**AP U.S. HISTORY WITH DR. NEAL**

**CIVIL WAR SEMINAR**

**DUE: Wednesday/Thursday, December 7/8**

Stating that slavery was the cause of the Civil War in the United States oversimplifies the regional conflict. Historians have identified a variety of reasons for the “War Between the States.” Kenneth Stampp describes seven of these causes, which are summarized on the handout. The purpose of this seminar is to introduce different theories about what caused the Civil War. By examining the various schools of thought, students will have the opportunity to study the differing views of historiography, understand the complexity of the issues, and learn to support an argument or a position with specific information and facts.

***Focus Questions:*** The overall question we wish to address is, **What caused the Civil War?** More specifically, we may consider Stampp’s three related questions:

**1) What caused the North and South to engage in ceaseless controversy for more than a generation?**

**2)** **What caused the states of the Deep South to secede after Lincoln’s election in 1860?**

**3) What caused the great majority of Northerners to prefer war to the recognition of Southern independence?**

***Objective of the Seminar:***

The purpose of the seminar is to help students recognize the complex political, social, cultural, and economic issues that led to the Civil War. A secondary goal will be to determine a class consensus as to the interpretations which best explain each of the causes of conflict mentioned in the above questions. Additional interpretations of causes may be proposed and considered. Evidence in addition to what is described in the handout is required.

***Preparation:***

1. Each student will be assigned to **present one** of the seven causes listed in Stampp’s summary. You should, however, **be aware of all seven** and **three or four in detail**. Research these issues so that you may discuss and debate the various perspectives. Each student is expected to participate actively in research, preparation, presentation, and debate.
2. After reading the material and examining the issues, develop a **ONE to TWO PAGE maximum thesis proposal** that includes your thesis statement and main points of your argument. It should be in paragraph(s) format and include the following:
   * your thesis statement—an **arguable thesis** statement
   * a brief summary of the main arguments supporting your **assigned cause**
   * an overview and brief analysis of which cause you believe best fits with **each** of the **three questions** listed above and why
3. You should then find and organize **facts, quotes, and specific historic details** to support your thesis proposal as well as additional facts and details to support other causes you may want to vote for or switch to after your initial presentation of your assigned cause. These should go into the documentation section of your written seminar. You may use any historical evidence that focuses on what happened **up to April, 1861** when the Civil War officially began.

***Procedure for the Seminar:***

**Round 1:** Each student will present Point, Evidence, and Analysis to clarify his or her **assigned cause**. Be aware of what other students with your assigned cause say so that you build on their points, evidence, and analysis, rather than merely repeating information. Plan to describe events, people, and/or conflicts that relate to that cause.

**Round 2:** Students will nominate, discuss, and vote on the main cause for question #1.

**Round 3:** Students will nominate, discuss, and vote on the main cause for question #2.

**Round 4**: Students will nominate, discuss, and vote on the main cause for question #3.

***Grading:*** As in our previous seminars, there will be two parts assessed to determine your grade for this project: **written (50 points) and oral (50 points).*Grading Rubric for Seminar:***

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|  | **Written requirements** | **Oral Requirements** |
| **A** | **Thesis Proposal** – Well written paragraph(s) with a well chosen lead-in sentence(s), a clear, developed thesis statement, and main points overviewed in a controlling statement or series of topic sentences to highlight three causes related to the Civil War.  **Documentation of Evidence** – lists 20-25 or more substantial and quality facts, quotes, events, historic detail, and/or issues. A majority of these should be taken from a variety of sources, including several primary and secondary sources. Textbook, encyclopedia, and other quality Internet sources may be used to provide a foundation of knowledge, but primary and print secondary sources must make up the bulk of the research.  **Analytical Comments** are included after each section of entries listed as evidence to indicate what analysis you might provide during the Seminar.  **Bibliography** – Sources are listed in proper Chicago style and indicate a wide range of research | **Speak up** two or more times  Provide **quality comments** that include well chosen, clearly discussed **Point, Evidence, and Analysis**  Respond to other students intelligently and respectfully to address to get to the heart of the historic issues.  Present reasonable synthesis or evaluative comments to work towards consensus |
| **B** | **Thesis Proposal** – Effective paragraph(s) with clear, developed thesis statement and main points overviewed in controlling statement or series of topic sentences to highlight causes related to each of the three questions. Conclude with an analytical statement about the Civil War.  **Documentation of Evidence** – lists 15-20 or more quality facts, quotes, events, historic detail, and/or issues. A number of these should be taken from a variety of sources, including primary and secondary sources. Textbook, encyclopedia, and other quality Internet sources may be used to provide a foundation of knowledge, but primary and secondary sources must be included.  **Analytical Comments** are included after several pieces of evidence in the documentation section to indicate interpretation/analysis/ commentary you may use during the Seminar.  **Bibliography** – A variety of sources are listed in proper Chicago style. | **Speak up** two or more times  Provide **quality comments** that include **Point, Evidence, and Analysis**  Respond to or question other students intelligently and respectfully to address the historic issues.  Participate actively in the discussion. |
| **C** | **Thesis Proposal** – Adequate introductory paragraph(s) with thesis statement, main points overviewed in controlling statement or series of topic sentences, and a concluding statement.  **Documentation of Evidence** – lists 10- 15 or more facts, quotes, events, historic detail, and/or issues. Some of these should be taken from primary and secondary sources. Textbook, encyclopedia, and other quality Internet sources may be used to provide a foundation of knowledge, but primary and secondary sources must be included.  **Bibliography** – At least three sources are listed in proper format. | **Speak up** two or more times  Provide **comments** that include **Point, Evidence, and Analysis**  Participate actively in the discussion. |