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| *Abraham Lincoln delivered this address at the Republican State Convention on June 16, 1858, after being nominated as a candidate for the U.S. Senate.* Excerpt from “House Divided” Speech*by Abraham Lincoln*  Mr. President and Gentlemen of the Convention:  If we could first know where we are, and whither we are tending, we could then better judge what to do, and how to do it.  /files/assess_files/7f038f28-007b-4d4d-8b5f-b95670166947/passages/images/2.png We are now far into the fifth year, since a policy was initiated, with the avowed object, and confident promise, of putting an end to slavery.  /files/assess_files/7f038f28-007b-4d4d-8b5f-b95670166947/passages/images/3.png Under the operation of that policy, that disturbing practice has not only, not ceased, but has constantly augmented.\*  In my opinion, it will not cease, until a crisis shall have been reached, and passed.  “A house divided against itself cannot stand.”  I believe this government cannot endure, permanently half slave and half free.  /files/assess_files/7f038f28-007b-4d4d-8b5f-b95670166947/passages/images/7.png I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect it will cease to be divided.  It will become all one thing or all the other.  Either the opponents of slavery, will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction; or its advocates will push it forward, till it shall become alike lawful in all the States, old as well as new—North as well as South.  \***augmented:** increased  “House Divided” Speech by Abraham Lincoln. http://www.abrahamlincolnonline.org/lincoln/speeches/house.htm (06/11/2013). Excerpt from “Declaration of the Immediate Causes Which Induce and Justify the Secession1 of South Carolina from the Federal Union” The People of the State of South Carolina, in Convention assembled, on the 26th day of April, A.D. 1852, declared that the frequent violations of the Constitution of the United States, by the Federal Government, and its encroachments2 upon the reserved rights of the States, fully justified this State in then withdrawing from the Federal Union; but in deference3 to the opinions and wishes of the other slaveholding States, she forbore at that time to exercise this right. Since that time, these encroachments have continued to increase, and further forbearance4 ceases to be a virtue.  /files/assess_files/7f038f28-007b-4d4d-8b5f-b95670166947/passages/images/2.png And now the State of South Carolina having resumed her separate and equal place among nations, deems it due to herself, to the remaining United States of America, and to the nations of the world, that she should declare the immediate causes which have led to this act.  /files/assess_files/7f038f28-007b-4d4d-8b5f-b95670166947/passages/images/3.png In the year 1765, that portion of the British Empire embracing Great Britain, undertook to make laws for the government of that portion composed of the thirteen American Colonies. A struggle for the right of self-government ensued, which resulted, on the 4th of July, 1776, in a Declaration, by the Colonies, “that they are, and of right ought to be, FREE AND INDEPENDENT STATES; and that, as free and independent States, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent States may of right do.”  /files/assess_files/7f038f28-007b-4d4d-8b5f-b95670166947/passages/images/4.png They further solemnly declared that whenever any “form of government becomes destructive of the ends for which it was established, it is the right of the people to alter or abolish it, and to institute a new government.” Deeming the Government of Great Britain to have become destructive of these ends, they declared that the Colonies “are absolved5 from all allegiance to the British Crown, and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved.”  \* \* \* \* \*  Thus were established the two great principles asserted by the Colonies, namely: the right of a State to govern itself; and the right of a people to abolish a Government when it becomes destructive of the ends for which it was instituted. And concurrent with the establishment of these principles, was the fact, that each Colony became and was recognized by the mother Country as a FREE, SOVEREIGN AND INDEPENDENT STATE.  1**secession:** formal withdrawal from a union or group 2**encroachments:** intrusions on others’ territory 3**deference:** respect for or submission to 4**forbearance:** self-control, restraint, and tolerance 5**absolved:** set free  Excerpt from “Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union” by J.A. May and J.R. Faunt. https://archive.org/details/declarationofimm00sout (06/11/2013). | |
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| **1.** | What is the impact of the phrase “a house divided” on the meaning in the first selection? |
|  |
|  | |  |  | | --- | --- | | **A.** | It explains that the government lacks tolerance for slavery. | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | It explains the need to allow the states freedom of choice. | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | It explains that the Union needs to be dissolved. | |
|  |  |
|  | |  |  | | --- | --- | | **D.** | It explains a conflict in need of resolution. | |
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| **2.** | In the first paragraph of the second selection, how does the phrase “further forbearance ceases to be a virtue” affect the meaning? |
|  |
|  | |  |  | | --- | --- | | **A.** | by implying new complaints are no longer necessary | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | by showing additional movement forward is no longer an option | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | by conveying that patiently waiting for a resolution will accomplish nothing | |
|  |  |
|  | |  |  | | --- | --- | | **D.** | by suggesting that constantly disputing the issue is failing to solve the problem | |
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| **3.** | In Lincoln’s “House Divided Speech,” how does the use of the phrase “ultimate extinction” affect the tone? |
|  |
|  | |  |  | | --- | --- | | **A.** | by enhancing a feeling of pride | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | by strengthening a sense of warning | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | by weakening a feeling of acceptance | |
|  |  |
|  | |  |  | | --- | --- | | **D.** | by introducing a sense of disapproval | |
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| --- | --- |
| **4.** | In the second selection, how does paragraph 3 support the claim made in the first paragraph? |
|  |
|  | |  |  | | --- | --- | | **A.** | by detailing the violations made against South Carolina | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | by comparing the British government to the government of South Carolina | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | by giving a historical reference to support self-government by South Carolina | |
|  |  |
|  | |  |  | | --- | --- | | **D.** | by contrasting the injustices suffered by the colonies with those of South Carolina | |
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| --- | --- |
| **5.** | In Lincoln’s “House Divided” speech, how does the last paragraph refine the claim made in paragraph 7? |
|  |
|  | |  |  | | --- | --- | | A. | by supporting the claim with anecdotes | |
|  |  |
|  | |  |  | | --- | --- | | B. | by predicting what the outcomes will be | |
|  |  |
|  | |  |  | | --- | --- | | C. | by giving examples of what has happened in the past | |
|  |  |
|  | |  |  | | --- | --- | | D. | by enhancing the argument with additional projections | |
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| --- | --- |
| **6.** | In the second selection, how does paragraph 4 develop the claims regarding secession? |
|  |
|  | |  |  | | --- | --- | | **A.** | by giving historical references to justify absolving allegiance from a destructive government | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | by supporting the claim that they should no longer be ruled by a tyrannical dictatorship | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | by detailing the offenses of the British crown that led to the colonies’ self-governance | |
|  |  |
|  | |  |  | | --- | --- | | **D.** | by explaining the process by which the colonies renounced the British government | |
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| --- | --- |
| **7.** | Which concept is addressed by both selections? |
|  |
|  | |  |  | | --- | --- | | **A.** | Slavery should be abolished across the country. | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | Preservation of the Union is America’s priority. | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | States have the right to govern themselves. | |
|  |  |
|  | |  |  | | --- | --- | | **D.** | Turmoil exists within the United States. | |
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| --- | --- |
| **8.** | How is the presentation of ideas similar in both selections? |
|  |
|  | |  |  | | --- | --- | | **A.** | Both focus on uniting the country. | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | Both focus on the successes of the government. | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | Both focus on unmet governmental agreements. | |
|  |  |
|  | |  |  | | --- | --- | | **D.** | Both give a list of problems followed by solutions. | |
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| --- | --- |
| **9.** | Which theme is common to both selections? |
|  |
|  | |  |  | | --- | --- | | **A.** | opposition to slavery | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | government tyranny | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | declaration of war | |
|  |  |
|  | |  |  | | --- | --- | | **D.** | a nation divided | |
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| --- | --- |
| **10.** | How does paragraph 3 develop a claim in the second selection? |
|  |
|  | |  |  | | --- | --- | | **A.** | It provides an explanation that any form of government can be destructive. | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | It provides background information that established laws for the states. | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | It provides an historical explanation of the thirteen American Colonies. | |
|  |  |
|  | |  |  | | --- | --- | | **D.** | It provides a declaration that the states are free and independent. | |
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| --- | --- |
| **11.** | Which concept is refined in the last paragraph of the second selection? |
|  |
|  | |  |  | | --- | --- | | **A.** | the injustice of the laws established by Great Britain | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | the reasons for conflict within the original colonies | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | the fact that Great Britain had become destructive | |
|  |  |
|  | |  |  | | --- | --- | | **D.** | the reasons for the separation from Great Britain | |
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| --- | --- |
| **12.** | In paragraph 2 of the first selection, how do the phrases “avowed object” and “confident promise” affect the meaning of the selection? |
|  |
|  | |  |  | | --- | --- | | **A.** | They suggest a new course of action. | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | They convey the mistakes of the past. | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | They restate the commitment made previously. | |
|  |  |
|  | |  |  | | --- | --- | | **D.** | They reveal a contradiction of attitude toward the topic. | |
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| --- | --- |
| **13.** | How do the two selections differ in their ideas about the Union? |
|  |
|  | |  |  | | --- | --- | | **A.** | The first wants to address the Union’s conflicts, while the second ignores them. | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | The first desires a new government, while the second is in favor of anarchy. | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | The first favors protecting the Union, while the second favors separation. | |
|  |  |
|  | |  |  | | --- | --- | | **D.** | The first wants a quick resolution, while the second is more patient. | |
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CRQ: Which of the two texts most effectively utilizes rhetoric to advance their claim? Use textual support in your answer.