**ARGUMENTATIVE ESSAY GRAPHIC ORGANIZER – Pre-Civil War**

NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD\_\_\_\_\_\_\_\_

8th Grade U.S. History – Mr. Brown

**In-Class Assignment (15 Points)**

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| --- |
| **STEP 1 – Decide What YOU Think**  Check the line next to the point of view you will support in your essay:  **\_\_\_\_\_\_ The South WAS justified in seceding from the Union before the Civil War.**  **\_\_\_\_\_\_ The South WAS NOT justified in seceding from the Union before the Civil War.** |
| **STEP 2 – Write Your Hook**  The very beginning of your essay is called the hook because it “hooks” your readers’ attention. The hook **should be one sentence related to the topic of the essay**, but it can take many forms (short story, surprising fact, rhetorical question, etc.). **WRITE YOUR HOOK HERE:** |
| **STEP 3 – Summarize the Issue**  Let readers know a little about the issue you will be writing about. This is **not your opinion**; it’s a very brief summary of the issue to use in the intro paragraph. **WRITE YOUR SUMMARY HERE**: |
| **STEP 4 – State Your Thesis**  The thesis should be a one-sentence statement of the opinion you stated in STEP 1. The rest of your essay will support your thesis. Use the ‘Although (other side’s belief), I Believe (your belief) because (reasons supporting your belief)’ format. **WRITE YOUR THESIS HERE**:  **Although…**  **I believe…**  **Because…** |
| **STEP 5 – Write Your Topic Sentences**  Find 3 main points in the articles that **support your argument/thesis**. Write a topic sentence about each point by **changing the text from the article into your own words**. Use a transition word to start each sentence. **DO NOT COPY DIRECTLY FROM THE ARTICLE!**   |  | | --- | | **1.** | | **2.** | | **3.** | |
| **STEP 6 – Acknowledge the Counterargument and Develop Responses**  Why would the other side disagree with you? Write 2 reasons they would disagree. For each reason, provide a response that explains why that counterargument is wrong from your point of view. Use the articles, and **change the text into your own words**.  **DO NOT COPY DIRECTLY FROM THE ARTICLE!**   |  | | --- | | **Counterargument #1:**  **Your Response to #1:** | | **Counterargument #2:**  **Your Response to #2:** | |

**ARGUMENTATIVE ESSAY ASSIGNMENT – Pre-Civil War**

8th Grade U.S. History – Mr. Brown

**Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DIRECTIONS**

You have already formulated your argument, developed your topic sentences (main claims), and acknowledged the other side of the argument. Now it’s time to put it all together into an essay format. **Using the 6-step graphic organizer you just completed, follow these steps to write your essay**:

1. Put steps 2, 3, and 4 together to write your introduction paragraph. The first sentence of this paragraph is your hook, followed by your issue summary, and finally, your thesis.
2. Write your topic sentences from step 5 of the graphic organizer into the appropriate spots on the essay template. Copy these directly from your graphic organizer onto the essay template, and be sure they each start with a transition word.
3. Add **at least 2** supporting details to each topic sentence. This means you need to **read the informational text** to find details that **directly relate** to the topic sentence on which you are focusing.
4. Write the 2 counterarguments and your responses to these counterarguments into the appropriate spots on the essay template. Copy these directly from the graphic organizer onto the essay template.
5. Write your conclusion. Restate your thesis and briefly summarize your 3 main points.

Be sure to add **transition words** throughout your essay. **CIRCLE OR HIGHLIGHT THESE WORDS AS YOU WRITE THEM.** Essays with at least **10 correctly used** transition words will earn **5 extra credit points**! Use the transition handout I gave you, or come up with your own transitions.

Be sure to add a **title**, and complete the **revision checklist** before turning this in.

**GRADING RUBRIC**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Satisfactory (8)** | **Almost There (6)** | **Developing (3)** | **Unsatisfactory (0)** |
| **Intro paragraph includes a hook, brief summary of the issue, and thesis that details the argument.** | Intro paragraph includes all 3 elements (hook, brief summary, and thesis). | Intro paragraph includes 2 of the required elements (hook, brief summary, and thesis). | Intro paragraph includes 1 of the required elements (hook, brief summary, and thesis). | Intro paragraph includes 0 of the required elements (hook, brief summary, and thesis). |
| **Thesis includes 3 correctly used components (Although, I Believe, and Because).** | Thesis includes all 3 correctly used components (Although, I Believe, and Because). | Thesis includes 2 correctly used components (Although, I Believe, and Because). | Thesis includes 1 correctly used component (Although, I Believe, and Because). | Thesis does not include any of the 3 components. |
| **Essay includes 3 topic sentences that support the main argument.** | Essay includes all 3 topic sentences that support the main argument. | Essay includes 2 topic sentences that support the main argument. | Essay includes 1 topic sentence that supports the main argument. | Essay includes 0 topic sentences that support the main argument. |
| **Essay includes at least 2 relevant and accurate supporting details for each topic sentence.** | All 3 topic sentences are supported by at least 2 relevant and accurate details. | 2 topic sentences are supported by at least 2 relevant and accurate details. | 1 topic sentence is supported by at least 2 relevant and accurate details. | 0 topic sentences are supported by at least 2 relevant and accurate details. |
| **Essay includes 2 detailed, relevant counter arguments.** | 2 detailed, relevant counterarguments are included in the essay. | 2 relevant counterarguments are included in the essay; no detail. | 1 detailed relevant counterargument is included in the essay. | 0 relevant counterarguments are included in the essay. |
| **Essay includes your response to each counterargument that explains why they are incorrect.** | Response to both counterarguments included; both explain why they are incorrect. | Response to 1 counterargument included; explains why it is incorrect. | Response to both counterarguments included; does not explain why they are incorrect. | Does not include any responses to the counterarguments. |
| **Essay includes Conclusion paragraph that restates the thesis and summarizes the 3 main points.** | Conclusion paragraph included that restates the thesis and summarizes the 3 main points. | Conclusion paragraph included that restates the thesis or summarizes the 3 main points, but not both. | Conclusion paragraph is very basic; no restating of thesis or summary of the 3 main points. | Conclusion paragraph is not included in the essay. |

**Title (2 Points): \_\_\_\_\_\_\_ Revision Checklist (2 Points): \_\_\_\_\_\_\_ Extra Credit (5 Points): \_\_\_\_\_\_\_**

**TOTAL: \_\_\_\_\_\_\_/60 Grade: \_\_\_\_\_\_\_\_**

**Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_**

**Introduction** (Hook + Summary + Thesis)**:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Topic Sentence #1** (Take from Graphic Organizer)**:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Details that support Topic Sentence #1** (Use the informational text)**:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Topic Sentence #2** (Take from Graphic Organizer)**:**

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**Details that support Topic Sentence #2** (Use the informational text)**:**

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**Topic Sentence #3** (Take from Graphic Organizer)**:**

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Details that support Topic Sentence #3** (Use the informational text)**:**

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**Counterargument #1 and Your Response** (Take from Graphic Organizer)**:**

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**Counterargument #2 and Your Response** (Take from Graphic Organizer)**:**

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**Conclusion** (Restate Thesis & Summarizes Your 3 Main Points)**:**

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**REVISION CHECKLIST – Argumentative Writing**

8th Grade U.S. History – Mr. Brown

**Turn in with your final essay**

Fill this out **after** you’ve **completely finished** your essay:

\_\_\_\_\_\_\_\_ I have an opening sentence that **hooks** the reader.

\_\_\_\_\_\_\_\_ I provide a brief **summary** of the issue after my hook.

\_\_\_\_\_\_\_\_ My **thesis** has all 3 parts (Although…I Believe…Because).

\_\_\_\_\_\_\_\_ My **1st topic sentence** starts with a transition word, and contains

my 1st main claim about the issue. The rest of this paragraph contains details that support my 1st topic sentence.

\_\_\_\_\_\_\_\_ My **2nd topic sentence** starts with a transition word, and contains

my 2nd main claim about the issue. The rest of this paragraph contains details that support my 2nd topic sentence.

\_\_\_\_\_\_\_\_ My **3rd topic sentence** starts with a transition word, and contains

my 3rd main claim about the issue. The rest of this paragraph contains details that support my 3rd topic sentence.

\_\_\_\_\_\_\_\_ I included **2** **counterarguments** and a **detailed** **response** for each

counterargument.

\_\_\_\_\_\_\_\_ I included a **concluding paragraph** that restates my thesis, and

summarizes my 3 main points.

\_\_\_\_\_\_\_\_ I used **transition words** appropriately throughout the essay.

\_\_\_\_\_\_\_\_ My entire essay is free of **grammatical and spelling errors**.

\_\_\_\_\_\_\_\_ I am proud of the essay that I am turning in.

**GRADE YOU THINK YOU DESERVE ON THIS ESSAY: \_\_\_\_\_\_\_\_\_\_\_**

**NORTH VS. SOUTH: DIFFERENCES, SECESSION, AND CAUSES OF THE CIVIL WAR**

**Interesting Facts & Statistics**

-11 Southern states seceded the Union(left the United States) before the Civil War.

-3,211,067 soldiers fought in the Civil War.

-750,000 soldiers who fought in the Civil War died from wounds, disease, and starvation.

-51,000 soldiers died in the Battle of Gettysburg.

**Economic & Social Differences**

**Southern Perspective –** Most southerners lived on farms, and their entire economy was based on agriculture. They made their money by selling large amounts of crops. Large farms, called plantations, were so large that they became self-sufficient with the use of slave labor. Cotton was the main product grown on these plantations; cotton exports made up 2/3 of the total value of American exports. With Eli Whitney's [invention of the cotton gin](http://americanhistory.about.com/od/industrialrev/p/cotton_gin.htm) in 1793, cotton became very profitable. This machine was able to reduce the time it took to separate seeds from the cotton. However, at the same time the increase in the number of plantations willing to move from other crops to cotton meant the greater need for a large amount of cheap labor, i.e. slaves. Thus, the southern economy became a one-crop economy, depending on cotton and therefore on slavery. Many would argue that if it were not for the slave trade the American colonies would not have been as strong and profitable in the seventeenth and eighteenth centuries.

**Northern Perspective –** On the other hand, the northern economy was based more on industry than agriculture. These industries were located in places that made it easy to trade goods with Europe. In fact, the northern industries were purchasing the raw cotton and turning it into finished goods. This disparity between the two set up a major difference in economic attitudes. The South was based on the plantation system while the North was focused on city life. This change in the North meant that society evolved as people of different cultures and classes had to work together while the South continued to hold onto an antiquated (old, out of date) social order (i.e. slavery). In addition, the farms located in the North were small, and their owners could grow enough crops to survive without having to mass-produce and sell these crops. People who lived in cities were able to manufacture items to trade with other countries, and thought it was unnecessary to run big plantations that relied on slave labor.

**Slavery**

**Southern Perspective –** Southerners believed that abolitionists were attacking their way of life and that the Federal government was not doing enough to protect their "property" from running away. Others argued that slavery was a better option than free labor in the North. Slavery owners argued that free labor treated its workers worse than slave owners. Slave owners took care of every aspect of the slaves’ life, while free labor poorly paid and treated its workers. Southerners were also concerned that new states were entering the Union that did not permit citizens to own slaves, because the more "free" states that entered the Union, the weaker Southerners' influence in the Federal government would become. Slavery was important to the southern economy because of the large labor force required to pick and process cotton – the southern cash crop. Without slavery, plantation owners would have had to pay workers, which would lead to less profit. They said this could destroy the cotton industry.

**Northern perspective –** In the North, many religious groups worked hard to end slavery in the United States. They were morally opposed to the idea that one person could "own" another. Abolitionists in the North wrote books, published newspapers spreading their ideas about slavery, and often assisted slaves to freedom when they ran away from their masters. Although many viewed slavery as immoral, which was one reason for its proposed abolishment, officials in the north were also worried that the extension of slavery into western states would give the southern states disproportional influence in such areas.

**Unfair Taxation**

**Southern Perspective –** Large cotton plantations developed in the South. Their crops were sold to cotton factories in England, and the ships returned with cheap manufactured goods produced in Europe (i.e. clothing made from the cotton grown on American plantations). Therefore, Southerners wanted low taxes on imported goods so that they could continue the business of growing cotton, sending it to Europe to make products, and then selling those products in America. Since industry did not develop in the South, they were not able to build their own cotton factories; they were just able to grow the cotton on plantations.

**Northern Perspective –** Many factories developed in the North. By the early 1800s, Northern factories were producing many of the same goods as the cotton factories in England (i.e. clothing made from cotton), and Northern politicians were able to pass heavy taxes on imported goods from Europe so that Southerners would be forced to buy goods from the Northern factories, rather than from England. From the Northern perspective, this was a good thing because more products were being bought from the United States, which made the economy better. Southerners thought this was unfair because they were no longer able to do business with England for a low price.

**State’s Rights**

**Southern Perspective –** Southerners felt that the Federal government was passing laws, such as import taxes, that treated them unfairly. They believed that individual states had the right to "nullify", or overturn, any law the Federal government passed. They also believed that individual states had the right to leave the United States and form their own independent country. The southern states scored a victory with the passing of the Kansas-Nebraska Act of 1854. Introduced by Stephen A. Douglas, the bill called for the residents of the particular territory to choose for themselves if they wanted slavery (otherwise known as popular sovereignty).

**Northern Perspective –** Most people in the North believed that the concepts of "nullification" and "states' rights" would make the United States a weaker country and were against these ideas. They felt that in creating the Union after the Revolutionary War, the founding fathers intended for all states to be united under one government, and that allowing states to nullify federal laws would be a step backwards in terms of liberty and freedom. Northern politicians such as Abraham Lincoln and abolitionists (those opposed to slavery) fought vigorously against the Kansas-Nebraska Act of 1854 (description above).

**Election of Lincoln**

**Northern Perspective –** Lincoln was elected by a wide margin in the North for several reasons. He was a member of the Republican Party and vowed to keep the country united and the new western territories free from slavery. He wanted to preserve the Union as it had been since the end of the Revolutionary War. In his first inaugural address Abraham Lincoln concluded, “We are not enemies, but friends. We must not be enemies. Though passion may have strained it must not break our bonds of affection.” This means Lincoln was advocating for peace between the states as a way of making sure the Union was preserved. When he was elected president, eleven states promptly seceded from the Union. Lincoln deemed this unacceptable and declared war for the purposes of preserving the Union.

**Southern Perspective –** Southern politicians outwardly charged that their voices were not being heard in congress. Some Southern states wanted to secede, or break away from the United States of America and govern themselves. Emotions reached a fever pitch when [Abraham Lincoln](http://americancivilwar.com/north/abe_lincoln.html) was elected President of the United States in 1860. Many Southerners, who were Democrats, were afraid that Lincoln was not sympathetic to their way of life and would not treat them fairly. The growing strength of the Republican Party, viewed by many as the party friendly to abolitionists and northern businessmen, and the election of the party's candidate was the last straw. Southern governors and political leaders called for state referendums to consider articles of secession.