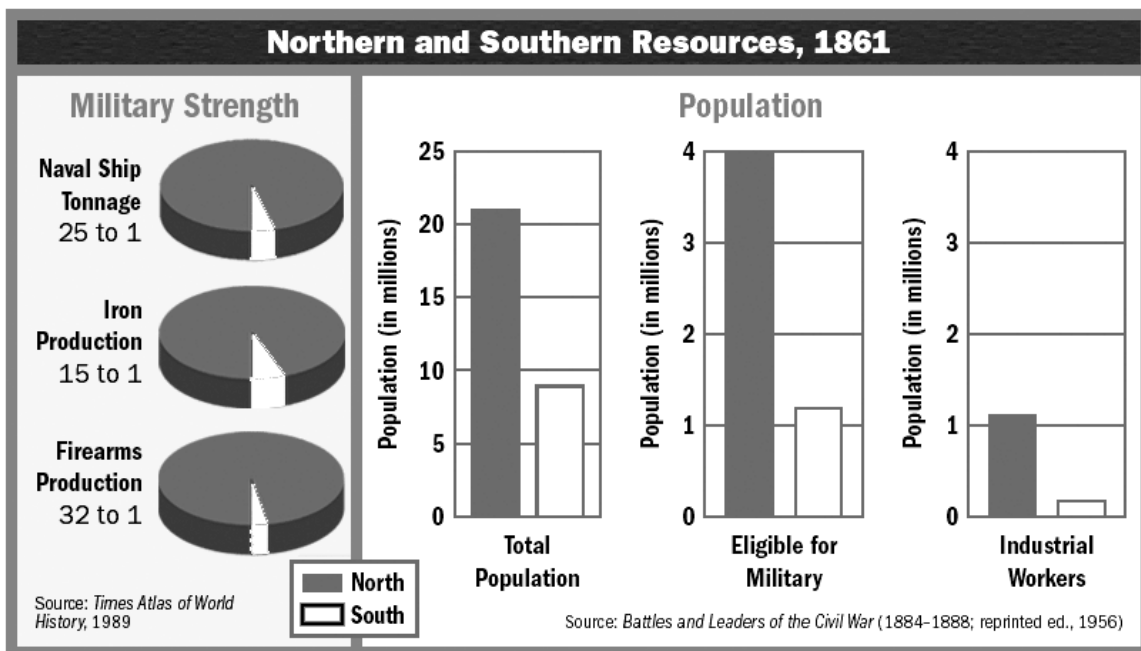


Civil War Primary Document Analysis

Directions: 10-Point Primary Document Assignment. Answer all questions in complete sentences. The use of conventions can not deter from the readability of the content. Responses that are not in complete sentences or are unreadable may result in reduction of your grade.

Document 1



Based on the chart above, use TWO specific examples to explain which side had the advantage in terms of industrial production for the war.

Document 2

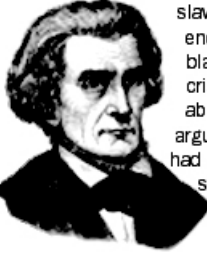
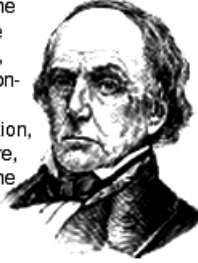
....Now, I hold that Illinois has a right to abolish and prohibit slavery as she did, and I hold that Kentucky has the same right to continue ad protect slavery that Illinois has to abolish it. I hold that New York has as much right to abolish slavery as Virginia has to continue it, and that each and every state of this Union is a sovereign power, with the right to do as it pleases upon this question of slavery, and upon all its domestic institutions....

Now, my friends, if we will only act conscientiously and rigidly upon this great principle of popular sovereignty, which guarantees to each state and Territory the right to do as it pleases on all things, local and domestic, instead of Congress interfering, we will at peace one with another. Why should Illinois at war with Missouri, or Kentucky with Ohio, or Virginia with New York, merely because their institutions differ? Our fathers intended our institutions should differ. They knew that the North and the South, having different climates, productions, ad interests, required different institutions.

Source: First Lincoln-Douglas Debate; Ottawa, August 21, 1858.

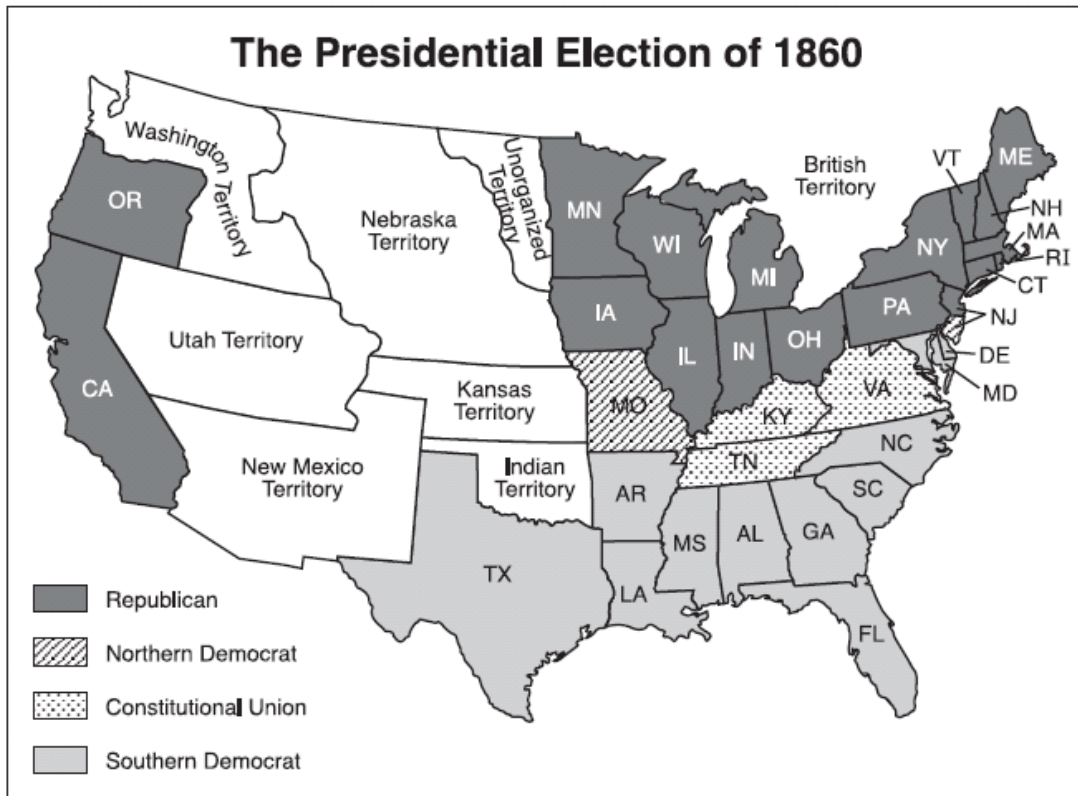
According to the document above, define popular sovereignty (1 point)

Document 3

The Compromise of 1850		
Calhoun's Goals	Terms of the Compromise	Webster's Goals
<p>Calhoun believed strongly in states' rights over federal power and held the interests of the slaveholding South as his highest priority. He had long believed that "the agitation of the subject of slavery would . . . end in disunion." He blamed the sectional crisis on Northern abolitionists and argued that the South had "no concession or surrender to make" on the issue of slavery.</p> 	<ul style="list-style-type: none">• California admitted as a free state• Utah and New Mexico territories decide about slavery• Texas-New Mexico boundary dispute resolved; Texas paid \$10 million by federal government.• The sale of slaves banned in the District of Columbia. But slavery itself may continue there.• Fugitive Slave Act required people in the free states to help capture and return escaped slaves.	<p>Webster had argued with Northern Whigs that slavery should not be extended into the territories. Upon hearing Calhoun's threat of secession, he took to the Senate floor and endorsed Clay's compromise "for the preservation of the Union. . . a great, popular, constitutional government, guarded by legislation, by law, by judicature, and defended by the whole affections of the people."</p> 

According to the chart above, choose ONE of the terms of the Compromise of 1850 that Calhoun supported and explain why. (1 point)

Document 4



Source: James West Davidson et al., *The American Nation*, Prentice Hall (adapted)

Based on the voting patterns shown in the map, which political party would most likely support secession from the Union in 1861? Be sure to use a complete sentence.(1 point)

US History Fall Practice
Primary Documents Rubric

Student name: _____

Class: _____

Teacher name: _____

School: _____

Civil War Rubric

All answers must be in complete sentences. The use of conventions cannot deter from the readability of the content. Responses that are not in complete sentences or are unreadable may result in a maximum of a 2-point reduction.

Teacher Tips for Grading

- allow accurate synonyms
- use no half points
- judge ultimately: Do they know the content?

Document 1: Chart: North & South Resources

_____/ (1) TWO examples of who had advantage in industrial production
-more workers, iron production, firearms, ship tonnage

Document 2: Frederick Douglass

_____/ (1) define popular sovereignty
-guarantees each state the right to do as it pleases
Local and domestic

Document 3: Compromise of 1850

_____/ (1) ONE term Calhoun supported
-Utah & New Mexico decide; Texas & New Mexico boundaries,
Fugitive Slave Act

Document 4: Map: Presidential Election 1860

_____/ (1) political party supported secession?
-Southern Democrats

Essay Extension: (Concept 6: PO1) Causes of Civil War

_____/ (6) ANY of THESE or other accurate examples

_____/ (2) economic (cotton production, slavery, Industrial North, Agricultural South, tariffs, trade, labor)

_____/ (2) social (abolitionists, education, cultural practices, i.e., religion)

_____/ (2) political (popular sovereignty, states' rights, expansion, balance of power in Senate)

ANY of THESE THREE or other accurate examples

Content Subtotal: _____/10

Incomplete sentences/ _____ (-1)

Poor Conventions/ _____ (-1)

Section Total: _____/ 10