

**8<sup>th</sup> Grade History: US History**

May 11<sup>th</sup> – May 15<sup>th</sup>

*Time Allotment: 30 minutes per day*

**Mr. Maiorano's Guided Instruction via Zoom:**

Period 1: Monday and Wednesday from 10:00am – 10:50am

Period 2: Monday and Wednesday from 11:00am – 11:50am

Period 6: Tuesday and Thursday from 1:00pm – 1:50pm

**Mr. Growdon's Guided Instruction via Zoom:**

Period 3: Monday and Wednesday from 1:00pm – 1:50pm

Period 4: Tuesday and Thursday from 10:00am – 10:50am

Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

**Packet Overview**

<b>Date</b>	<b>Objective(s)</b>	<b>Page Number</b>
Monday, May 11 <sup>th</sup>	1. Explain why the South sought to secede from the Union	2
Tuesday, May 12 <sup>th</sup>	1. Explain the cause of the Civil War, according to Lincoln.	7
Wednesday, May 13 <sup>th</sup>	1. Explain the Lincoln views the Union going forward after the Civil War.	12
Thursday, May 14 <sup>th</sup>	1. Explain the Four Causes of the United States.	17
Friday, May 15 <sup>th</sup>	1. Quiz:	21

**Additional Notes: The Civil War is here! We will view the Civil War through the eyes of Abraham Lincoln, and end our year with an investigation into the Four Causes of the United States of America. Thank you for an awesome year!**

**Academic Honesty**

I certify that I completed this assignment independently in accordance with the GHNO Academy Honor Code.

*Student signature:*

\_\_\_\_\_

I certify that my student completed this assignment independently in accordance with the GHNO Academy Honor Code.

*Parent signature:*

\_\_\_\_\_

**Monday, May 4<sup>th</sup>**

History Unit: “The Civil War”

Lesson 1: “Secession and War

**Unit Overview:**

**Objective:** Be able to do this by the end of this lesson.

1. Explain why the South decided to secede from the Union.

**Introduction to Lesson 1:**

At this incredible moment in our history, Southern states secede from the Union and form a new nation called “The Confederate States of America”. Their new President is Mr. Jefferson Davis. Newly elected President Abraham Lincoln must respond to the seceding states. He swore an oath to “preserve, protect and defend the Constitution,” and therefore, is prepared to do what is necessary to ensure that the Union remains intact. In this textbook chapter, you will look at why the Southerners decided to secede. In the Compromise of 1850 and the Kansas-Nebraska Act of 1854, States were permitted to vote on the slavery question which pleased slave owners, but troubled abolitionists. Stephen Douglas’ “Popular Sovereignty” idea of allowing states to decide on the slavery question proved only a temporary solution. Compromises were no longer able to please both northerners and Southerners. As Lincoln says in his second Inaugural Address, “the war came...” Jefferson wrote in his Letter to John Holmes, Regarding the “Slavery Question”, “... as it is, we have the wolf by the ears, and we can neither hold him, nor safely let him go. Justice is in one scale, and self-preservation in the other...” The Civil War causes the United States to let go of the wolf of slavery.

**Plan of Attack:**

- A. Read P. 489 – 493 (IMB, GQs, RPCs, FCs)
- B. Map Work
- C. Civil War Images
- D. USH SS: Mr. Maiorano’s Thoughts on Secession.



The Civil War begins on April 12, 1861 with the Battle of Fort Sumter, and ends with Lee’s Surrender at a courthouse in Appomattox, VA on April 9<sup>th</sup>, 1865.

**8th Grade History: US History**

May 11<sup>th</sup> – May 15<sup>th</sup>



Challenge 17.3 – “Secession and War”

1. Parties and their Presidential Nominations in the Election of 1860: A. Northern Democrats nominated who? B. Southern Democrats nominated who? C. Constitutional Unionists nominated who? D. Republicans nominated who?	
2. Who won the Election of 1860? Which Party	
3. What did the Republicans promise to do regarding slavery where it already existed?	
4. True or False: Southern States did not trust Republicans to protect their right to slavery	
5. Which state was the first to secede on December 20 <sup>th</sup> , 1860?	
6. What is the vocabulary word for “withdrawal” from the union?	
7. By February 1861, which states joined South Carolina to secede from the union?	
8. What was the name of the new nation? Who was elected their President?	
9. Write out the definition of “States’ Rights”.	
10. True or False: Southern States defined the Constitution as union voluntarily entered into as a contract among independent states.	
11. Using the Map “Seceding States” on page 491, which states joined the Confederacy after the siege at the Battle of Fort Sumter?	
12. What did Lincoln promise or vow to do with Federal forts in the South?	
13. What did Lincoln promise to Governor Francis Pickens of South Carolina?	
14. Which side shot first: Union or Confederacy?	
15. After the loss of Fort Sumter, what did Lincoln decide to do?	

**Use answer key / Mr. Maiorano’s Thoughts on google classroom to make corrections with red pen!**



Figure 1-General Robert E. Lee, Commander of the Confederate Army



Figure 2- General Ulysses S. Grant, Commander of the Union Army starting March 4, 1864.



In our classroom, this famous painting hangs on the back left of the room. This painting is George P.A. Healy's "The Peacemakers" made in 1868.

WATCH MR. MAIORANO'S VIDEO TO LEARN MORE!

A way to look at Secession and the Union:

Contractual Obligation OR Covenantal Commitment

When the 13 Colonies joined together at that Original Moment to form the Union did they enter into a Contractual Union or into a Covenantal Union?

Jefferson Davis and the Confederacy see that Union as a Contractual Union that may be dissolved when the Union is no longer needed or no longer fulfilling the Original terms.

Analogy: Marriage with possibility of divorce.

Lincoln and the United States see the Union as a Covenantal Union, meaning a perpetual connection that is indissoluble since the aim is to fulfill Final Cause of Preamble and Declaration of Independence.

Analogy: Marriage without the possibility of divorce.



*Figure 1- Union Army General Ulysses S. Grant (on the left) shakes hands with Confederate Army General Robert E. Lee (on the right) at in a courthouse in Appomattox, Virginia. It is here where the Confederate Army surrenders to the Union Army. The date is April 9<sup>th</sup>, 1865.*

**Tuesday, May 12<sup>th</sup>**

History Unit: The Civil War through the eyes of Lincoln.

Lesson 2: Lincoln's First Inaugural Address

**Unit Overview: Manifest Destiny**

**Objective:** Be able to do this by the end of this lesson.

1. Explain the cause of the Civil war through Lincoln's eyes.

**Lesson 2 Introduction:**

In response to the states seceding from the Union days after his election, Lincoln now gives his first Inaugural Address to a fractured country. Overall, Lincoln's responsibility is to re-unite the Union and to "preserve, protect, and defend the Constitution", and therefore, the Union. His first Inaugural Address seeks to calm the fear of seceding states, insuring them that he has no desire to remove slavery from where it currently and legally exists. He will not let it go into the new territories.

**Plan of Attack:**

- A. USH PS: Lincoln's First Inaugural Address
  - B. USH RS: Lincoln's First Inaugural Address
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USH PS: Lincoln's First Inaugural Address (March 4<sup>th</sup>, 1861)

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Fellow-Citizens of the United States:

In compliance with a custom as old as the Government itself, I appear before you to address you briefly and to take in your presence the oath prescribed by the Constitution of the United States to be taken by the President before he enters on the execution of this office."...

Apprehension seems to exist among the people of the Southern States that by the accession of a Republican Administration their property and their peace and personal security are to be endangered. There has never been any reasonable cause for such apprehension. Indeed, the most ample evidence to the contrary has all the while existed and been open to their inspection. It is found in nearly all the published speeches of him who now addresses you. I do but quote from one of those speeches when 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.

Those who nominated and elected me did so with full knowledge that I had made this and many similar declarations and had never recanted them...

...It is seventy-two years since the first inauguration of a President under our National Constitution. During that period fifteen different and greatly distinguished citizens have in succession administered the executive branch of the Government. They have conducted it through many perils, and generally with great success. Yet, with all this scope of precedent, I now enter upon the same task for the brief constitutional term of four years under great and peculiar difficulty. A disruption of the Federal Union, heretofore only menaced, is now formidably attempted.

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. It is safe to assert that no government proper ever had a provision in its organic law for its own termination... Descending from these general principles, we find the proposition that in legal contemplation the Union is perpetual confirmed by the history of the Union itself. The Union is much older than the Constitution. It was formed, in fact, by the Articles of Association in 1774. It was matured and continued by the Declaration of Independence in 1776. It was further matured, and the faith of all the then thirteen States expressly plighted and engaged that it should be perpetual, by the Articles of Confederation in 1778. And finally, in 1787, one of the declared objects for ordaining and establishing the Constitution was "to form a more perfect Union."

But if destruction of the Union by one or by a part only of the States be lawfully possible, the Union is less perfect than before the Constitution, having lost the vital element of perpetuity.

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, according to circumstances.

I therefore consider that in view of the Constitution and the laws the Union is unbroken, and to the extent of my ability, 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. Doing this I deem to be only a simple duty on my part, and I shall perform it so far as practicable unless my rightful masters, the American people, shall withhold the requisite means or in some authoritative manner direct the contrary. I trust this will not be regarded as a menace, but only as the declared purpose of the Union that it will constitutionally defend and maintain itself...

**...One section of our country believes slavery is right and ought to be extended, while the other believes it is wrong and ought not to be extended. This is the only substantial dispute....**

The Chief Magistrate derives all his authority from the people, and they have referred none upon him to fix terms for the separation of the States. The people themselves can do this if also they choose, but the Executive as such has nothing to do with it. His duty is to administer the present Government as it came to his hands and to transmit it unimpaired by him to his successor.

Why should there not be a patient confidence in the ultimate justice of the people? Is there any better or equal hope in the world? In our present differences, is either party without faith of being in the right? If the Almighty Ruler of Nations, with His eternal truth and justice, be on your side of the North, or on yours of the South, that truth and that justice will surely prevail by the judgment of this great tribunal of the American people.

My countrymen, one and all, think calmly and well upon this whole subject. Nothing valuable can be lost by taking time. If there be an object to hurry any of you in hot haste to a step which you would never take deliberately, that object will be frustrated by taking time; but no good object can be frustrated by it. Such of you as are now dissatisfied still have the old Constitution unimpaired, and, on the sensitive point, the laws of your own framing under it; while the new Administration will have no immediate power, if it would, to change either. If it were admitted that you who are dissatisfied hold the right side in the dispute, there still is no single good reason for precipitate [or rushed] action. Intelligence, patriotism, Christianity, and a firm reliance on Him who has never yet forsaken this favored land are still competent to adjust in the best way all our present difficulty.

In your hands, my dissatisfied fellow-countrymen, and not in mine, is the momentous issue of civil war. The Government will not assail [assault, or attack] 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."

I am loath to close. We are not enemies, but friends. We must not be enemies. Though passion may have strained it must not break our bonds of affection. The mystic chords of memory, stretching from every battlefield and patriot grave to every living heart and hearthstone all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature."

USH RS: Lincoln's 1<sup>st</sup> Inaugural Address

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Directions: Using PS: Lincoln's Inaugural Address, answer the following questions.

1. What is Lincoln going to do with slavery during his Presidency?

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2. For Lincoln, is the American Union perpetual? What evidence is there to support your claim?

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3. For Lincoln, what is the "substantial dispute"? Is it about the abolishing of slavery?

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4. For Lincoln in whose hands is the Civil War? Why?

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**Use answer key / Mr. Maiorano's Thoughts on google classroom to make corrections with red pen!**

**Wednesday, May 13<sup>th</sup>**

History Unit: “The Civil War Aftermath through the eyes of Lincoln ”  
Lesson 2: The Gettysburg Address / Lincoln’s Second Inaugural Address

**Unit Overview:**

**Objective:** Be able to do this by the end of this lesson:

1. Explain how the Union will reunite at the end of the Civil War.

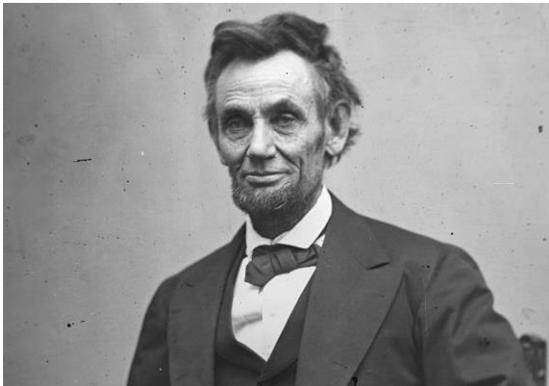
**Introduction to Lesson 3:**

In the Gettysburg Address, Abraham Lincoln attempts to honor the lives of soldiers who gave their lives on the great battlefield of Gettysburg. Gettysburg was a decisive Union victory in fending off a Southern invasion of Northern territory. In his First Inaugural Address, President Lincoln had argued at length against secession and urged Americans both North and South to remain dedicated to the Union. The brevity and somber tone of his Second Inaugural Address reveals the effects of four years of devastating war on America’s soul and Lincoln’s heart. Never prone to condemn the Southern states for causing the Civil War, Lincoln offered instead reflections on the judgment God had handed down upon both the North and the South for the American sin of slavery. Lincoln’s Second Inaugural is both an apology and a plea for forgiveness after full admission of national guilt for the institution of slavery. Building on these sentiments, Lincoln also appealed to northerners and southerners to reconcile when the conflict ended, urging forgiveness on the part of both victors and defeated, and a willingness on the part all Americans to abide by God’s justice as made manifest by the war’s outcome. After delivering this address, Lincoln saw Frederick Douglass, in a crowd outside the White House and asked him what he thought of the speech. Shaking the President’s hand, Douglass described it as “a sacred effort.”

Source: <http://teachingamericanhistory.org/library/document/second-inaugural-address>

**Plan of Attack**

- A. USH PS: Gettysburg Address
- B. USH RS: Gettysburg Address
- C. USH PS: Lincoln’s Second Inaugural Address
- D. USH RS: Lincoln’s Second Inaugural Address



An actual Photo of Abraham Lincoln



Lincoln’s saying the Gettysburg Address

USH PS: Lincoln’s Gettysburg Address (November 19<sup>th</sup>, 1863)

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“Fourscore and seven [or 87] 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 battlefield 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 cannot dedicate, we cannot consecrate, we cannot 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.”

USH RS: Gettysburg Address

**Directions: Using PS: Gettysburg Address, answer the following questions.**

1. In the Gettysburg Address, what did our “fathers” create “four score and seven years ago”?

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2. What is occurring in this Civil War?

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3. What ought one to do for the men who died on the battle field? How should citizens respond to their death?

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**Use answer key / Mr. Maiorano's Thoughts on google classroom to make corrections with red pen!**

**USH PS: Lincoln's Second Inaugural Address - SATURDAY, MARCH 4, 1865**

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Fellow-Countrymen:

A. "At this second appearing to take the oath of the Presidential office there is less occasion for an extended address than there was at the first. Then a statement somewhat in detail of a course to be pursued seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention and engrosses the energies of the nation, little that is new could be presented. [In other words, the Civil War rages on] The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself, and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

B. On the occasion corresponding to this four years ago all thoughts were anxiously directed to an impending civil war. All dreaded it, all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, insurgent agents were in the city seeking to destroy it without war--seeking to dissolve the Union and divide effects by negotiation. 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.

C. One-eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the southern part of it. These slaves constituted a peculiar and powerful

interest. All knew that this interest was somehow the cause of the war. 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. Neither party expected for the war the magnitude or the duration which it has already attained. Neither anticipated that the cause of the conflict might cease with or even before the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible and pray to the same God, and each invokes His aid against the other. It may seem 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. The prayers of both could not be answered. That of neither has been answered fully. The Almighty has His own purposes. "Woe unto the world because of offenses; for it must needs be that offenses come, but woe to that man by whom the offense cometh." If we shall suppose that American slavery is one of those offenses which, in the providence of God, must needs come, but which, having continued through His appointed time, He now wills to remove, and that He gives to both North and South this terrible war as the woe due to those by whom the offense came, shall we discern therein any departure from those divine attributes which the believers in a living God always ascribe to Him? Fondly do we hope, fervently do we pray, that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue until all the wealth piled by the bondsman's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said "the judgments of the Lord are true and righteous altogether."

D. 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."

**USH RS: Second Inaugural Address**

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Directions: Using PS: Lincoln’s Second Inaugural Address, answer the following questions.

1. What is the cause of the Civil War, according to Lincoln, and who is to blame for the terrible consequences of the war?

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2. For how long does Lincoln think the Civil War will continue?

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3. What is Lincoln’s vision for the nation once the Civil War has ended?

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**Use answer key / Mr. Maiorano’s Thoughts on google classroom to make corrections with red pen!**

**Thursday, May 14<sup>th</sup>**

History Unit: “The Four Causes of the United States”

Lesson 3: The Four Causes of the United States

**Unit Overview:**

**Objective:** Be able to do this by the end of this lesson.

1. Explain what are the four causes of the United States,

**Introduction to Lesson 4:**

To end our year, let us investigate together the Four Causes of the United States. According to Aristotle, every created thing has four causes: Material Cause, Formal Cause, Efficient Cause, and Final Cause. Using the definitions, think through for yourself the Four Causes of the United States. Once done, compare your notes with Dr. Larry Arn’s answers. Dr. Larry Arn is President of Hillsdale College, and his lecture found online in one of the great online courses on U.S. History inspired this lesson. Afterward, read through Walt Whitman’s “O, Captain, My Captain”, and explain its’ connection to the Civil War.

Plan of Attack:

USH SS: Aristotle’s Four Causes Recap

USH RS: The Four Causes of the United States.

USH SS: Dr. Larry Arn’s answers

USH PS:

USH SS: Aristotle’s Four Causes: Read and annotate!

Cause	Description	Question the cause attempts to answer
Material Cause	Investigates what a thing is made out of. Example: Human body is made up of cells.	What is the thing made up of?
Efficient Cause	Investigates what made or caused a thing to exist or to occur.	Who made the thing?
Formal Cause	Investigates how a thing is structure, or what makes a thing one thing rather than many things. For example, what makes a chair a chair, and not a table.	How is a thing structure? What is its’ proper shape, structure or form?
Final Cause	Investigates why efficient causes do what they do or why the formal cause does what it does. In other words, looks to investigate the purpose of a thing	What is a thing’s purpose? What is a thing’s telos?

**8th Grade History: US History**May 11<sup>th</sup> – May 15<sup>th</sup>**USH RS: The Four Causes of the United States***Directions: Fill in the chart as best you can. Compare your answers with Dr. Larry Arnn's response.*

Cause	Question the cause attempts to answer	The Four Causes of the United States
Material Cause	What is the thing made up of?	
Efficient Cause	Who made the thing?	
Formal Cause	What is a thing's proper shape, structure or form?	
Final Cause	What is a thing's purpose?	

**Dr. Larry Arnn's Answer to the Four Causes of the United States:**

Cause	Answer
Material Cause	"The Land and its' people" *In years prior, some of my students argued that paper / quill because of their belief that documents are essential material causes. I like this argument but do not know if it is right.
Efficient Cause	Founding Founders who led the Revolution in the name of the American people *Notice how Loyalists are not considered part of the efficient cause of the United States, but are included in the material cause.
Formal Cause	The Constitution, in particular the three branches of government and system of checks and balances that it structures for government.
Final Cause	To fulfill or carry out the Principles of a free government as outlined in the Declaration of Independence

USH PS: Civil War Poems

O Captain! My Captain! By Walt Whitman (1819–1892)

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193. O Captain! My Captain!

O CAPTAIN! my Captain! our fearful trip is done;  
 The ship has weather'd every rack, the prize we sought is won;  
 The port is near, the bells I hear, the people all exulting,  
 While follow eyes the steady keel, the vessel grim and daring:  
 But O heart! heart! heart! 5  
 O the bleeding drops of red,  
 Where on the deck my Captain lies,  
 Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;  
 Rise up—for you the flag is flung—for you the bugle trills; 10  
 For you bouquets and ribbon'd wreaths—for you the shores a-  
 crowding;  
 For you they call, the swaying mass, their eager faces turning;  
 Here Captain! dear father!

This arm beneath your head;  
 It is some dream that on the deck, 15  
 You've fallen cold and dead.

My Captain does not answer, his lips are pale and still;  
 My father does not feel my arm, he has no pulse nor will;  
 The ship is anchor'd safe and sound, its voyage closed and done;  
 From fearful trip, the victor ship, comes in with object won; 20  
 Exult, O shores, and ring, O bells!  
 But I, with mournful tread,  
 Walk the deck my Captain lies,  
 Fallen cold and dead.

USH RS: O Captain, My Captain

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*Direction: Use poem O Captain, O Captain to answer the following questions.*

1. <b>Connection to U.S. History:</b> If Abraham Lincoln is the Captain, what is the ship? How does it connect with the Civil War?

**Use answer key / Mr. Maiorano's Thoughts on google classroom to make corrections with red pen!**

**Friday, May 15<sup>th</sup>**

History Unit: Lead up to Civil War, Civil War, Aftermath, and Four Causes

Lesson 5: Quiz on Lead up to Civil War, Civil War, Aftermath, and Four Causes

**Unit Overview: Manifest Destiny**

**Objective:** Be able to do this by the end of this lesson.

1. Complete a quiz

**Introduction to Lesson 5:**

Good Luck!

**Abraham Lincoln Quotes:**

“It often requires more courage to dare to do right than to fear to do wrong.”

"I am not bound to win, but I am bound to be true."

Nearly all men can stand adversity, but if you want to test a men's character, give him power."

Plan of Attack:

- A. Review (8min)
  - a. Review the Answer Key! This is a great place to prepare for your quiz.
- B. Quiz: (22min. max)

**\*\*\*Do not turn to page 22 until you are ready to begin the quiz. Please do not use your study packet to complete the quiz. By signing the academic integrity statement on page 2 of this packet, you are saying that you completed the quiz on your own and without use of your notes.\*\*\***

USH Quiz:

Chronological Ordering: Civil War Events

*Directions: Underline the answer the best answers the question.*

## 8th Grade History: US History

May 11<sup>th</sup> – May 15<sup>th</sup>

1. Which happened first: Lincoln's Election or South Carolina secedes
2. Which happened first: Battle at Fort Sumter or Lincoln's First Inaugural
3. Which happened second: Battle of Gettysburg or Gettysburg Address
4. Which happened second: Battle at Fort Sumter or Surrender at Appomattox

### Matching: The Four Causes

*Directions: Match the Cause that answers the question best. Answers will repeat.*

1. \_\_\_\_: Which cause answers: "What is a thing's purpose or telos?"
2. \_\_\_\_: Which cause answers: "Who made a thing?"
3. \_\_\_\_: Which cause answers: "How is a thing structured or shaped?"
4. \_\_\_\_: Which cause answers: "What is a thing made up of?"
5. \_\_\_\_: For Dr. Arnin, which cause of the United States is "the land and its's people" for the United States?
6. \_\_\_\_: For Dr. Arnin, which cause of the United States is "the principles of free government as expressed in the Declaration of Independence"?
7. \_\_\_\_: For Dr. Arnin, which cause of the United States is "the Constitution, in particular the way it organizes the government"?
8. \_\_\_\_: For Dr. Arnin, which cause of the United States is "Founding Founders who led the Revolution in the name of the American people" ?

A. Material Cause

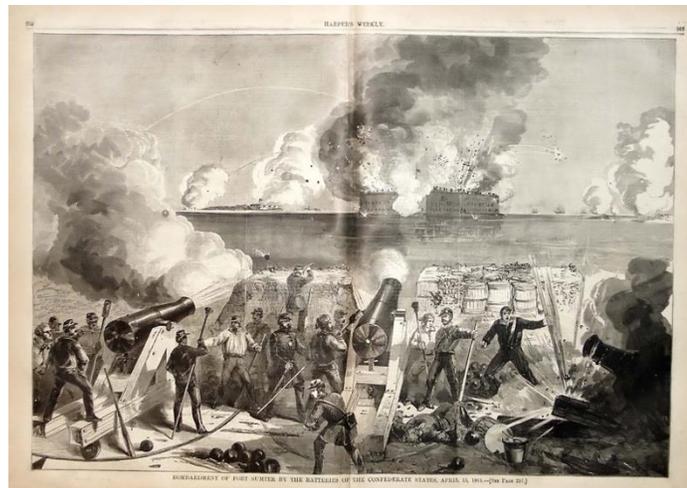
B. Efficient Cause

C. Formal Cause

D. Final Cause

Image Analysis: Using the image, answer the question.

1. The image shows the first battle of the Civil War. What is considered the first battle of the Civil War?
2. What did Lincoln promise to the Southern forces when the Northern troops would enter the waters around the Fort?
3. Who shot first: The Union Army or The Confederate Army?



1. Who are the two generals shaking hands and which side do they represent in the Civil War?
2. What event in the Civil war is the image trying to portray?



Textual Analysis: Using the text provided, answer the questions in complete sentences. Good luck!

- A. "...On the occasion corresponding to this four years ago all thoughts were anxiously directed to an impending civil war. All dreaded it, all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, insurgent agents were in the city seeking to destroy it without war--seeking to dissolve the Union and divide effects by negotiation. **Both parties deprecated [or hated] 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...**"

- Lincoln's First Inaugural Address

Answer the following questions in at least one complete sentence:

1. Which side "**would make war rather than let the nation survive**": The Union or The Confederacy? Support your claim with evidence from history. It does not need to be in the text A, but it can.

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2. Which side "**would accept war rather than let it perish**": The Union or the Confederacy? Support your claim with evidence from history. It does not need to be in the text A, but it can.

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B. “We, the people of the State of South Carolina, in convention assembled, do declare and ordain, and it is hereby declared and ordained, That the ordinance adopted by us in convention on the twenty-third day of May, in the year of our Lord one thousand seven hundred and eighty-eight, whereby the Constitution of the United States of America was ratified, and also all acts and parts of acts of the General Assembly of this State ratifying amendments of the said Constitution, are hereby repealed; and that the union now subsisting between South Carolina and other States, under the name of the "United States of America," is hereby dissolved.”Done at Charleston the twentieth day of December, in the year of our Lord one thousand eight hundred and sixty.

1. Which State is responsible for writing Text A? \_\_\_\_\_

2. What is this state formally declaring? What textual evidence is there to support your claim?

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C. Perpetuity is implied, if not expressed, in the fundamental law of all national governments. It is safe to assert that no government proper ever had a provision in its organic law for its own termination... Descending from these general principles, we find the proposition that in legal contemplation the Union is perpetual confirmed by the history of the Union itself. The Union is much older than the Constitution. It was formed, in fact, by the Articles of Association in 1774. It was matured and continued by the Declaration of Independence in 1776. It was further matured, and the faith of all the then thirteen States expressly plighted and engaged that it should be perpetual, by the Articles of Confederation in 1778. And finally, in 1787, one of the declared objects for ordaining and establishing the Constitution was "to form a more perfect Union."

1. Using both Text A and B, answer the following question in at least two complete sentences  
Response: Would the author of Text B. agree or disagree with Text A’s declaration? Why or why not?

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