**Want to Improve Your Grade?**

**This is a Democracy and *you* control *your* destiny….**

Additional Assignments to Advance Your United States History Knowledge while increasing Your Grade…….

Chose one of the Topics relating to Unit VI – The War and Reconstruction

Complete the Assignment (Return Date will be assigned when assignment is requested)

Return the Assignment on Time

Grade will be entered as a Test (Assessment) Score

Choice of Assignment Topics:

1. **Analyzing Text (Using Primary Sources) – Chapter 17 – The Civil War**
	1. **Utilizing the Primary Source information complete the following.**
* Review the excerpt (Lincoln and Davis’ inauguration speeches)
	+ Online Resources
	+ Attachment 1
		- See directions on attachment
* While reading the information analyze the following:
	+ What reasons does Confederate President Jefferson Davis use to support the South’s secession from the United States? Cite specific arguments Jefferson Davis makes in his case for succession.
	+ Based on the excerpts, do you think that Lincoln was directly responding to remarks Davis made in his address? Based on this excerpt from Lincoln’s speech, what was Lincoln’s counter argument to Davis? Support your answer with evidence from the text.
* Write a summary on the two excerpts based on the answers that you formulated from the questions by:
	+ First
		- Answering the Questions from above
	+ Second
		- Writing a minimum of a paragraph
			* Introduction
			* Main Body
			* Conclusion

**Attachment 1**

The first excerpt is from Jefferson Davis’ inaugural address to the Confederate states.

The second excerpt is from Abraham Lincoln’s inaugural address.

Read both excerpts and answer the questions that follow.

—from Confederate States of America—Inaugural Address of the President of the Provisional Government

*Our present political position has been achieved in a manner unprecedented in the history of nations. It illustrates the American idea that governments rest on the consent of the governed, and that it is the right of the people to alter or abolish them at will whenever they become destructive of the ends for which they were established. The declared purpose of the compact of the Union from which we have withdrawn was to “establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity;” and when, in the judgment of the sovereign States composing this Confederacy, it has been perverted from the purposes for which it was ordained, and ceased to answer the ends for which it was established, a peaceful appeal to the ballot box declared that, so far as they were concerned, the Government created by that compact should cease to exist. In this they merely asserted the right which the Declaration of Independence of July 4, 1776, defined to be “inalienable.”*

—from First Inaugural Address of Abraham Lincoln

*Again: If the United States be not a government proper, but an association of States in the nature of contract merely, can it, as a contract, be peaceably unmade by less than all the parties who made it? One party to a contract may violate it-break it, so to speak-but does it not require all to lawfully rescind it?*

*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. **Analyzing Text (Using Primary Sources) – Chapter 18 – The Reconstruction Era**
	1. **Utilizing the Primary Source information complete the following.**
* Review the court case excerpt (*Brown v. Board of Education*)
	+ Online Resources
	+ Attachment 2
* Read the excerpt carefully.
	+ What effect do you think this ruling had on public education in the United States?
	+ Then write a summary that explains the facts of the *Brown* case and the reasoning of the Court in reaching its ruling.
* Writing the summary on the *Brown* case: Utilize your answers that you formulated from the question(s) by:
	+ First
		- Answering the Questions from above
	+ Second
		- Writing a minimum of a paragraph
			* Introduction – a strong thesis sentence
			* Main Body – at least three supporting sentences
			* Conclusion – a wrap-up of your thesis

**Attachment 2**

Using Primary Sources: *Brown v. Board of Education*

These cases come to us from the States of Kansas, South Carolina, Virginia, and

Delaware. They are premised on different facts and different local conditions, but

a common legal question justifies their consideration together in this

consolidated opinion. [p487]

*In each of the cases, minors of the Negro race, through their legal*

*representatives, seek the aid of the courts in obtaining admission to the public*

*schools of their community on a nonsegregated basis. In each instance, [p488]*

*they had been denied admission to schools attended by white children under*

*laws requiring or permitting segregation according to race. This segregation was*

*alleged to deprive the plaintiffs of the equal protection of the laws under the*

*Fourteenth Amendment. In each of the cases other than the Delaware case, a*

*three judge federal district court denied relief to the plaintiffs on the so-called*

*“separate but equal” doctrine announced by this Court in Plessy v. Ferguson, 163*

*U.S. 537. Under that doctrine, equality of treatment is accorded when the races*

*are provided substantially equal facilities, even though these facilities be*

*separate. In the Delaware case, the Supreme Court of Delaware adhered to that*

*doctrine, but ordered that the plaintiffs be admitted to the white schools because*

*of their superiority to the Negro schools.*

*The plaintiffs contend that segregated public schools are not “equal” and cannot*

*be made “equal,” and that hence they are deprived of the equal protection of the*

*laws. Because of the obvious importance of the question presented, the Court*

*took jurisdiction. Argument was heard in the 1952 Term, and reargument was*

*heard this Term on certain questions propounded by the Court. [p489]*

*Reargument was largely devoted to the circumstances surrounding the adoption*

*of the Fourteenth Amendment in 1868. It covered exhaustively consideration of*

*the Amendment in Congress, ratification by the states, then existing practices in*

*racial segregation, and the views of proponents and opponents of the*

*Amendment. This discussion and our own investigation convince us that,*

*although these sources cast some light, it is not enough to resolve the problem*

*with which we are faced. At best, they are inconclusive. The most avid*

*proponents of the post-War Amendments undoubtedly intended them to remove*

*all legal distinctions among “all persons born or naturalized in the United States.”*

*Their opponents, just as certainly, were antagonistic to both the letter and the*

*spirit of the Amendments and wished them to have the most limited effect. What*

*others in Congress and the state legislatures had in mind cannot be determined*

*with any degree of certainty. . . .*

*UNITED*

*In approaching this problem, we cannot turn the clock back to 1868, when the*

*Amendment was adopted, or even to 1896, when Plessy v. Ferguson was written.*

*We must consider public education in the light of its full development and its*

*present place in American life throughout [p493] the Nation. Only in this way can*

*it be determined if segregation in public schools deprives these plaintiffs of the*

*equal protection of the laws.*

*Today, education is perhaps the most important function of state and local*

*governments. Compulsory school attendance laws and the great expenditures*

*for education both demonstrate our recognition of the importance of education to*

*our democratic society. It is required in the performance of our most basic public*

*responsibilities, even service in the armed forces. It is the very foundation of good*

*citizenship. Today it is a principal instrument in awakening the child to cultural*

*values, in preparing him for later professional training, and in helping him to*

*adjust normally to his environment. In these days, it is doubtful that any child may*

*reasonably be expected to succeed in life if he is denied the opportunity of an*

*education. Such an opportunity, where the state has undertaken to provide it, is a*

*right which must be made available to all on equal terms.*

*We come then to the question presented: Does segregation of children in public*

*schools solely on the basis of race, even though the physical facilities and other*

*“tangible” factors may be equal, deprive the children of the minority group of*

*equal educational opportunities? We believe that it does. . . .*

*We conclude that, in the field of public education, the doctrine of “separate but*

*equal” has no place. Separate educational facilities are inherently unequal.*

*Therefore, we hold that the plaintiffs and others similarly situated for whom the*

*actions have been brought are, by reason of the segregation complained of,*

*deprived of the equal protection of the laws guaranteed by the Fourteenth*

*Amendment.*