



# *Unit 7:* **Early Statehood**

## *Lesson 11:* **Looking Ahead**

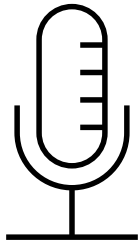
# Warm-up:

## Use the image to complete your warm-up





# Share with the class



One thing the map can tell us about the United States during this era is \_\_\_\_\_.

# Essential Question



What were some of the main arguments surrounding sectional issues like secession and abolition at the end of the Early Statehood era?

# In today's lesson...

1. **We will** analyze primary source excerpts from various Texas newspapers addressing sectional issues including secession, the union, slavery, and abolition to identify the major arguments related to these issues of the time.
2. **I will** analyze and record information about each article's main idea and author's point of view, providing textual evidence to support my analysis.



# Sectionalism: A Nation Divided



*Sectional Map of the United States, 1854. The Library of Congress*



# Let's look at one primary source material together

## The Right of Peaceable Secession

"It is only a right which South Carolina and every other state possesses, and lies in the very first **principles** upon which our independence was first **founded**, and which existed in the **sovereign** states, to enable them to adopt a constitution, and which they did not **forfeit** by the act. The general government never had a right to **forbid** a peaceable secession... If a war must come from the assertion of these rights, the entire South will enter into its issues with all her power and **zeal**. If this be demanded, it only shows that the government is already a **despotism** and not a **republicanism**, and the sooner it ends, the better."

- The Weekly Telegraph (Houston, Tex.) Tuesday,  
January 8, 1861. The Portal to Texas History

**Principles:** beliefs

**Founded:** Established

**Sovereign:** Independent, self-governing

**Forfeit:** Give up

**Forbid:** Not allow

**Zeal:** excitement or enthusiasm

**Despotism:** A bad government with too much power

**Republicanism:** A government in which people vote for representatives

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# Primary Source Analysis

***Remember:*** You do not need to understand the full text of the primary source. Focus on main ideas, author's general point of view, and key words and phrases.



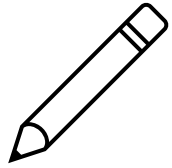
# Share your findings

The primary source titled “\_\_\_\_\_”  
talked about \_\_\_\_\_.  
The author’s point of view was that  
\_\_\_\_\_



# Exit Ticket:

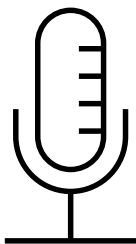
Follow the directions to complete your exit ticket



- Complete the paragraph in the box by choosing a topic from the day's lesson and giving two different points of view for the topic.
- Share with a partner.



# Share with the class



One of the topics presented in the primary source materials today was \_\_\_\_\_.

One point of view about this topic was \_\_\_\_\_, while a different point of view on the topic was \_\_\_\_\_.

