

# Analyzing Evidence & Interpreting Documents

## ... Civil War – Alexander Stephens

### From the 2015 Revised APUSH Framework:

#### ANALYZE EVIDENCE...

1. Explain the relevance of the author's point of view, author's purpose, audience, format or medium, and/or historical context as well as the interaction among these features, to demonstrate understanding of the significance of a primary source.
2. Evaluate the usefulness, reliability, and/ or limitations of a primary source in answering particular historical questions.

#### INTERPRET DOCUMENTS...

1. Analyze a historian's argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evaluate the argument's effectiveness.
2. Analyze diverse historical interpretations.

#### CREATE AND DEFEND AN ARGUMENT...

4. Relate diverse historical evidence in a cohesive way to illustrate contradiction, corroboration, qualification, and other types of historical relationships in developing an argument.

#### COMPARE & CONTRAST...

1. Compare diverse perspectives represented in primary and secondary sources in order to draw conclusions about one or more historical events.
2. Compare different historical individuals, events, developments, and/ or processes, analyzing both similarities and differences in order to draw historically valid conclusions. Comparisons can be made across different time periods, across different geographical locations, and between different historical events or developments within the same time period and/ or geographical location.

### Reminders about SAQs:

**On the AP exam, you will have four short answer questions (SAQs). Each will likely have three parts (a.-b.-c.), but you may see less or more. Three of the four WILL have a document of some sort, and perhaps all four will have a document. At LEAST one of the SAQs will have TWO sources. TWO of the SAQs on the 2015 test had two documents. Remember when you have documents as well as questions... you must incorporate both your OUTSIDE knowledge of relevant history as well as your ANALYSIS of the documents.**

### SECTION I, Part B: Short Answer

#### At a Glance

<b>Time</b>	50 minutes
<b>Number of Questions</b>	4
<b>Percent of Total Score</b>	20%
<b>Writing Instrument</b>	Pen with black or dark blue ink

#### Instructions

Section I, Part B of this exam contains 4 short-answer questions. Write your responses in the Section I, Part B: Short Answer booklet on the lined pages provided for each question.

**Each set will test two or more skills. Be sure to identify the skill being tested, as this will help you write high quality answers. Incorporate at least one specific piece of evidence into each answer. Label each part clearly at the left margin (a.-b.-c.), and make sure your answer directly addresses the full prompt! You have more than 10 minutes to complete each SAQ, so take your time and plan high quality answers.**

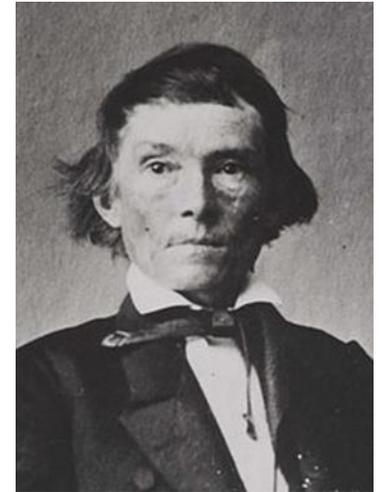
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**Directions:** Analyze the excerpts by identifying historical context and the author’s purpose, point of view, or intended audience. Keep in mind with two documents you will need to compare them. Find a similarity, and find a difference when breaking them down. *Add notes to this page!* (or on a separate page if you prefer)

**Source #1:** 1861, Cornerstone Speech upon Georgia’s announcement of secession, Alexander Stephens, [Congressman from Georgia before Civil War AND during Reconstruction, Governor of Georgia after Reconstruction, Vice President of the Confederate States of America during the Civil War.]

“The general opinion of the men of that day [Revolutionary Period] was, that, somehow or other, in the order of Providence, the institution [slavery] would be evanescent and pass away [...] Our new Government is founded upon exactly the opposite ideas; its foundations are laid, its cornerstone rests, upon the great truth that the negro is not equal to the white man; that slavery, subordination to the superior race, is his natural and normal condition.”



**Source #2:** 1868, Alexander Stephens, Reflections on the Civil War

“The conflict, on this question of slavery... from the beginning, was not a contest between the advocates or opponents of that peculiar institution, but a contest... between the supporters of a strictly confederated government on one side, and a thoroughly national one, on the other... It was a strife between the principles of states’ rights and centralism.”

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**Directions:** Read each question carefully and write your responses in the space provided (or on a separate sheet of paper if you prefer). Use complete sentences; an outline or bulleted list alone is not acceptable. Label your answers a.-b.-c. and start each answer at the left margin. Incorporate one piece of outside evidence into each answer, and be sure to ATFP! (Address the full prompt).

Using the two excerpts on the previous page as well as your knowledge of history to answer the following questions.

- a. Briefly explain ONE major difference between these two accounts.
- b. Briefly explain ONE additional piece of outside information (historical evidence) that would support the first position.
- c. Briefly explain ONE additional piece of outside information (historical evidence) that would support the second position.

**Food For Thought:** Reflect on the following questions. Write your answers in the spaces provided (or on a separate sheet of paper if you prefer).

- a. Stephens' slaves chose to remain with him following emancipation, some for little or no pay.

**Why would they stay?**

- b. **Texas Secession Statement, 1861:** "We hold as undeniable truths that the governments of the various States, and of the confederacy itself, were established exclusively by the white race, for themselves and their posterity; that the African race had no agency in their establishment; that they were rightfully held and regarded as an inferior and dependent race, and in that condition only could their existence in this country be rendered beneficial or tolerable. That in this free government all white men are and of right ought to be entitled to equal civil and political rights; that the servitude of the African race, as existing in these States, is mutually beneficial to both bond and free, and is abundantly authorized and justified by the experience of mankind, and the revealed will of the Almighty Creator."

**How does this secession statement compare to Georgia's?**

- c. A group called the Texas Nationalist Movement is currently gathering signatures on a petition to add Texas secession to the spring 2016 ballot. They want Texas to vote whether or not to consider secession, and they need 75,000 signatures. If Texas did secede, they would have an economy as strong as South Korea's, and they presumably would have a government that has reduced spending and reduced policies. Many states have discussed secession in several decades, mostly in response to the increasing size and scope of the federal government, and the increased frequency of the federal government making decisions that a state may not agree with. Laws on healthcare, guns, and gay marriage are among those galvanizing this movement.

(source: <http://www.thetnm.org/>)



**IF Texans did vote to secede, how do you think President Obama would react? Would his reaction be similar to President Jackson's or President Lincoln's? Would other states follow suite?**