2) **History.** The student understands the causes of exploration and colonization eras.

(B) The student is expected to compare political, economic, and social reasons for establishment of the 13 colonies.

Note: TEKS (8.2)(B) is assessed at Grade 8, but is not assessed at Grades 10 and 11.

TAKS Objective 5 The student will use critical thinking skills to analyze social studies information.

(8.30) **Social studies skills.** The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(B) The student is expected to analyze information by sequencing, categorizing, identifying cause-and-effect relationships, **comparing**, **contrasting**, finding the main idea, summarizing, and making generalizations [and predictions], and **drawing inferences** and conclusions.

Note: TEKS (8.30)(B) is assessed at Grade 8 and corresponds with the (WH25)(C)/(WG21)(A) correlation at Grade 10 and with (US24)(B) at Grade 11. However, bracketed text will not be specifically tested on the TAKS.

Materials

Make a transparency or handout of **Reasons England Established Colonies in America** and use the information to compare, contrast, and summarize the reasons for colonization.

Activities

Ask students to use the handout to select which items might be reasons for colonists' move to the new world. Then ask them to select reasons the English king and government wished to found colonies. Ask them to **compare and contrast** the goals of the government and goals of the settlers.

Have students study the statements under each reason for establishing colonies; **political, economic, and social**. Then have them **make inferences** about why some of these

Reasons for English Colonization in
America, Page 2

reasons were important aims of the English government and why some were important aims of colonists.

Reasons England Established Colonies in America

Economic Reasons

- ? High unemployment in England caused by landowners who forced small farmers off the land in order to raise sheep for the production of wool**
- ? Manufacturing interests in England sought markets for their goods**
- ? Manufacturers sought a source of raw materials**

Political Reasons

- ? Search for a new passage to India in order to compete with Spain and Portugal**
- ? Promise of gold to increase England's wealth**
- ? Acquisition of territory to add to empire**
- ? Buffer against Spanish colonies in America**

Social Reasons

- ? Freedom from religious persecution**
- ? Protection of culture**



Causes of the American Revolution

TAKS Objective 1 The student will demonstrate an understanding of issues and events in U.S. history.

(8.4) **History.** The student understands significant political and economic issues of the revolutionary era.

(A) The student is expected to analyze causes of the American Revolution, including mercantilism and British economic policies following the French and Indian War.

Note: TEKS (8.4)(A) is assessed at Grade 8, but is not assessed at Grades 10 or 11.

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(8.30) **Social studies skills.** The student applies critical-thinking skills to organize and use information from a variety of sources including electronic technology.

(B) The student is expected to analyze information by sequencing, categorizing, **identifying cause-and-effect relationships**, comparing, contrasting, finding the main idea, summarizing, making generalizations [and predictions], and **drawing** inferences and **conclusions**.

(C) The student is expected to [organize and] **interpret information** from [outlines, reports, databases, and] visuals including graphs, **charts, timelines** and maps.

Note: TEKS (8.30)(B) is assessed at Grade 8 and corresponds with the (WH25)(C)/(WG21)(A) correlation at Grade 10 and with (US24)(B) at Grade 11. However, bracketed text will not be specifically tested on the TAKS.

TEKS (8.30)(C) is assessed at Grade 8 and correlates with (WH26)(C) assessed at Grades 10 and 11. However, bracketed text will not be specifically tested on the TAKS.

Materials

Make a transparency or handout of the chart, **Causes of the American Revolution**.

Activities

Ask students to study the provisions of the acts of Parliament. Then have them show **cause-and-effect** relationships between the acts and colonial responses. Ask students to **explain** how responses to the acts led the colonials closer to revolution.

Have students **draw conclusions** about how the restrictions on *economic* and *personal freedoms* caused open rebellion among the colonists. Which acts restricted economic freedom, which restricted personal freedom?

Causes of the American Revolution

Acts of Parliament	Provisions of Act	Colonial Response	Date Enacted
Navigation Acts	Restricted colonial trade colonial trade, manufacturing, and shipping	--Smuggling --Evasion and disregard for restrictions	1650-1763
Sugar Act	Duty placed on sugar from the West Indies to raise revenue for Britain	Colonial protests led to lower duties	1764
Quartering Act	Required certain colonies to provide food and housing for British soldiers	Colonial assemblies refused to comply with the act.	1765
Stamp Act	Required the use of stamped paper articles showing that tax had been paid	--Protested taxation by Parliament without colonial representation --Stamp Act repealed	1765
Townshend Acts	Light taxation on glass, lead, paper, and tea	--Smuggling --Resisting British troops resulting in the Boston Massacre --Refusing to import goods	1767
Enforcement of Tea Tax	East India Company given monopoly for colonial tea business with small tax	Tea ships and cargos destroyed by colonials in Boston and Annapolis	1773
Coercive Acts (Intolerable Acts)	Many rights of Massachusetts dissolved: assembly, town meetings, jury trials, port of Boston closed	Colonial representatives met in the first Continental Congress to protest the acts and called for a <i>complete</i> boycott British goods	1774
Quebec Act	--Extended Quebec to Ohio River --Did not provide trial by jury or right of assembly --Recognized Catholic religion in Quebec	Colonials protested the extension of Quebec into lands where British colonists expected to settle	1774



Important People in the American Revolution

TAKS Objective 1 The student will demonstrate an understanding of issues and events in U.S. history.

(8.4) **History.** The student understands significant political and economic issues of the revolutionary era.

(B) The student is expected to explain the roles played by significant individuals during the American Revolution, including Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, [the Marquis de Lafayette,] Thomas Paine, and George Washington.

Note: TEKS (8.4)(B) is assessed at Grades 8, 10, and 11. However, [Samuel Adams, Benjamin Franklin, King George III, the Marquis de Lafayette, and Thomas Paine] are bracketed at Grades 10 and 11 and will not be specifically tested on the TAKS. In Grade 8, [the Marquis de Lafayette] is bracketed and will not be specifically tested on the TAKS.

TAKS Objective 5 The student will use critical thinking skills to analyze social studies information.

(8.30) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(B) The student is expected to analyze information by sequencing, **categorizing**, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, **summarizing**, making generalizations [and predictions], and **drawing inferences** and conclusions.

(C) The student is expected to [organize and] interpret information from [outlines, reports, databases, and] visuals including graphs, **charts**, timelines, and maps.

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Materials

Make a handout or transparency of the chart, **Important People in the American Revolution.**

Activities

Tell students to read the thumbnail sketches of selected important people in the American Revolution. Then have them place each in one of the following **categories: *military leader, political leader, author/writer, businessman.*** Some of these individuals may fit into several categories.

Summarize the important qualities of each person and **draw inferences** about how each quality contributed to success or failure in the Revolution

Important People in the American Revolution

Leader	Qualities and Contributions
Samuel Adams	Adams was a political activist and organizer of the rebellion against British policies. He spoke and wrote articles against British restrictions in Massachusetts. He was a leader of the Boston Tea Party, attended the First Continental Congress, and signed the Declaration of Independence.
Benjamin Franklin	Franklin left school at the age of ten and later became a wealthy businessman, inventor, journalist, scientist, and statesman. After independence was declared, he went to France where he forged an alliance that helped win the war. In 1783, he was one of the negotiators of the Treaty of Paris that ended the American Revolution.
King George III	George III was determined to restore power to the monarchy that had gradually eroded as Parliament became more dominant. To maintain control of his most valuable colonies, he waged an aggressive policy against colonial resistance. Colonial grievances against George III are listed in the second part of the Declaration of Independence.
Thomas Jefferson	Jefferson, a Virginia plantation owner, was an early leader of the Revolution. He wrote political pamphlets opposing British restrictions on the colonists. He was a delegate to the Continental Congress and wrote the Declaration of Independence. During the Revolution he served in the Virginia Legislature and as governor of Virginia.
Thomas Paine	Paine arrived in the colonies in 1775, and early in 1776, wrote a pamphlet entitled <i>Common Sense</i> . It became a best seller overnight. Paine urged colonials to revolt and form an independent, democratic republic. His arguments were so persuasive that many colonials pushed for independence rather than reconciliation with Britain.
George Washington	Washington, a Virginia plantation owner, was an army officer in the French and Indian War. He served in the Virginia House of Burgesses and the 1 st and 2 nd Continental Congresses. He was appointed commander-in-chief of the Continental Army and led the colonies to independence when the British surrendered at the Battle of Yorktown.



Issues Surrounding Important Events of the American Revolution

TAKS Objective 1 The student will demonstrate an understanding of issues and events in U.S. history.

(8.4) **History.** The student understands significant political and economic issues of the revolutionary era.

(C) The student is expected to explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; and signing the Treaty of Paris.

Note: TEKS (8.4)(C) is assessed at Grades 8, 10, and 11. However, the following portions are bracketed at Grades 10 and 11 and will not be specifically tested on the TAKS at Grades 10 and 11: [...important events of...]; [...writing...]; [...fighting the battles of Lexington, Concord, Saratoga, and Yorktown...]; and [...signing the Treaty of Paris].

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(8.30) **Social studies skills.** The student applies critical-thinking skills to organize and use information from a variety of sources including electronic technology.

(B) The student is expected to analyze information by sequencing, categorizing, identifying cause-and-effect relationships, **comparing**, **contrasting**, finding the main idea, summarizing, making generalizations [and predictions], and **drawing** inferences and **conclusions**.

(C) The student is expected to [organize and] interpret information from [outlines, reports, databases, and] visuals including graphs, **charts** timelines, and **maps**.

Note: TEKS (8.30)(B) is assessed at Grade 8 corresponds with the (WH25)(C)/ (WG21)(A) correlation at Grade 10 and with (US24)(B) at Grade 11. However, bracketed text will not be specifically tested on the TAKS.

TEKS (8.30)(C) is assessed at Grade 8 and correlates with (WH26)(C) assessed at Grades 10 and 11. However, bracketed text will not be specifically tested on the TAKS.

Materials

Copy the attached chart, **Issues Surrounding Important Events of the American Revolution**. Make a transparency of the maps, **Before and After 1783**. (The maps are available from the Perry-Castañeda Map Collection at The University of Texas at Austin at: <www.lib.utexas.edu/maps/index.html>. The maps are used with permission from The University of Texas at Austin.)

Activities

Discuss the development of a revolution from its inception to a change in government (agitation by speakers and writers, formulation of a cause, conflict, resolution). Compare and contrast the French and American Revolutions and point out that there was no reign of terror in the American Revolution.

Have students list the rationale for and the specific causes of the Revolution as stated in the Declaration of Independence. Then ask them to **draw conclusions** about the impact of these factors on motivating colonials to fight a war.

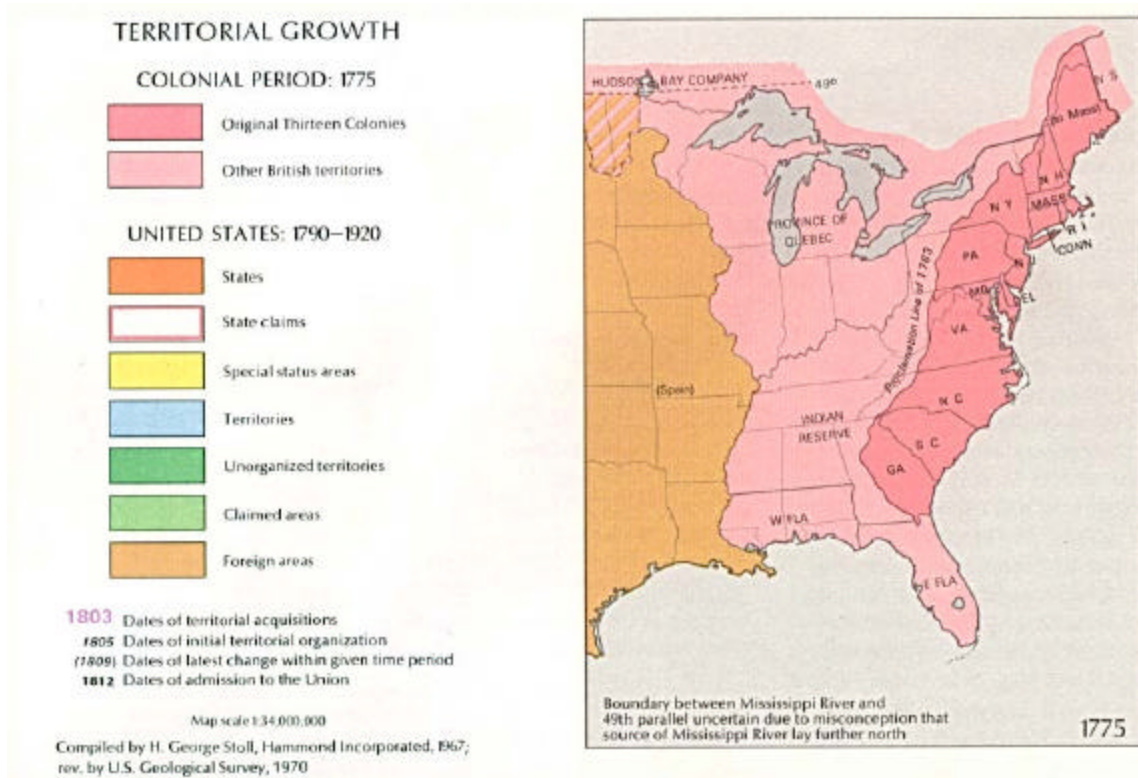
Using the information in the chart, ask students to **draw conclusions** about the impact of the important battles of the Revolution on the ability of the colonials to defeat a superior power.

Using the two maps, **Before and After 1783**, ask students to **compare** the territory of the original thirteen colonies with the territory ceded to the new United States in the Treaty of Paris. **Draw conclusions** about the impact of the treaty on westward expansion.

Issues Surrounding Important Events of the American Revolution

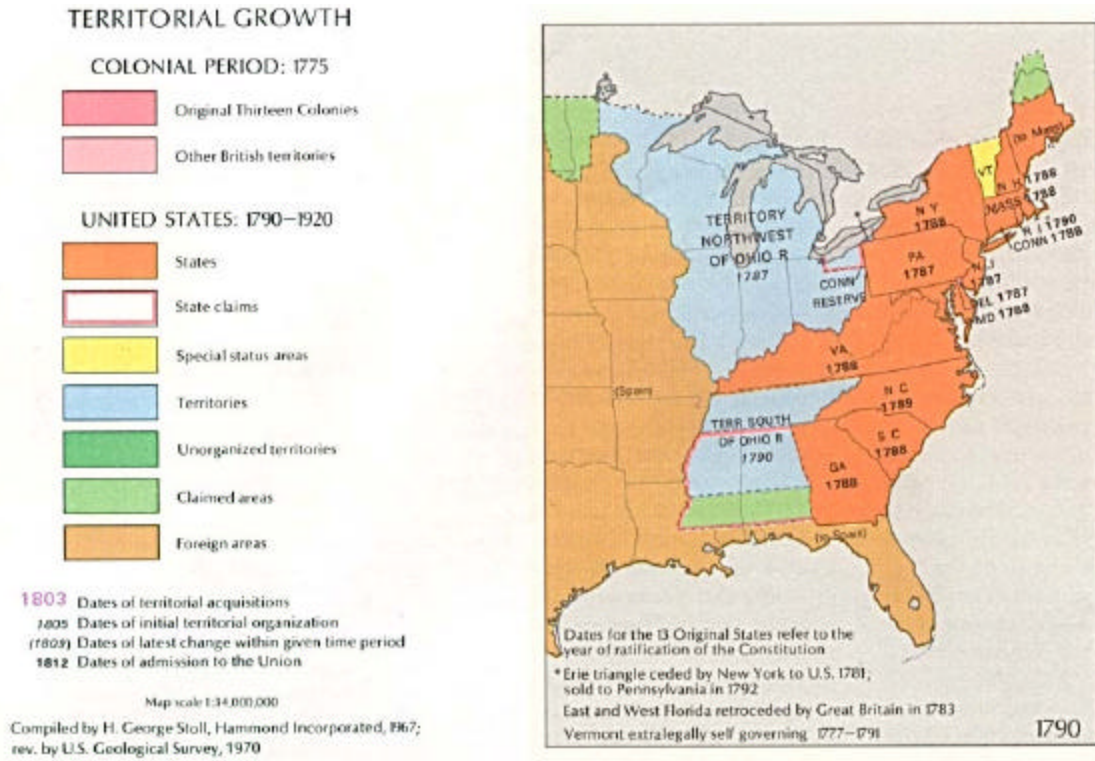
EVENT	ISSUES
Battles of Lexington & Concord 1775	The British army attempted to put down an insurrection in Massachusetts before it started. They sent troops to seize stores of colonial gunpowder and capture leaders of the rebellion. Shots were fired causing casualties on both sides and the Revolution began.
Declaration of Independence 1776	Jefferson wrote that when a form of government destroys the rights of the people it governs, they have a right to alter or abolish it. However, they should not take change lightly and should declare reasons why separation is the only recourse.
Battle of Saratoga 1777	This great American victory over the British proved to be the turning point in the war. It led to a military alliance with France followed by aid from Spain, Holland, and other European countries.
Articles of Confederation March, 1781	In establishing a new government, colonials had to decide where sovereignty rested--with a central government or with the states. Framers of the Articles established a weak Congress, but no executive branch. The guiding principle of the Articles was to preserve the independence and sovereignty of the states.
Battle of Yorktown October, 1781	Four years after Saratoga, despair was widespread and the government was nearly bankrupt. Some soldiers threatened mutiny over back pay. In the fall, aided by the French army and fleet, Washington won a great battle at Yorktown and accepted the surrender of the main British army under Cornwallis.
Treaty of Paris 1783	Fearing French and Spanish interests in acquiring territory in North America, the British made a speedy and liberal agreement with the Americans. The treaty provided for generous boundaries and the recognition of independence.

Before 1783 Thirteen Original Colonies



Map Source: University of Texas, Perry-Castañeda Library,
www.lib.utexas.edu/maps/index.html

After 1783 United States Territory



Map Source: University of Texas, Perry-Castañeda Library,
www.lib.utexas.edu/maps/index.html



The Constitutional Convention Philadelphia, 1787

TAKS Objective 1 The student will demonstrate an understanding of issues and events in U.S. history.

(8.4) **History.** The student understands significant political and economic issues of the revolutionary era.

(D) The student is expected to analyze the issues of the Philadelphia Convention of 1787, including major compromises and arguments for and against ratification.

Note: TEKS (8.1)(D) is assessed at Grade 8, but is not assessed at Grades 10 or 11.

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(B) The student is expected to analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations [and predictions], and **drawing** inferences and **conclusions**.

(D) The student is expected to identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants.

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Materials

Copy the chart titled **Issues and Compromises, The Constitutional Convention, 1787.**

The Constitutional Convention,
Philadelphia, 1787, Page 2

Activities

Ask students to **identify the points of view** of the framers of the Constitution and make **inferences** about the **frame of reference** that influenced the delegates. Discuss the frame of reference from a small state/large state point of view and from a geographical point of view.

Have students **draw conclusions** about the ability of the delegates to compromise and the impact of their compromises on the success of the Constitution.

**Issues and Compromises
The Constitutional Convention, 1787**

Issues	Different Viewpoints	Different Viewpoints	Compromise
Structure of Congress	The <i>Virginia Plan</i> suggested that representation of both houses of Congress be determined by population.	The <i>New Jersey Plan</i> suggested a one-house Congress with equal representation for each state.	The <i>Great Compromise</i> provided for a Senate based on equal representation for each state (2) and a House based on population.
Counting Slave Population	Southern states wanted slaves counted for the purpose of representation.	Northern states did not want the slave population of the South counted for representation.	In the <i>Three Fifths Compromise</i> , the Convention agreed to count 1 slave as 3/5 th of a person for representation and taxation.
Election of the President	Fearing a powerful president, some delegates argued for direct election by the people.	Others wanted Congress or state legislatures to select a president.	The compromise called for a strong president with veto power to be elected indirectly by an Electoral College.
Ratification	Anti-Federalists feared a strong federal government and demanded a Bill of Rights.	Federalists favored a strong federal government and supported the Constitution.	Federalists agreed to add a Bill of Rights to the Constitution. (Amendments 1-10)



Origin and Development of American Political Parties

TAKS Objective 1 The student will demonstrate an understanding of issues and events in U.S. History.

(8.5) **History.** The student understands the challenges confronted by the government and its leaders in the early years of the Republic.

(C) The student is expected to explain the origin and development of American political parties.

Note: TEKS (8.5)(C) is assessed at Grade 8, but is not assessed at Grades 10 or 11.

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(C) The student is expected to [organize and] **interpret information** from [outlines, reports, databases, and] visuals including graphs, **charts**, timelines, and maps.

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TEKS (8.30)(C) is assessed at Grade 8 and correlates with (WH26)(C) assessed at Grades 10 and 11. However, bracketed text will not be specifically tested on the TAKS.

Materials

Make transparencies of the following: **Origin of Political Parties, Major Issues of Early Political Parties** and **The Development of the Two-Party System, 1790s-2000s.**

Activities

Have students read the paragraphs on **Origin of Political Parties** and **Major Issues of Early Political Parties**. Ask them to **compare and contrast** the leaders of the parties and their basic ideas of government.

Ask students to study the flow chart, **The Development of the Two-Party System, 1790s-2000s**, **Origin of American Political Parties**, and **Major Issues of Early Political Parties**, and make **generalizations** about the impact of the political philosophies of the two original parties on political parties today. Ask them to make **inferences** about the advantages of a two-party system of government.

Origin of American Political Parties

Origin of the Federalist Party

Secretary of the Treasury Alexander Hamilton, a New Yorker, and his followers came to be known as Federalists. They advocated a powerful central government presided over by the educated upper classes. This party appealed to the merchants, manufacturers, and shippers along the East Coast and in the urban areas. Hamilton was pro-British, believing that the new nation had closer ties with Britain and could benefit from trade with the former mother country. Washington, who opposed political parties as being divisive, generally supported Hamilton.

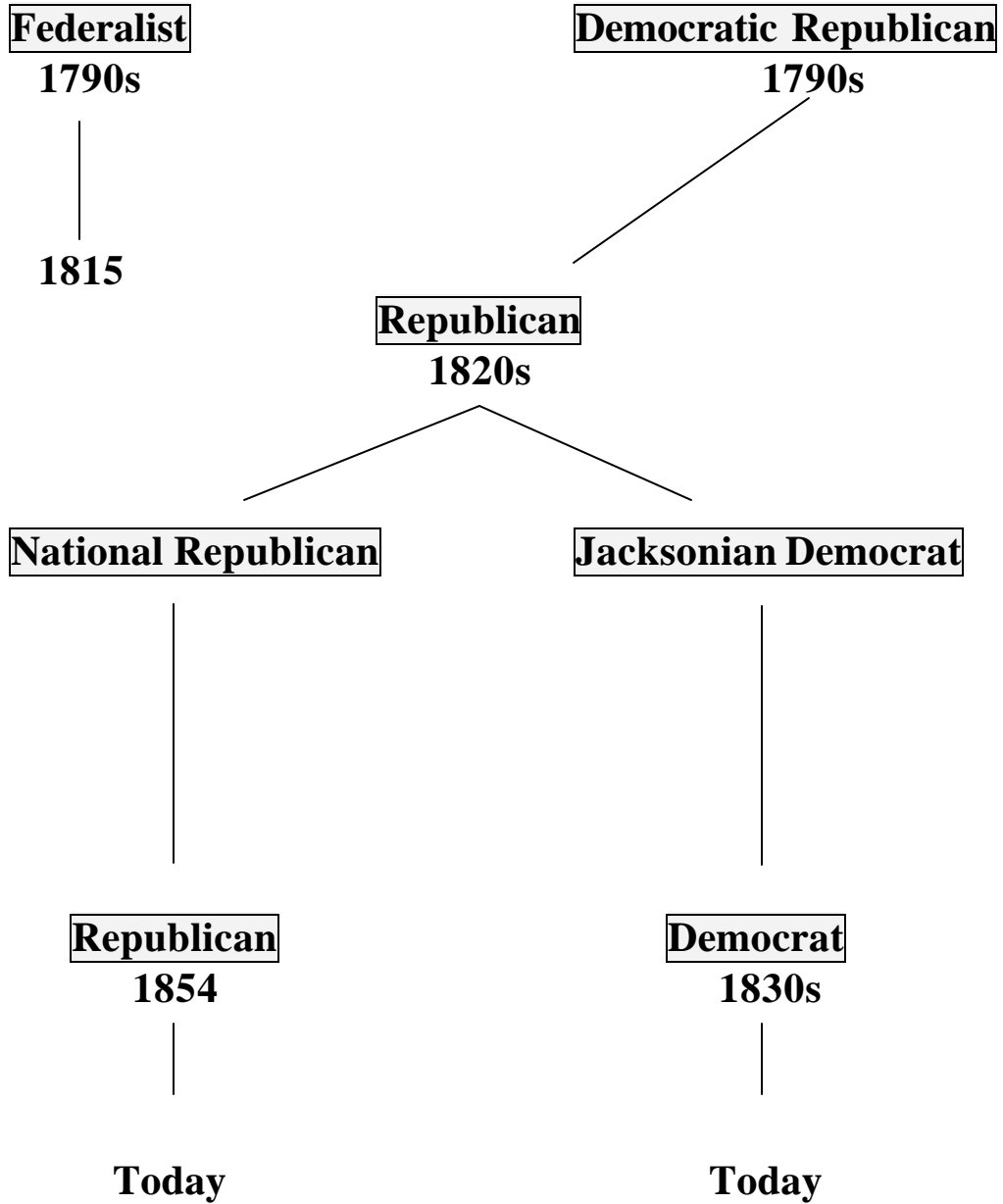
Origin of the Democratic Republican Party

Jefferson, the leader of the anti-Federalists, was an aristocratic plantation owner from Virginia. In his view, agriculture was the basis of the American economy. The middle classes and small farmers generally supported him. Later, when he became president, the party came to be known as the Democratic Republican Party. Jefferson wrote that the best government was one that governed least. He promoted the idea of a weak central government and sovereign state governments. The party was pro-French and supported the ideals of the French Revolution.

Major Issues of Early Political Parties

Federalist Party	Democratic Republican Party
<p>Supported <i>loose construction</i> view of the Constitution. Loose constructionists believed that the federal government was sovereign over the states and that national laws were supreme over state laws.</p>	<p>Supported <i>strict construction</i> view of the Constitution. Strict constructionists believed that the federal government had only the powers specifically granted it in the Constitution.</p>
<p>Advocated a strong central government based on expressed and implied powers of the federal government. The basis for implied powers was the “necessary and proper” clause in the Constitution.</p>	<p>Supported the view that all powers not specifically designated to the federal government in the Constitution remained with the states as stated in the 10th Amendment.</p>
<p>Supported closer ties to Great Britain.</p>	<p>Supported closer ties to the new French government that was established during the French Revolution.</p>

**The Development of the Two-Party System
1790s – 2000s**





Issues Surrounding Important Events of the War of 1812

TAKS Objective 1 The student will demonstrate an understanding of issues and events in U.S. History.

(8.5) **History.** The student understands the challenges confronted by the government and its leaders in the early years of the Republic.

(D) The student is expected to explain the [causes of and] issues surrounding important events of the War of 1812.

Note: TEKS (8.5)(D) is assessed at Grade 8, but is not assessed at Grades 10 or 11. However, bracketed text will not be specifically tested on the TAKS.

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TEKS (8.30)(C) is assessed at Grade 8 and correlates with (WH26)(C) assessed at Grades 10 and 11. However, bracketed text will not be specifically tested on the TAKS.

Materials

Copy the attached handouts: **Issues Surrounding the Important Events of the War of 1812** and **Timeline, 1807-1815**.

Activities

Ask students to study the events in **Timeline, 1807-1815**. Then have them read **Issues Surrounding Important Events of the War of 1812** and **categorize** the *groups* involved in the war, the *regions* where the battles were fought, and the *types* of battles. (Groups could include British, Indian tribes, and Americans. Regions could include East Coast, Mississippi and Lower South, high seas, Great Lakes and New York lakes. Types of battles could include naval and land.)

Ask students to study the information on the chart transparency and **identify cause-and-effect relationships**. Then have them **draw conclusions** about the impact of the events on the expansion of the United States and the spirit of nationalism.

Timeline
1807-1815

1807

Chesapeake Affair

|

1811

Battle of Tippecanoe

|

1812

Constitution defeated the Guerriere

|

1813

Battle of the Thames

Battle of Lake Erie

|

1814

Battle of Plattsburg on Lake Champlain

Battle of Horseshoe Bend

Washington, D.C. Burned by British

Treaty of Ghent

|

1815

Battle of New Orleans

Issues Surrounding Important Events of the War of 1812

Issues	Events
British support of the Indians in the West and South	The British attempted to control the area north of the Ohio River by arming the Indians in that region. US Gen. Harrison defeated the Indian confederation at the Battles of Tippecanoe and Thames. As a result, the Indians ceded vast areas of land to the U.S. The British organized and trained southern Creek warriors who lived on the border of Spanish Florida. US Gen. Jackson defeated them at the Battle of Horseshoe Bend.
British interference with American shipping on the high seas	In the early 1800s, the British began stopping American merchant ships and capturing sailors to serve in the British navy (called <i>impressment</i>). In one instance the British attacked the American naval ship, <i>Chesapeake</i>, killed several sailors, and impressed several more into British service.
War Hawks of the South and West vs. New England merchants and businessmen	War Hawks in the south and west, wanting more land and removal of the Indian threat, pushed for war with Britain. However, merchants and businessmen along the East Coast opposed the disruption of their trade with Europe. Some New Englanders suggested secession from the Union.
Question of Canada	War Hawks argued that the only way to remove the Indian threat was to destroy their base in Canada. Many thought it would be easy to drive the English out of Canada and defeat the Canadians. Many naval battles were fought on the Great Lakes to attack or defend against the British.
American spirit of nationalism	The successful war on the high seas against the powerful British navy gave Americans a spirit of pride and promoted a feeling of nationalism. The Treaty of Ghent ended the war late in 1814 and a period of expansion began in the United States.



Early U.S. Foreign Policy

Washington's Farewell Address and the Monroe Doctrine

TAKS Objective 1 The student will demonstrate an understanding of issues and events in U.S. History.

(8.5) **History.** The student understands the challenges confronted by the government and its leaders in the early years of the Republic.

(E) The student is expected to [trace the foreign policies of Presidents Washington through Monroe and] explain the impact of Washington's Farewell Address and the Monroe Doctrine.

Note: TEKS (8.5)(E) is assessed at Grade 8, but is not assessed at Grades 10 or 11. However, bracketed text will not be specifically tested on the TAKS.

TAKS Objective 5 The student will use critical thinking skills to analyze social studies information.

(8.30) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(A) The student is expected to [differentiate between, locate, and] use primary and secondary sources [such as computer software, databases, media and news services, biographies, interviews, and artifacts] to acquire information about the United States.

(B) The student is expected to analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, **summarizing**, making generalizations [and predictions], and **drawing** inferences and **conclusions**.

Note: TEKS (8.30)(A) is assessed at Grades 8 and 10 and correlates with (US24)(A) assessed at Grade 11. However, bracketed text will not be specifically tested on the TAKS.

TEKS (8.30)(B) is assessed at Grade 8 and corresponds with the (WH25)(C)/ (WG21)(A) correlation at Grade 10 and with (US24)(B) at Grade 11. However, bracketed text will not be specifically tested on the TAKS.

Materials

Copy the excerpts from **Washington's Farewell Address** and **Monroe's Message to Congress**.

Activities

Ask students to use these primary sources to **summarize** major statements of early American foreign policy. Then have them **draw conclusions** about the impact of these statements on traditional American foreign policy as it relates over time to the Western Hemisphere and to Europe. Examples: French Revolution, World War I, World War II.

**Excerpts from Washington's Farewell Address
September 19, 1796**

“Against the insidious wiles of foreign influence,...the jealousy of a free people ought to be *constantly* awake; since history and experience prove that foreign influence is one of the most baneful foes of Republican Government.”

“The Great rule of conduct for us, in regard to foreign Nations is in extending our commercial relations to have with them as little *political* connection as possible.”

“Europe has a set of primary interests, which to us have none, or very remote relation.”

“Our detached and distant situation invites and enables us to pursue a different course.”

“Why quit our own to stand on foreign ground? Why, by interweaving our destiny with that of any part of Europe, entangle our peace and prosperity in the toils of European Ambition, Rivalship, Interest, Humour, or Caprice?”

“Tis our true policy to steer clear of permanent Alliances, with any portion of the foreign World—So far, I mean, as we are now at liberty to do it.”

“But even our Commercial policy should hold an equal and impartial hand: neither seeking nor granting exclusive favours or preferences; consulting the natural course of things; diffusing & diversifying by gentle means the streams of Commerce, but forcing nothing...”

“There can be no greater error than to expect, or calculate upon real favours from Nation to Nation. ‘Tis an illusion which experience must cure, which a just pride ought to discard.”

**Excerpts from Monroe's Annual Message to Congress
December 2, 1823**

“...the occasion has been judged proper for asserting, as a principle in which the rights and interests of the United States are involved, that the American continents, by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European powers...”

“In the wars of the European powers in matters relating to themselves we have never taken part, nor does it comport with our policy to do so.”

“We owe it, therefore, to candor and to the amicable relations existing between the United States and those powers to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety.”

“Our policy in regard to Europe,...which is, not to interfere in the internal concerns of any of its powers;...to cultivate friendly relations with it, and to preserve those relations by a frank, firm, and manly policy, meeting in all instances the just claims of every power...”

“It is impossible that the allied powers should extend their political system to any portion of either continent without endangering our peace and happiness; nor can anyone believe that our southern brethren, if left to themselves, would adopt it of their own accord. It is equally impossible, therefore, that we should hold such interposition in any form with indifference.”



Andrew Jackson and the Beginning of the Modern Democratic Party

TAKS Objective 1 The student will demonstrate an understanding of issues and events in U.S. History.

(8.5) **History.** The student understands the challenges confronted by the government and its leaders in the early years of the Republic.

(F) The student is expected to explain the impact of the election of Andrew Jackson, including the beginning of the modern Democratic Party.

Note: TEKS (8.1)(A) is assessed at Grade 8, but is not assessed at Grades 10 or 11.

TAKS Objective 5 The student will use critical thinking skills to analyze social studies information.

(8.30) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(A) The student is expected to [differentiate between, locate, and] use primary and secondary sources [such as computer software, databases, media and news services, biographies, interviews, and artifacts] to acquire information about the United States.

(B) The student is expected to analyze information by sequencing, categorizing, identifying cause-and-effect relationships, **comparing**, contrasting, **finding the main idea**, summarizing, making generalizations [and predictions], and **drawing inferences** and conclusions.

Note: TEKS (8.30)(A) is assessed at Grades 8 and 10 and correlates with (US24)(A) assessed at Grade 11. However, bracketed text will not be specifically tested on the TAKS.

TEKS (8.30)(B) is assessed at Grade 8 and corresponds with the (WH25)(C)/(WG21)(A) correlation at Grade 10 and with (US24)(B) at Grade 11. However, bracketed text will not be specifically tested on the TAKS.

Materials

Make copies of the handout, **The Election Andrew of Jackson, 1828.**

Activities

The basic focus of this lesson is how Andrew Jackson transformed campaigning for office. Ask students to point out the **main ideas** under *Campaign, Issues,* and *Voters.* Then have them to **make comparisons** between the campaign of Adams and the campaign of Jackson and discuss the **Results** of the election. Have students note Jackson's statement, from his 2nd inaugural address, about the major objectives of his first term.

Ask students to study the information and **draw inferences** about why this campaign is sometimes referred to as the "Revolution of 1828" and how it led to the formation of the Democratic Party.

The Election of Andrew Jackson, 1828

Candidates	<p><u>John Quincy Adams</u>, President, elected 1824, National Democratic Party</p> <p><u>Andrew Jackson</u>, Hero of the Battle of New Orleans and the Creek Wars, Democratic-Republican Party</p>
Campaign	<ul style="list-style-type: none"> ? Mudslinging on both sides ? Adams was not actively involved in his campaign. ? Jackson's campaign was carefully organized and directed by Jackson himself: <ul style="list-style-type: none"> *Symbols used for first time; for example, "Old Hickory" *First campaign to reach out to the "common man" *Hickory tree plantings, parades, barbecues and dinners
Issues	<ul style="list-style-type: none"> ? Focus was on personalities, not political issues. ? Jackson accused Adams of using taxpayers' money for his own benefit. ? Jackson was accused of being a gambler, duelist, and a slave trader with no political experience.
Voters	<ul style="list-style-type: none"> ? Newly enfranchised white males voted for the first time. Now freed from property ownership as a qualification to vote, most of these new voters cast their votes for Jackson. He had solid support in the South and West and also among many industrial workers along the East Coast. ? Adams carried New England.
Results	<ul style="list-style-type: none"> ? Began the "Era of the Common Man" ? Led to the formation of the Democratic Party ? Rewarded supporters with government jobs (Spoils System) ? Shifted political influence from aristocratic East to small farmers and businessmen of the West and South.

Regarding the major objectives of his first term, Jackson stated, in his second inaugural address on March 4, 1833, "In domestic policy of this Government there are two objects...They are the preservation of the rights of the several States and the integrity of the Union...Without union our independence and liberty would never have been achieved; without union they never can be maintained."



Jackson's Indian Policies

TAKS Objective 1 The student will demonstrate an understanding of issues and events in U.S. History.

(8.5) **History.** The student understands the challenges confronted by the government and its leaders in the early years of the Republic.

(G) The student is expected to analyze federal [and state] Indian policies and the removal and resettlement of Cherokee Indians during the Jacksonian era.

Note: TEKS (8.5)(G) is assessed at Grade 8, but is not assessed at Grades 10 or 11. However, bracketed text will not be specifically tested on the TAKS.

TAKS Objective 5 The student will use critical thinking skills to analyze social studies information.

(8.30) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(A) The student is expected to [differentiate between, locate, and] use primary and secondary sources [such as computer software, databases, media and news services, biographies, interviews, and artifacts] to acquire information about the United States.

(B) The student is expected to analyze information by **sequencing**, categorizing, **identifying cause-and-effect relationships**, comparing, contrasting, finding the main idea, summarizing, making generalizations[and predictions], and **drawing** inferences and **conclusions**.

Note: TEKS (8.30)(A) is assessed at Grades 8 and 10 and correlates with (US24)(A) assessed at Grade 11. However, bracketed text will not be specifically tested on the TAKS.

TEKS (8.30)(B) is assessed at Grade 8 and corresponds with the (WH25)(C)/ (WG21)(A) correlation at Grade 10 and with (US24)(B) at Grade 11. However, bracketed text will not be specifically tested on the TAKS.

Materials

Make transparencies or handouts of the following: **Timeline: Removal of the Cherokees**, **Excerpt from Andrew Jackson's First Inaugural Address**, and **Excerpt from *Cherokee Nation v. Georgia***.

Activities

Have the students study **Timeline, Removal of the Cherokees** to note the major events and **draw conclusions** about the legal actions taken by the Cherokees to retain their lands and homes.

Have students read the **Excerpt from Andrew Jackson's First Inaugural Address** and **compare** his comments in 1829 with his actions in 1830 regarding the status of the Cherokees.

Have students read the **Excerpt from *Cherokee Nation v. Georgia*** written by Chief Justice John Marshall and **contrast** his approach to the Cherokee dilemma with that of Jackson.

Ask students to find the basic **cause** for the removal of the Cherokees and **identify the effect** of the removal on the tribe.

Timeline Removal of the Cherokees

Date	Event
1830	<ul style="list-style-type: none"> ? Congress passed the Indian Removal Act, signed by President Jackson. ? The Cherokees established an independent Cherokee Nation.
1831	Georgia wanted governmental control over the Cherokees and their lands. The Cherokees sued, but the Supreme Court refused to hear the case of the <i>Cherokee Nation v. Georgia</i> . According to the decision, the court did not have jurisdiction.
1832	In the case of <i>Worcester v. Georgia</i> , the Supreme Court ruled in favor of the Cherokees as a sovereign nation. Jackson supposedly said, "John Marshall (Chief Justice) has made his decision. Now let him enforce it."
1835	A small minority of Cherokee agreed to move out of their ancestral lands and signed a treaty with the U.S. The majority of the Cherokee chiefs was not involved in the treaty negotiations and refused to leave their lands and homes.
1838	Based on the treaty, the U.S. began the removal of the last southern tribe east of the Mississippi to Indian Territory (now Oklahoma).
1838-1839	The Trail of Tears The Cherokees were forced to leave their farms and cattle and move overland in the winter to their new lands. About 4,000 died on the move because of lack of food, freezing weather, and disease.

**Excerpt from Andrew Jackson's First Inaugural Address
March 4, 1829**

“It will be my sincere and constant desire to observe toward the Indian tribes within our limits a just and liberal policy, and to give humane and considerate attention to their rights and their wants which is consistent with the habits of our Government and the feelings of our people.”

**Excerpt from *Cherokee Nation v. Georgia*
John Marshall, Chief Justice, Supreme Court**

“This bill is brought by the Cherokee Nation, praying an injunction to restrain the state of Georgia from the execution of certain laws of that state, which as is alleged, go directly to annihilate the Cherokees as a political society, and to seize, for the use of Georgia, the lands of the nation which have been assured to them by the United States in solemn treaties repeatedly made and still in force.”



The Northwest Ordinance 1787

TAKS Objective 1 The student will demonstrate an understanding of issues and events in U.S. History.

(8.6) **History.** The student understands westward expansion and its effects on the political, economic, and social development of the nation.

(A) The student is expected to explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States.

Note: TEKS (8.6)(A) is assessed at Grade 8, but is not assessed at Grades 10 or 11.

TAKS Objective 5 The student will use critical thinking skills to analyze social studies information.

(8.30) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(B) The student is expected to analyze information by sequencing, categorizing, identifying cause-and-effect relationships, **comparing**, **contrasting**, finding the main idea, summarizing, making generalizations [and predictions], and **drawing** inferences and **conclusions**.

Note: TEKS (8.30)(B) is assessed at Grade 8 and corresponds with the (WH25)(C)/(WG21)(A) correlation at Grade 10 and with (US24)(B) at Grade 11. However, bracketed text will not be specifically tested on the TAKS.

Materials

Make transparencies or handouts of the attachments: **The Northwest Ordinance, July 13, 1787; Basic Principles Reflected in the United States Constitution;** and **The Bill of Rights.**

Activities

Ask them to **compare** and **contrast** the rights granted to citizens of states in the Bill of Rights of the U.S. Constitution with the rights granted to territorial residents under the Northwest Ordinance.

Have student **summarize** the procedures for territories to be admitted as states in the Union.

The Northwest Ordinance 1787, Page 2

Have students **draw conclusions** about the lasting impact of the Northwest Ordinance in regard to territorial organization and individual rights.

Northwest Ordinance July 13, 1787

After the Revolution ended, the Articles of Confederation Congress made an historic decision about how the territory gained from the British would be governed. Called the Northwest Ordinance, it originally applied to the area north of the Ohio River and east of the Mississippi River. However, all the territories west of the Mississippi River also entered under the same system. Later, acts of Congress allowed people in some territories to decide the issue of slavery by popular sovereignty. Texas entered the Union as an independent country, not a territory.

Main Features of the Northwest Ordinance

- ✍ The U.S. Congress would select a territorial governor to serve a 3-year term. The governor had to live in the district and serve as the commander-in-chief of the militia.**
- ✍ The U.S. Congress would appoint a secretary and 3 judges.**
- ✍ When a territory had a population of 5,000 free white males, it could elect representatives from counties to form a bicameral legislature. A territory could send a delegate to the U.S. Congress who could speak but not vote.**
- ✍ When a territory's population reached 60,000, the territory could apply for statehood. The territory would submit a constitution to the U.S. Congress for its approval and enter the Union as a state.**
- ✍ The following rights were granted in the Ordinance:**
 - Religious freedom protected**
 - Right to private property guaranteed**
 - Education encouraged**
 - Slavery and involuntary servitude banned**
 - Good faith toward the Indians encouraged**
 - Three to five states could be organized from the Northwest Territory.**

Basic Principles Reflected in the United States Constitution

Basic Principles	Description	Location in the Constitution
Limited Government	Powers of government are restricted by the Constitution.	Articles I, II, III
Republicanism	Voters hold the sovereign power and elect representatives to exercise power for them.	Preamble and Article I
Checks and Balances	Each of the three branches of government exercises some control over the others, sharing power among them	Articles I, II, III
Federalism	Power is divided between the national and state governments, limiting central power.	10th Amendment
Separation of Powers	Each branch of government has its own responsibilities and limitations.	Articles I, II, III
Popular Sovereignty	Authority for government flows from the people and they rule through their representatives.	Amendment IX and Preamble
Individual Rights	Unalienable rights guaranteed to all citizens.	Preamble and Bill of Rights

The Bill of Rights

Amendment I

Freedom of religion, speech, press, and assembly

Amendment II

The right to bear arms

Amendment III

No quartering in homes during times of peace

Amendment IV

Protection from unreasonable search and seizure

Amendment V

Rights of accused persons: no double jeopardy, no self-incrimination, guarantees due process of law

Amendment VI

Rights to a fair and speedy trial

Amendment VII

Trial by jury guaranteed in federal cases.

Amendment VIII

Guarantees reasonable bail if arrested and protection from cruel and unusual punishment

Amendment IX

Powers are reserved to the people if not delegated to the United States by the Constitution.

Amendment X

Safeguards the powers of the states by stating that all powers not delegated to the United States by the Constitution nor prohibited by it to the states are reserved to the states.



Manifest Destiny & Westward Growth

TAKS Objective 1 The student will demonstrate an understanding of issues and events in U.S. History.

(8.6) **History.** The student understands westward expansion and its effects on the political, economic, and social development of the nation.

(A) The student is expected to explain the **political**, economic, and **social** roots of Manifest Destiny.

(C) The student is expected to analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation.

Note: TEKS (8.6)(B) and (C) are assessed at Grade 8, but are not assessed at Grades 10 or 11.

TAKS Objective 5 The student will use critical thinking skills to analyze social studies information.

(8.30) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(A) The student is expected to [differentiate between, locate, and] use primary and secondary sources [such as computer software, databases, media and news services, biographies, interviews, and artifacts] to acquire information about the United States.

(B) The student is expected to analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations [and prediction], and **drawing inferences** and **conclusions**.

(C) The student is expected to **interpret information** from [outlines, reports, databases, and] visuals including graphs charts, timelines, and **maps**.

Note: TEKS (8.30)(A) is assessed at Grades 8 and 10 and correlates with (US24)(A) assessed at Grade 11. However, bracketed text will not be specifically tested on the TAKS.

TEKS (8.30)(B) is assessed at Grade 8 and corresponds with the (WH25)(C)/(WG21)(A) correlation at Grade 10 and with (US24)(B) at Grade 11. However, bracketed text will not be specifically tested on the TAKS.

TEKS (8.30)(C) is assessed at Grade 8 and correlates with (WH26)(C) assessed at Grades 10 and 11. However, bracketed text will not be specifically tested on the TAKS.

Materials

Copy the readings and primary sources entitled **Manifest Destiny**, the chart **Manifest Destiny, the Expansion of the United States, 1819-1953**, and the map, **Territorial Expansion of the U.S.**

Activities

Have students read the page, **Manifest Destiny**. Ask them to list the social, economic, and political reasons for endorsing the principle of territorial expansion. (Note: Some of the reasons could be the right of the U.S. to the territory; the superiority of political, economic, and social institutions of the United States; a stronger U.S.; and the extension of peace.) Then, have students make **inferences** about which groups might support or oppose expansion, such as those who were opposed to war or those who wanted access to new land.

Ask students to label Florida, Texas, Mexican Cession, Oregon Territory, and Gadsden Purchase on the map, **Territorial Expansion of the U.S.** Also have them show the original thirteen colonies. Using the chart, **Manifest Destiny, The Expansion of the United States, 1819-1853**, have students note which areas were acquired by war and which were acquired by negotiation/purchase. Have them **draw conclusions** about the justification for Manifest Destiny and about the impact of this philosophy on the territorial expansion of the U.S.

Manifest Destiny

Background

The principle of “manifest destiny” began to evolve soon after English colonists arrived in America. According to the concept, the colonies, and later the states, were destined from the very beginning to settle the wilderness lands of the west. It was not until the 1840s that the term “manifest destiny” was applied to westward expansion. John L. O’Sullivan, a newspaper editor, said, “Our manifest destiny (is) to overspread the continent allotted by Providence for the free development of our yearly multiplying millions.” Expansionists believed that the United States was preordained to expand to the Pacific Ocean because of its social, economic, and political supremacy and its need for land for its growing population.

James K. Polk, 1845-1849

In the election of 1844, the expansionist candidate, James K. Polk, ran on the platform, “Reannexation of Texas and Reoccupation of Oregon.” The vote was close, but Polk became president in 1845. He believed his election to be a clear mandate for expansion. During his administration more territory was annexed to the United States than in any other presidency. In his inaugural address on March 4, 1845, Polk made the following statements about expansion:

“Our Union is a confederation of independent States, whose policy is peace with each other and all the world. To enlarge its limits is to extend the domination of peace over additional territories and increasing millions.”

“It is confidently believed that our system may be safely extended to the utmost bounds of our territorial limits, and that as it shall be extended the bonds of our Union, so far from being weakened, will become stronger.”

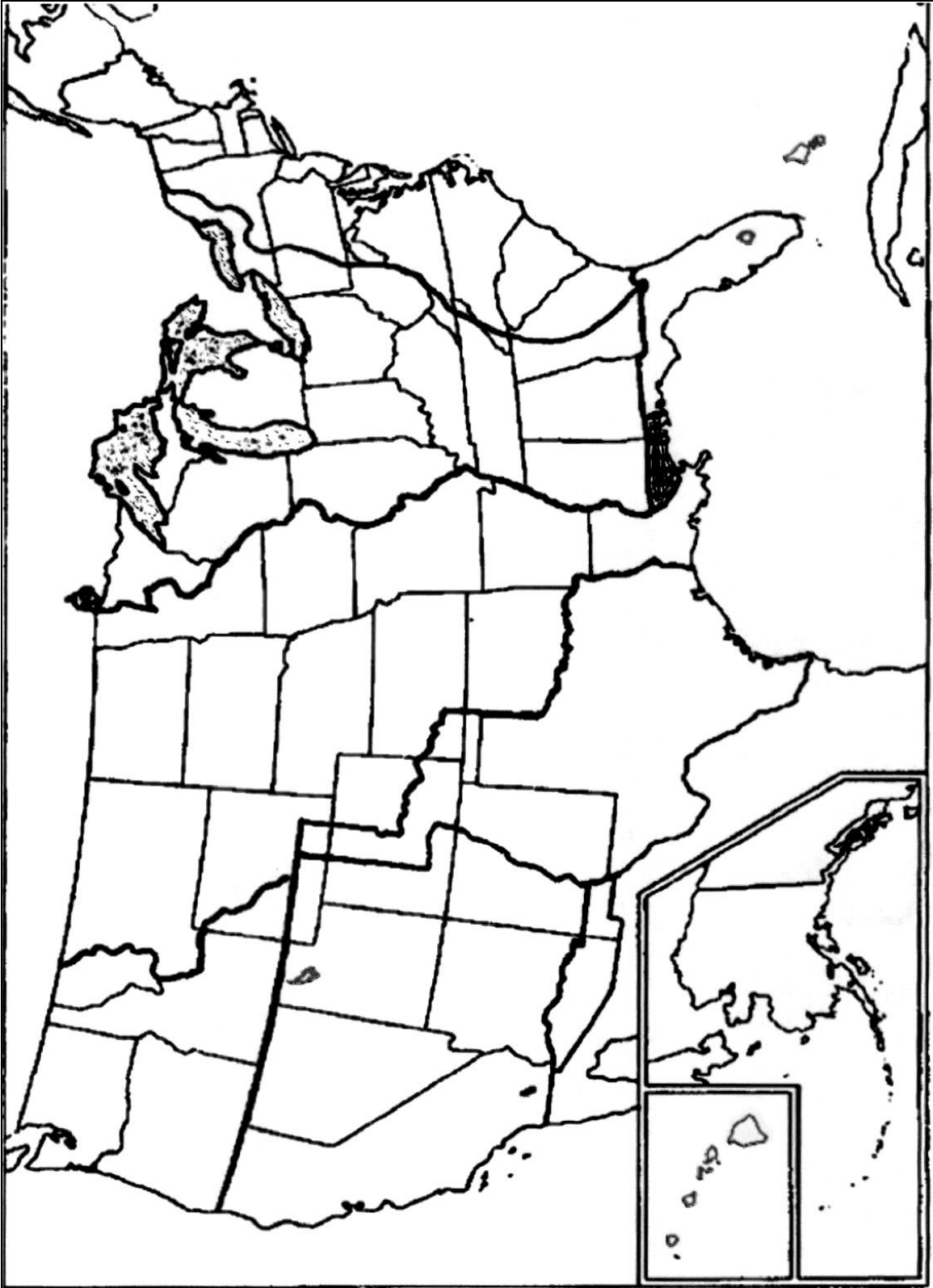
“I shall on the broad principle which formed the basis and produced the adoption of our Constitution...endeavor by all constitutional, honorable, and appropriate means to consummate the expressed will of the people and Government of the United States by the reannexation of Texas to our Union at the earliest practicable period.”

“Nor will it become in less degree my duty to assert and maintain by all constitutional means the right of the United States to that portion of our territory which lies beyond the Rocky Mountains. Our title to the Oregon country is “clear and unquestionable” and already are our people preparing to perfect that title by occupying it with their wives and children.”

Manifest Destiny
The Expansion of the United States
1819-1853

Date	Territory Annexed
1819	In the Florida Purchase Treaty (Adams-Oñis), Spain gave up Florida to the U.S. and the U.S. gave up its claim on Texas.
1845	Texas, an independent nation, annexed by the U.S.
1846	Settlement of Oregon boundary dispute with Britain at 49th parallel
1848	Treaty of Guadalupe Hidalgo ending the Mexican War gave the U.S. title to lands from Texas to the Pacific and north to Oregon territory
1853	Gadsden Purchase from Mexico gave the U.S. 29,000 square miles of land along southern border of the New Mexico territory

Map of Territorial Expansion of U. S.





Major Issues of the Mexican War

TAKS Objective 1 The student will demonstrate an understanding of issues and events in U.S. History.

(8.6) **History.** The student understands westward expansion and its effects on the political, economic, and social development of the nation.

(D) The student is expected to explain the major issues [and events] of the Mexican War and their impact on the United States.

Note: TEKS (8.6)(D) is assessed at Grade 8, but is not assessed at Grades 10 or 11. However, the bracketed text will not be specifically tested on the TAKS.

TAKS Objective 5 The student will use critical thinking skills to analyze social studies information.

(8.30) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(B) The student is expected to analyze information by sequencing, categorizing, **identifying cause-and-effect relationships**, comparing, contrasting, finding the main idea, summarizing, making generalizations [and predictions], and **drawing** inferences and **conclusions**.

(D) The student is expected to identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.

Note: TEKS (8.30)(B) is assessed at Grade 8 and corresponds with the (WH25)(C)/(WG21)(A) correlation at Grade 10 and with (US24)(B) at Grade 11. However, bracketed text will not be specifically tested on the TAKS. TEKS (8.30)(D) is assessed at Grades 8 and 10.

Materials

Make a transparency or handout of **Major Issues of the Mexican War, 1846-1848.**

Activities

Ask students to study the issues, details, and impact and identify **cause-and-effect** relationships. Have them **draw conclusions** about the impact of the concept of manifest

Major Issues of the Mexican War, Page 2

destiny on the issues of the Mexican War. Finally, **draw conclusions** about the impact of the Treaty of Guadalupe Hidalgo on the United States.

Have students identify the different **points of view** of Americans regarding the war and describe the **frame of reference** that influenced Americans to support or oppose the war.

Major Issues of the Mexican War, 1846-1848

Issue	Details	Impact
Annexation of Texas	When the U.S. brought Texas into the Union in 1845, the Mexican government severed diplomatic relations with the U.S.	Lack of diplomatic relations ended efforts to find a peaceful solution to U.S./Mexican problems.
Boundary Dispute	When Texas entered the Union, it claimed the Rio Grande as the boundary between Texas and Mexico. The Mexican government claimed the Nueces River.	The U.S. sent an army under the command of Gen. Zachary Taylor to Texas north of the Nueces River to defend against an attack by the Mexicans.
Ownership of California	The U.S. offered to buy California from Mexico. Mexico refused to sell. An American adventurer, John C. Frémont, revolted and declared California free.	For a short time California became known as the Bear Flag Republic.
Mexican Attack On U.S. Army	President Polk ordered the U.S. army to move to the Rio Grande. The Mexican army attacked the U.S. army encamped north of the Rio Grande. The U.S. won 2 battles and the Mexicans retreated.	The United States declared war on Mexico.
Peace Treaty Negotiations	After the U.S. army defeated the Mexican army in a series of battles in Northern Mexico and around Mexico City, peace negotiations began. The issue was how much territory would be ceded by Mexico.	In the Treaty of Guadalupe Hidalgo, Mexico ceded all lands north of the Rio Grande and the Gila River—about ½ its territory—to the U.S. The Mexican Cession doubled the size of the U.S.
United States: Points of View on War	The North accused the federal government of supporting the South's desire to expand slavery to the West. Most of the people in the South and West, especially Texans, supported the war.	About 50,000 men from states bordering the Mississippi and Texas volunteered for the army in contrast to about 13,000 from the states along the East Coast.



Impact of Tariff Policies on Sections of the United States

TAKS Objective 1 The student will demonstrate an understanding of issues and events in U.S. history.

(8.7) **History.** The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War.

(A) The student is expected to analyze the impact of tariff policies on sections of the United States before the Civil War.

Note: TEKS (8.7)(A) is assessed at Grade 8, but is not assessed at Grades 10 or 11.

TAKS Objective 5 The student will use critical thinking skills to analyze social studies information.

(8.30) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(B) The student is expected to analyze information by sequencing, categorizing, **identifying cause-and-effect relationships**, comparing, contrasting, finding the main idea, summarizing, making generalizations [and predictions], and **drawing inferences** and conclusions.

(D) The student is expected to identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants.

Note: TEKS (8.30)(B) is assessed at Grade 8 and corresponds with the (WH25)(C)/(WG21)(A) correlation at Grade 10 and with (US24)(B) at Grade 11. However, bracketed text will not be specifically tested on the TAKS. TEKS (8.30)(D) is assessed at Grades 8 and 10.

Materials

Make a transparency or handout of the following: **Tariffs and Sectionalism and Approximate Tariff Rates on Dutiable Goods, 1816-1857.**

Activities

Have students analyze information in the chart, **Tariffs and Sectionalism**, and tell how **points of view** changed in the South and North regarding tariffs. Ask them to show how the change related to economic changes or lack of changes in each section.

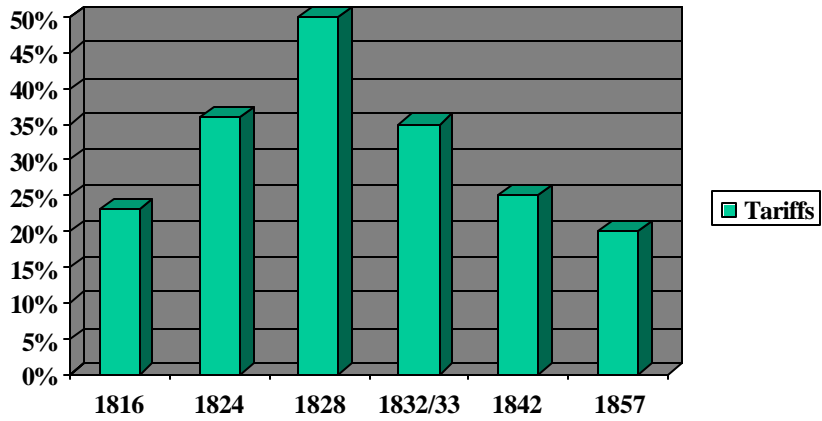
Have students explain the **cause and effect relationship** of tariff policies on sectional disagreements. Ask them to study the graph and **draw inferences** about the years when tensions over tariffs might have been highest/lowest.

Tariffs and Sectionalism

Policy	Impact on Sectionalism
Tariff of 1816	Sen. John C. Calhoun of South Carolina supported this protective tariff, hoping it would stimulate manufacturing in the South. Sen. Daniel Webster of Massachusetts opposed it because he feared it would injure New England shipping.
Tariff of 1824	This tariff raised the tariffs on dutiable goods by about 10%. Northern manufacturers were not satisfied and pushed for higher tariffs.
Tariff of 1828 (Tariff of Abominations)	Calhoun and Webster reversed their positions. The New England economy was shifting from shipping to manufacturing. Agriculture continued to dominate the Southern economy where cotton was sold on the world market. This tariff increased the price of consumer goods in the South and decreased its purchasing power. It protected New England manufacturers from foreign goods. South Carolina and Calhoun threatened nullification because the tariff favored one section of the country.
Tariffs of 1832 & 1833	These tariffs reduced levels to those of 1824 and 1816. Sen. Henry Clay introduced the lower tariffs as a compromise that might satisfy both Northern manufacturers and Southern cotton planters. Northern manufacturing centers opposed the tariff. Southerners supported it.
Tariffs of 1842	This tariff was passed to raise revenue. It reduced rates by 10% to 15%. President Polk said the tariff was a burden on labor and poorer classes and favored the rich. Again, Northern manufacturing interests opposed the act because tariffs were too low, but Southern planters pressed for even lower tariffs. Tariffs were again lowered in 1846.
Tariff of 1857	The South pressed for a lower tariff that was enacted in 1857---the lowest rates since 1812. The North blamed the panic of 1857 on this tariff and opposed it. It was supported on the South.

Note: Nullification was a political doctrine that upheld the right of a state to annul (cancel) an act of Congress when the state considered the act of the federal government to be unconstitutional. John C. Calhoun, of South Carolina, was a leading supporter of nullification.

Approximate Tariff Rates on Dutiable Goods, 1816-1857



Note: The term, **dutiable goods**, refers to imported goods on which tariffs were placed. Not all imported goods were dutiable.



Slavery and Sectionalism

TAKS Objective 1 The student will demonstrate an understanding of issues and events in U.S. history.

(8.7) **History.** The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War.

(B) The student is expected to compare the effects of political, economic, and social factors on slaves and free blacks.

(C) The student is expected to analyze the impact of slavery on different sections of the United States.

Note: TEKS (8.7)(B) and (C) are assessed at Grade 8, but are not assessed at Grades 10 and 11.

TAKS Objective 5 The student will use critical thinking skills to analyze social studies information.

(8.30) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(B) The student is expected to analyze information by sequencing, categorizing, **identifying cause-and-effect relationships**, **comparing**, **contrasting**, finding the main idea, summarizing, making generalizations [and predictions], and drawing inferences and conclusions.

Note: TEKS (8.30)(B) is assessed at Grade 8 and corresponds with the (WH25)(C)/(WG21)(A) correlation at Grade 10 and with (US24)(B) at Grade 11. However, bracketed text will not be specifically tested on the TAKS.

Materials

Copy the attached handouts: **Factors Affecting Slaves and Free Blacks** and **Impact of Slavery on Sections of the U.S.**

Activities

Ask students to study the **Factors Affecting Slaves and Free Blacks** and **compare** and **contrast** the political, economic, and social **effects** of slavery on slaves and free blacks.

Have students analyze **Impact of Slavery on Sections of the U.S.** and **compare** and **contrast** the impact of slavery on the industrial North, the plantation South, and the farmers and ranchers of the West.

Factors Affecting Slaves and Free Blacks

	Effects of Political Factors	Effects of Economic Factors	Effects of Social Factors
Slaves	<p>Slaves had no political rights. According to the <i>Dred Scott</i> decision in 1857, slaves were property and, therefore, not citizens.</p>	<p>As the cotton kingdom expanded, the price of field slaves quadrupled during the first half of the 19th century. Slaves were considered to be an investment and were in great demand in the South.</p>	<p>Slaves were denied education although some slave owners taught their slaves basic skills. Separating slave families was not uncommon.</p>
Free Blacks	<p>Free blacks had limited political rights in the North and no political rights in the South.</p>	<p>Free blacks in the north and South could find work in most occupations. Most were free to make decisions about employment.</p>	<p>Education was restricted and free blacks encountered prejudice in the North as much as in the South.</p>

Impact of Slavery on Sections of the U.S.

North	Northern states, where groups of abolitionists actively campaigned to end slavery in all the states, had banned slavery before the Civil War. The anti-slavery movement, including the Underground Railroad that helped slaves escape, drove a wedge between the North and the South.
South	Slavery was the foundation of the economic, social, political systems of the South. In the Deep South slavery provided the labor for cotton, sugar, and rice plantations. With the invention of the cotton gin in the 1790s, slavery expanded into the Deep South and declined in the Old South. Slaves accounted for about 1/3 of the population of the Southern states in 1860.
West	Tensions in the West over slavery usually followed a pattern; if settlers came from the South they supported slavery, if they came from the North they opposed it. The Kansas-Nebraska Act split the area west of Missouri into two territories with the question of slavery to be decided on the basis of popular sovereignty.



Congressional Conflicts and Compromises Before the Civil War

TAKS Objective 1 The student will demonstrate an understanding of issues and events in U.S. history.

(8.7) **History.** The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War.

(D) The student is expected to compare the provisions and effects of congressional conflicts and compromises prior to the Civil War, including the roles of John C. Calhoun, Henry Clay, and Daniel Webster.

Note: TEKS (8.7)(D) is assessed at Grade 8, but is not assessed at Grades 10 and 11.

TAKS Objective 5 The student will use critical thinking skills to analyze social studies information.

(8.30) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(B) The student is expected to analyze information by sequencing, categorizing, identifying cause-and-effect relationships, **comparing**, **contrasting**, finding the main idea, **summarizing**, making generalizations [and predictions], and **drawing** inferences and **conclusions**.

Note: TEKS (8.30)(B) is assessed at Grade 8 and corresponds with the (WH25)(C)/ (WG21)(A) correlation at Grade 10 and with (US24)(B) at Grade 11. However, bracketed text will not be specifically tested on the TAKS.

Materials

Make copies of **Congressional Conflicts and Compromises Before 1861** and **Senate Leaders, 1820-1850**.

Activities

Ask students to **compare** and **contrast** the positions of the three major senators of the era: John C. Calhoun, Daniel Webster, and Henry Clay. Ask them to explain how they reflected the sentiments of their sections of the country.

Congressional Conflicts and Compromises
Before the Civil War, Page 2

Have students **summarize** the major compromises of the era, 1820-1854. Ask them to **draw conclusions** about how parity was maintained among the sections before 1854 and why compromise might have broken down after 1854. (Check the dates of death of the three major senators of the era.)

Congressional Conflicts and Compromises Before 1861

Event	Conflict	Compromise	Congressional Leaders
<p style="text-align: center;">Missouri Compromise, 1820</p>	<ul style="list-style-type: none"> ? Keeping the balance of slave and free states ? Deciding whether the Louisiana Purchase lands would be slave or free 	<ul style="list-style-type: none"> ? Missouri admitted into the Union as a slave state ? Maine admitted into the Union as a free state ? Slavery banned in the Louisiana Purchase north of 36°30' 	<p>Proposed by Sen. Henry Clay of Kentucky, called the "Great Compromiser"</p>
<p style="text-align: center;">Compromise of 1850</p>	<ul style="list-style-type: none"> ? Claims by Texas to lands in New Mexico territory ? Return of fugitive slaves ? Question of slavery in Mexican Cession territory 	<ul style="list-style-type: none"> ? California admitted to the Union as a free state ? Texas surrendered claim to New Mexico for \$10,000 ? Strict Fugitive Slave law enacted and slave trade banned in District of Columbia ? New Mexico/Arizona admitted as territories with the decision of slavery left to the residents of the territory 	<p>Proposed by Henry Clay and supported by Sen. Daniel Webster of Massachusetts, opposed by Sen. John C. Calhoun of South Carolina</p>
<p style="text-align: center;">Kansas-Nebraska Act, 1854</p>	<ul style="list-style-type: none"> ? Decision about slavery in Kansas territory ? Kansas territory was north of Missouri Compromise Line of 36°30' 	<ul style="list-style-type: none"> ? Territory split into 2 territories, Kansas and Nebraska ? Residents decide whether they would be slave or free ? Missouri Compromise of 1820 void 	<p>Sen. Stephen A. Douglas of Illinois proposed splitting the territory into 2 parts with popular sovereignty</p>

Senate Leaders 1820-1850

U.S. Senator	Role in Resolving Conflicts
Henry Clay 1777-1852 Kentucky	The famous senator from the West, Clay was the author of many compromises during his years in the Senate. Among those was the Missouri Compromise of 1820. He opposed the nullification and the spread of slavery. He supported tariffs for the protection of industry and voted for federally funded internal improvements.
Daniel Webster 1782-1852 Massachusetts	The foremost senator from the North, Daniel Webster, opposed slavery and nullification and supported high tariffs and internal improvements which would benefit the North. Even though many of his constituents opposed the Compromise of 1850, he supported it to maintain peace between the North and South.
John C. Calhoun 1782-1850 South Carolina	As the leading senator from the South, Calhoun championed the cause of states' rights and supported the doctrine of nullification. In 1833 he debated Webster over slavery and states' rights. He opposed the Compromise of 1850 because it limited the spread of slavery.

Popular sovereignty was a term used in the 1850s to satisfy both the pro- and anti-slavery sections of the country. It proposed allowing the people of a territory to decide if that territory would be slave or free.)

States' rights was a political doctrine that the upheld the supremacy of a state's power over the power of the federal (national) government.

Nullification was a political doctrine that upheld the right of a state to annul (cancel) an act of Congress when the state considered the act of the federal government to be unconstitutional.



Roles of Leaders in the Civil War

TAKS Objective 1 The student will demonstrate an understanding of issues and events in U.S. history.

(8.8) **History.** The student understands individuals, issues, and events of the Civil War.

(A) The student is expected to explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln.

Note: TEKS (8.8)(A) is assessed at Grade 8, but is not assessed at Grades 10 and 11.

TAKS Objective 5 The student will use critical thinking skills to analyze social studies information.

(8.30) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(B) The student is expected to analyze information by sequencing, categorizing, identifying cause-and-effect relationships, **comparing**, **contrasting**, finding the main idea, summarizing, making generalizations [and predictions], and **drawing** inferences and **conclusions**.

Note: TEKS (8.30)(B) is assessed at Grade 8 and corresponds with the (WH25)(C)/(WG21)(A) correlation at Grade 10 and with (US24)(B) at Grade 11. However, bracketed text will not be specifically tested on the TAKS.

Materials

Make transparencies or handouts of **Leaders of the Civil War** and **Leaders Compared**.

Activities

Have students **compare** and **contrast** the four leaders in the following categories: *military background, successes and failures, accomplishments*.

Ask students to **draw conclusions** about the importance of the role each leader played in the Civil War and explain why each triumphed or failed.

Civil War Leaders

Leader	Role	Impact on Events
Jefferson Davis	President of the Confederate States of America (CSA)	Davis was a graduate of the U.S. Military Academy, served in the Mexican War, as a senator, and as Secretary of War. He supported states' rights and slavery and opposed secession. After secession he was elected president of the CSA. He tried to centralize the Confederate government, but had problems because of states' rights supporters.
Abraham Lincoln	President of the United States of America	Lincoln had little military experience. At first, he had a succession of poor generals who lost battles. He finally settled on Ulysses S. Grant as commander of Union armies. Grant's persistent campaign against Lee finally ended the war. Lincoln favored a moderate reconstruction policy for the South.
Robert E. Lee	Commander-in-Chief of the Confederate Army	Lee was a graduate of the U.S. Military Academy and served in the Mexican War. Lincoln offered him the command of the Union Army, but Lee could not fight against his native state, Virginia. He was a brilliant general and a master of strategy and tactics. His surrender to Grant ended the war.
Ulysses S. Grant	Commander-in-Chief of the Union Army	Grant was a graduate of the U.S. Military Academy and served in the Mexican War. In the Civil War, Grant won major battles in the West and in Tennessee. Lincoln, who admired Grant's tenacity, brought him east to face Lee, saying, "I can't spare this man—he fights." Grant received Lee's surrender at Appomattox Court House.

Leaders Compared

Roles in Civil War	Robert E. Lee	Ulysses Grant	Jefferson Davis	Abraham Lincoln
Military Background				
Successes & Failures				
Accomplishments				



Issues Surrounding Significant Events of the Civil War

TAKS Objective 1 The student will demonstrate an understanding of issues and events in U.S. history.

(8.8) **History.** The student understands individuals, issues, and events of the Civil War.

(B) The student is expected to explain the issues surrounding significant events of the Civil War, including the firing on Fort Sumter, the battles of Gettysburg and Vicksburg, the announcement of the Emancipation Proclamation, the assassination of Lincoln, and Lee's surrender at Appomattox Court House.

Note: TEKS (8.8)(B) is assessed at Grade 8, but is not assessed at Grades 10 and 11.

TAKS Objective 5 The student will use critical thinking skills to analyze social studies information.

(8.30) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(B) The student is expected to analyze information by sequencing, categorizing, **identifying cause-and-effect relationships**, comparing, contrasting, finding the main idea, summarizing, making generalizations[and predictions], and **drawing** inferences and **conclusions**.

Note: TEKS (8.30)(B) is assessed at Grade 8 and corresponds with the (WH25)(C)/(WG21)(A) correlation at Grade 10 and with (US24)(B) at Grade 11. However, bracketed text will not be specifically tested on the TAKS.

Materials

Make transparencies or handouts of **Issues Surrounding Important Events of the Civil War and Events of the Civil War: Cause-and-Effect Chart**.

Activities

Have students find the **cause-and-effect relationship** in each of the six events. For example, the cause of the firing on Ft. Sumter was the refusal of the Union fort to surrender and the effect was the beginning of the Civil War.

Issues Surrounding Significant Events of the
Civil War, Page 2

Ask students to **draw conclusions** about the issues involved in each event. Include the right to secede, emancipation, economic factors, and political factors.

Issues Surrounding Important Events of the Civil War

Event	Issue
Fort Sumter, SC April 12, 1861	After secession, Confederates demanded the surrender of Ft. Sumter, a Union fort in Charleston Harbor. The Union commander refused to surrender and waited for reinforcements. In the meantime, Confederates fired the first shot of the war on the fort and it later surrendered.
Emancipation Proclamation September 22, 1862	Lincoln declared all slaves in states still in rebellion to be free as of January 1, 1863. This proclamation did not include slaves in the borderstates that had remained in the Union or slaves in the parts of Confederate states already occupied by Union troops. The Confederate States did not act on Lincoln's order, so few slaves were freed. Abolition of slavery did not occur until the passage of the 13 th Amendment on December 18, 1865.
Battle of Gettysburg July 1-3, 1863	Confederates were convinced that an invasion and victory in the North would encourage foreign nations to recognize the Confederacy and would support peace movements in the North. As a result, General Lee invaded the North and was met by the Union army at Gettysburg, PA. After 3 days of bloody fighting, Lee's army retreated south in defeat. The Union victory was the turning point of the war.
Siege of Vicksburg May to July 4, 1863	Because of the Union naval blockade of Southern ports, Confederate cotton had to be shipped across the Mississippi, through Louisiana and Texas, and out of Mexican ports to foreign markets. When Vicksburg, a Confederate stronghold on the Mississippi, fell to Union forces, it split the Confederate states and cut off Confederates' ability to transport cotton to foreign markets through Texas. This led to severe economic consequences in the South.
Lee's Surrender April 9, 1865	The following is an excerpt from Lee's farewell to his army as he surrendered: "After four years of arduous service, marked by unsurpassed courage and fortitude, the Army of Northern Virginia has been compelled to yield to overwhelming numbers and resources."
Lincoln's Assassination April 14, 1865	A pro-secessionist actor, John Wilkes Booth, assassinated Lincoln a few days after Lee surrendered. Andrew Johnson replaced Lincoln. Lincoln's death deprived the country of a more moderate and rapid approach to the Reconstruction of the defeated South.

**Events of the Civil War
Cause-and-Effect Chart**

Event	Cause	Effect
Ft. Sumter April 12, 1861		
Emancipation Proclamation September 22, 1862		
Battle of Gettysburg July 1-3, 1863		
Siege of Vicksburg May to July 4, 1863		
Lee's Surrender April 9, 1865		
Lincoln's Assassination April 14, 1865		



Lincoln's Ideas as Expressed in his Inaugural and Gettysburg Addresses

TAKS Objective 1 The student will demonstrate an understanding of issues and events in U.S. history.

(8.8) **History.** The student understands individuals, issues, and events of the Civil War.

(C) The student is expected to analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address.

Note: TEKS (8.8)(C) is assessed at Grade 8, but is not assessed at Grades 10 and 11.

TAKS Objective 5 The student will use critical thinking skills to analyze social studies information.

(8.30) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(A) The student is expected to [differentiate between, locate, and use primary and secondary sources [such as computer software, databases, media and news services, biographies, interviews and artifacts] to acquire information about the United States.

(B) The student is expected to analyze information by sequencing, categorizing, identifying cause-and-effect relationships, **comparing**, contrasting, **finding the main idea**, , summarizing, making generalizations [and predictions], and, **drawing** inferences and **conclusions**.

Note: TEKS (8.30)(A) is assessed at Grades 8 and 10 and correlates with (US24)(A) assessed at Grade 11. However, bracketed text will not be specifically tested on the TAKS.

TEKS (8.30)(B) is assessed at Grade 8 and corresponds with the (WH25)(C)/ (WG21)(A) correlation at Grade 10 and with (US24)(B) at Grade 11. However, bracketed text will not be specifically tested on the TAKS.

Materials

Copy the attachments titled **Lincoln's First Inaugural Address, Gettysburg Address,** and **Lincoln's Second Inaugural Address.**

Activities

Ask students to **find the main idea** in statements made by Lincoln regarding: (1) the preservation of the Union; (2) his responsibilities as president; (3) liberty and equality; (4) the Constitution; (5) the Civil War; (6) slavery; (7) the relationship of the North and South.

Ask them to **compare** and **draw conclusions** about how and why some of Lincoln's views changed during the four years of the Civil War.

Lincoln's First Inaugural Address, March 4, 1861

Statements on Slavery

"...I declare that I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists, I believe I have no lawful right to do so, and I have no inclination to do so."

"There is much controversy about the delivering up of fugitives from service or labor. The clause I now read is as plainly written in the Constitution as any other of its provisions. 'No person held to service or labor in one State, under the laws thereof, escaping into another, shall in consequence of any law or regulation therein be discharged from such service or labor, but shall be delivered up on claim of the party to whom such service or labor be due.'" It is scarcely questioned that this provision was intended by those who made it for the reclaiming of what we call fugitive slaves;..."

Statements on Government

"I hold that in contemplation of universal law and of the Constitution the Union of these States is perpetual. Perpetuity is implied, if not expressed, in the fundamental law of all national governments...Continue to execute all the express provisions of our National Constitution, and the Union will endure forever, it being impossible to destroy it except by some action not provided for in the instrument itself."

"It follows from these views that no State upon its own mere motion can lawfully get out of the Union; that resolves and ordinances to that effect are legally void, and that acts of violence within any State or States against the authority of the United States are insurrectionary or revolutionary..."

Statements on Secession and Union

"The Union is much older than the Constitution. It was formed, in fact, by the Articles of Association in 1774."

"Plainly the central idea of secession is the essence of anarchy."

"I shall take care, as the Constitution itself expressly enjoins upon me, that the laws of the Union be faithfully executed in all the states."

Concluding Statements

“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.”

“We are not enemies, but friends. We must not be enemies. Though passion may have strained it must not break our bonds of affection.”

Lincoln’s Gettysburg Address November 19, 1863

Statements about Equality and Liberty

“Fourscore and seven years ago our fathers brought forth on 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.”

“—that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that the government of the people, by the people, for the people shall not perish from the earth.”

Lincoln's Second Inaugural Address, March 4, 1865

Statement on the Civil War

“On the occasion corresponding to this four years ago all thoughts were anxiously directed to an impending civil war. All dreaded it and sought to avert it...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.”

Statements on Slavery

“One-eighth of the whole population were colored slaves...localized in the southern part of it [the Union]. These slaves constituted a peculiar and powerful interest...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.”

“It may be strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces, but let us judge not, that we be not judged.”

Statement on Peace

“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.”