

Northwest History Consortium

1860 South Carolinian Legislator

(States' Rights/Federalism Debate)

Robert Miles
11th & 12th Grades

National Standard

Era 5: Civil War and Reconstruction (1850-1877) / Standard 1

Standard 1: The causes of the Civil War

BACKGROUND (For Teachers)

The argument over states' rights has been a controversial topic throughout American history. This lesson is designed to help students understand the complexities and shape the arguments took throughout American history prior to December 1860. Students should have a background understanding of: salutary neglect, the Declaration of Independence, the Articles of Confederation, the Constitutional Convention, the federal system under the Constitution, the Hartford Convention, and the *compromises* during the Antebellum period. This lesson consists of three separate activities taking place over three one-hour class periods:

1. Students will write their opinion about whether states have the right and/or obligation to secede.
2. Students will present their written opinion to the class in the form of a legislative debate. The class will vote on the resolution to secede when the debate has been completed according to parliamentary procedure. Students will debrief the discussion and vote outcomes.
3. Students will then determine if South Carolina and other Confederate states were justified in their secession and examine other causes for the Civil War using primary source secession documents.

PROBLEM

1. What were the core issues at stake prior to the Civil War that precipitated secession after Lincoln's election to the presidency?

SCENARIO

"The decades between 1840 and 1860 marked an exciting yet tumultuous time for America. Slavery, westward expansion, transcontinental transportation, and evolving political parties united some groups and divided others. Ideals closely held by Northerners often clashed with those maintained by Southerners. Many disgruntled Southerners grew weary of what they believed were attempts by Northerners to disrupt their principles and limit their freedom. As the presidential election of 1860 neared, the United States faced a murky future with several southern states threatening to disband the union."

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"AP US History: Lesson 35 - Secession." [HippoCampus.Org](http://www.hippocampus.org) (Monterey Institute for Technology and Education. ©2007 - 2010 University of California. Marina, CA. 1 December 2010 <http://www.hippocampus.org/course_locator?course=AP%20US%20History%20I&lesson=35&topic=1&width=800&height=684&topicTitle=Election%20of%201860&skinPath=http://www.hippocampus.org/hippocampus.skins/default>.
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It is late November 1860. This election season has been more difficult than past elections and national tensions are at their highest point since Andrew Jackson threatened to send the army into South Carolina. Political parties fractured and realigned allowing Abraham Lincoln to be elected as the 16th President of the United States. Members of your state, South Carolina, have been pushing for secession from the United States due to their perceptions of Lincoln's future policies.

TASKS

1. As a high ranking member of the South Carolinian Legislature, you have been asked to draft an opinion concerning secession from the United States after the election of Lincoln to the presidency. Construct and write your formal recommendation to the South Carolinian Legislature providing examples from primary sources.
2. You will present your findings in legislative session and a vote will be taken on the state's next course of action.
3. Address the following questions and take part in small and large group discussions:
 - What were the Confederate states' reasonings for dissolving ties with the United States according to their secession documents?
 - Were they justified (politically or ethically)?

RESOURCES

Form

- KWL Chart

Internet

"Amendments to the Constitution Proposed by the Hartford Convention: 1814." [Yale Law School \(Lillian Goldman Law Library\)](http://avalon.law.yale.edu/19th_century/hartconv.asp). ©2008 - 2010. New Haven, CT. 1 Dec. 2010 <http://avalon.law.yale.edu/19th_century/hartconv.asp>.

"The Charters of Freedom." [The National Archives](http://www.archives.gov/exhibits/charters/). 2010. College Park, MD. 1 Dec. 2010 <<http://www.archives.gov/exhibits/charters/>>.

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Robert, Henry M., General. "Robert's Rules of Order Motions Chart" based on *Roberts Rules of Order Newly Revised (10th edition)*. RobertsRules.Org. 2010. [location unknown]. 1 Dec. 2010 <<http://www.robertsrules.org/motions.htm>>.

"Why Did the Confederate States Secede?" 1 Dec. 2010. Digital History (University of Houston). ©2006 - 2010. Houston, TX. 1 Dec. 2010 <http://www.digitalhistory.uh.edu/learning_history/south_secede/south_secede_menu.cfm>.

ASSESSMENT

Written Recommendation to South Carolinian Legislature Rubric

Rating → Indicator ↓	Meets Standard (3)	Approaches Standard (2)	Does NOT Meet Standard (1)
Thesis	Sharp and developed thesis with clear connection to topic	Somewhat clear thesis with limited connection to topic	No thesis, or unclear thesis, with little connection to topic
Sufficient Evidence	Sufficient facts and evidence	Uneven use of facts and evidence	Insufficient facts and evidence
Analysis	Effective, logical analysis supported by facts and evidence; demonstrates clear understanding of topic	General analysis only, and/or somewhat illogical or inconsistent; demonstrates basic understanding of topic	Limited analysis and/or illogical; demonstrates limited understanding of the topic
Conclusion	Ties together main ideas to arrive at a logical and insightful conclusion	Demonstrates some understanding of the topic and/or relies heavily on summary	Demonstrates general and shallow understanding of the topic or is summary only
Mechanics	Few grammatical and spelling errors, which do not distract from the overall quality of the paper	Some errors in spelling, grammar, punctuation, word choice, and capitalization; includes fragments and conversational prose	Many grammatical, spelling, punctuation, and other errors, which detract from the quality of the paper

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Participation Rubric for Legislative Debate and Secession Discussion

	Above Standard (3)	At Standard (2)	Approaching Standard (1)	Below Standard (0)
Conduct	Demonstrates respect for the learning process; has patience with different opinions and complexity; shows initiative by asking others for clarification: brings others into the conversation, moves the conversation forward; speaks to all of the participants; avoids talking too much.	Generally shows composure but may display impatience with contradictory or confusing ideas; comments, but does not necessarily encourage others to participate; may tend to address only the teacher or get into debates.	Participates and expresses a belief that his/her ideas are important in understanding the text; may make insightful comments but is either too forceful or too shy and does not contribute to the progress of the conversation; tends to debate, not dialogue.	Displays little respect for the learning process; argumentative; takes advantage of minor distractions; uses inappropriate language; speaks to individuals rather than ideas; arrives unprepared without notes, pencil/pen or perhaps even without the text.
Speaking & Reasoning	Understands question before answering; cites evidence from text; expresses thoughts in complete sentences; move conversation forward; makes connections between ideas; resolves apparent contradictory ideas; considers others' viewpoints, not only his/her own; avoids bad logic.	Responds to questions voluntarily; comments show an appreciation for the text but not an appreciation for the subtler points within it; comments are logical but not connected to other speakers; ideas interesting enough that others respond to them.	Responds to questions but may have to be called upon by others; has read the text but not put much effort into preparing questions and ideas for the seminar; comments take details into account but may not flow logically in conversation.	Extremely reluctant to participate even when called upon; comments illogical and meaningless; may mumble or express incomplete ideas; little or no account taken of previous comments or important ideas in the text.
Listening	Pays attention to details; writes down questions; responses take into account all participants; demonstrates that he/she has kept up; points out faulty logic respectfully; overcomes distractions.	Generally pays attention and responds thoughtfully to ideas and questions of other participants and the leader; absorption in own ideas may distract the participant from the ideas of others.	Appears to find some ideas unimportant while responding to others; may have to have questions or confusions repeated due to inattention; takes few notes during the seminar in response to ideas and comments.	Appears uninvolved in the seminar; comments display complete misinterpretation of questions or comments of other participants.
Reading	Thoroughly familiar with the text; has notations and questions in the margins; key words, phrases, and ideas are highlighted; possible contradictions identified; pronounces words correctly.	Has read the text and comes with some ideas from it but these may not be written out in advance; good understanding of the vocabulary but may mispronounce some new or foreign words.	Appears to have read or skimmed the text but has not marked the text or made meaningful notes or questions; shows difficulty with vocabulary; mispronounces important words; key concepts misunderstood; little evidence of serious reflection prior to the seminar.	Student is unprepared for the seminar; important words, phrases, ideas in the text are unfamiliar; no notes or questions marked in the text; no attempt made to get help with difficult material.

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"Participation Rubric" adapted by Robert Miles from *Socratic Seminar Analytic Rubric* by Paul Raider. [Greece Central School District](http://www.greececentralny.org). 2010. North Greece, NY. 20 December 2010 <web001.greece.k12.ny.us>. Reprinted with permission from Greece Central School District.

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"History Standards for Grades 5-12 United States." UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 1 December 2010 <<http://nchs.ucla.edu/standards/us-standards5-12.html>>.

Miles, Robert. "1860 South Carolinian Legislator (States' Rights/Federalism Debate)." NWESD Organization. 2008. Anacortes, WA. 1 December 2010 <http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/5.1_States'Rights.Miles.11-12.pdf>.

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