

HISTORICAL ARGUMENTATION & CCOT... *The End of Slavery*

Purpose: In this activity, students will review the slavery thread provided near the end of the last unit, analyze the Thirteenth Amendment, and practice document analysis. The activity begins with a 1926 poem in order to focus students' attention on the "failures" of Reconstruction as well as link the end of slavery to the Civil Rights thread.

Key Concept 5.3: The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

- II. Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.
- A) The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights.
 - B) The women's rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution.
 - C) Efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes. Reconstruction opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern resistance and the North's waning resolve.
 - D) Southern plantation owners continued to own the majority of the region's land even after Reconstruction. Former slaves sought land ownership but generally fell short of self-sufficiency, as an exploitative and soil-intensive sharecropping system limited blacks' and poor whites' access to land in the South.
 - E) Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th amendments *eventually* became the basis for court decisions upholding civil rights in the 20th century.

"A Dream Deferred,"

Langston Hughes, 1926

What happens to a dream deferred?

**Does it dry up
like a raisin in the sun?
Or fester like a sore--
And then run?
Does it stink like rotten meat?
Or crust and sugar over--
like a syrupy sweet?**

**Maybe it just sags
like a heavy load.**

Or does it explode?

HISTORICAL ARGUMENTATION & CCOT... *The End of Slavery*

Step #1 Read the question or prompt carefully:

Read the question three times and be able to paraphrase the question and know the essential task demanded by it. Answering the question will be the central focus of your essay, and you want to be sure to **ATFP: Address The Full Prompt**.

Prompt: To what extent did the Civil War Amendments (13th, 14th, 15th) maintain continuity and foster change in United States identity, economy, and politics?

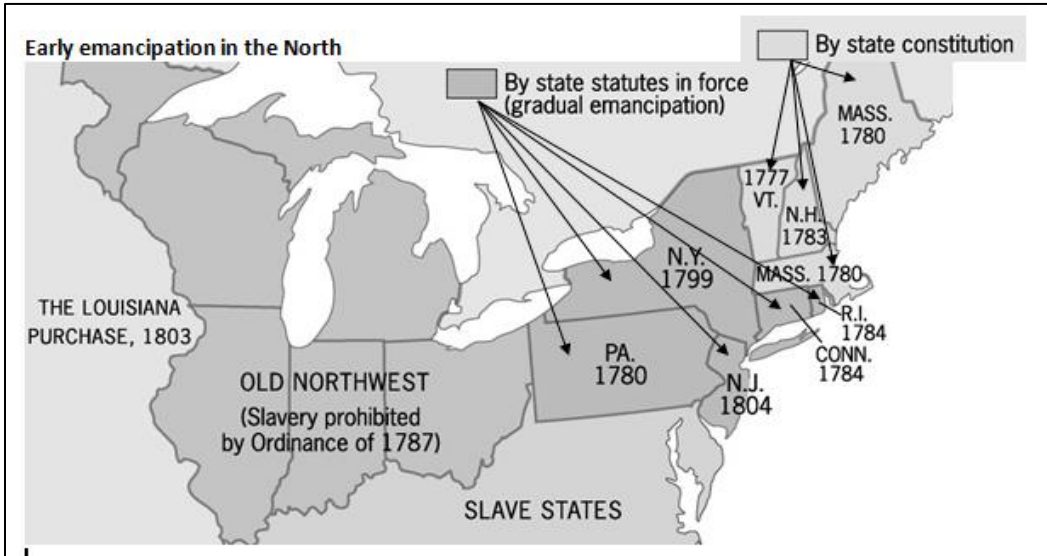
Step #2 Brainstorm on paper everything that comes to mind regarding the topic at hand. Aim for at least 3 specific things.

What do you know about the topic? What is the era/context? Think about what each Amendment did, and think about what stayed the same before and after and what changed before and after. Put this down on paper to get your brain generating ideas and content before writing the essay. Once you have ample information, make sure you have at least one reason or evidence to address all three of the categories provided in the prompt.

Step #3 Clarify your thesis/view and identify an opposing view. Make sure your thesis ATFP! Don't restate the prompt! Include EXTENT!

Step #4 Write your introductory paragraph. USE THE FORMULA!

Analyzing Documents and *Defending Your Thesis*



Use the two documents to defend your X or your Y. For each, briefly describe it, HIPP it, and use it as a piece of evidence to defend your argument. Close the loop, and go beyond the obvious!

Abraham Lincoln's Gettysburg Address, Gettysburg, Pennsylvania November 19, 1863

“Four score 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. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. 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 consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- 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 government of the people, by the people, for the people, shall not perish from the earth. “

Analyzing Documents and *Defending Your Thesis*

General Gordon Granger, General Order No. 3, June 19, 1865
Galveston, TX

“The people of Texas are informed that in accordance with a Proclamation from the Executive of the United States [1863], all slaves are free. This involves an absolute equality of rights and rights of property between former masters and slaves, and the connection heretofore existing between them becomes that between employer and free laborer.”

(This day became the “Juneteenth” holiday)

Use this document as a piece of evidence to defend your X or your Y. You do not need to HIPP it.

Evidence... now choose one piece of historical evidence NOT found in the documents that you could use to defend your X or Y. Write one body paragraph with at least four sentences defending your argument with this single piece of outside evidence. (On the DBQ, you can earn a point for having a piece of outside evidence in your body paragraphs)