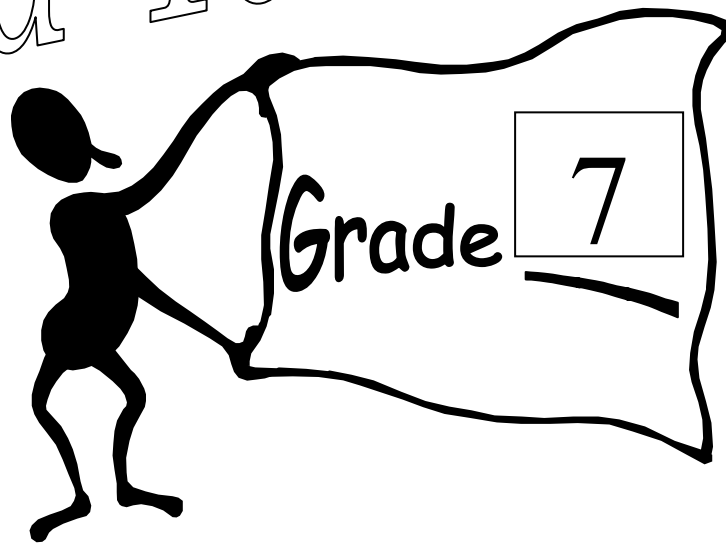


New York City Department of Education  
Department of Social Studies

# Field-Test Edition



## The Road to Civil War

A Sample Unit of Study

Teachers contributing to this unit are:

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*Dear Reader,*

*This unit examines the conflicts that lead to war. We chose to focus on the Civil War as it provides a good case study of how economic, political, and social conflicts can bring communities or countries to war. Using a variety of strategies, students will explore this era and demonstrate their understanding of the complex causes of the Civil War. Our students will become historians as they gather, compile, and analyze their data in preparation for the culminating project.*

*In this packet you will find an overarching essential question, some guiding questions, and a “brainstorm of possibilities,” as well as suggested lessons and resources to help you bring the unit alive in your classroom. The lessons are designed so that you can customize and enrich the teaching points to meet the needs and interests of your particular group of students. In addition, you will find many approaches to using nonfiction in a project-based social studies curriculum. We hope that, during your grade-level meetings and/or your extended professional development sessions, you will discuss your classroom collections and create additional lessons--working to build and support a culture of professional learning and collegiality in your schools.*

*This unit was developed through participation in the Gotham Fellows Program of “New York City and the Nation.” This professional development program provided the basic concepts, content, and chronologies of American history through the lens of New York City, offered new teaching methodologies, and supported us in the development of this unit of study for piloting in the classroom and disseminating citywide. The program is funded by “American Journey” a citywide Teaching American History grant from the U.S. Department of Education awarded to the New York City Department of Education and is a partnership between the Gotham Center for New York City History/CUNY, City Lore, Historic House Trust, the Henry Street Settlement, the New-York Historical Society and the Brooklyn Historical Society. The combined expertise of these organizations has brought the essential content of American and local history to us in an accessible framework and has supported us in the development of this unit of study.*

*Social studies provide an essential foundation to help our students become informed and active participants in their communities. As teachers, each of us must actively help them understand the complexities of our world and the importance of being involved citizens. We believe this unit of study will help students gain essential skills and strategies used by historians as they develop an understanding of how communities change over time and the factors that influence or cause those changes.*

## Essential Question

What kinds of conflicts lead to war?

Focus Questions	Lessons/Activities
1. What were the social causes of the Civil War?	<ul style="list-style-type: none"><li>• 1A: How were the conditions of slavery created?</li><li>• 1B: How did anti-slavery action contribute to the conflict over the practice of slavery in America?</li><li>• 1C: How did popular culture influence the public opinion of slavery?</li></ul>
2. What were the economic causes of the Civil War?	<ul style="list-style-type: none"><li>• 2A: Slave population in the thirteen original colonies</li><li>• 2B: What characterized the Northern Economy?</li><li>• 2C: What characterized the Southern economy?</li><li>• 2D: What was NYC's role in and contribution to the antebellum economy?</li><li>• 2E: How did New York City's economy depend on the South, and how did this relationship effect New Yorkers' attitudes toward the War Between the States?</li></ul>
3. What were the political causes of the Civil War?	<ul style="list-style-type: none"><li>• 3A: How did the North and South try to compromise?</li><li>• 3B: What happened when people voted in Kansas?</li><li>• 3C: What did the Dred Scott decision say about the rights of enslaved people?</li><li>• 3D: What were the political reverberations of the election of 1860?</li></ul>
<b>Culminating Project:</b> A "Causes of the Civil War Museum Project" including primary sources, statistics and a five-paragraph explanation of the causes of the war, incorporating photos and illustrations.	

## **Culminating Project: Causes of the Civil War Museum Project**

### **Historical Context**

We have studied some of the many long- and short-term causes of conflict between the states that culminated in the Civil War and have divided them into three categories: social, political and economic. The project that you will complete will ask you to use what you have learned to explain how the Civil War began in America.

### **Description and Expectations**

Your task is to create a museum exhibit that will discuss each of the three types of conflict that led to the Civil War. Working in groups of three, you will find five (5) primary source documents that represent the events in your category. On a 3x5 index card, you will then: (1) describe the source (date, author, purpose, where you got it), (2) state the main cause to which that source relates, and (3) explain how that cause helped lead to Civil War.

You will then incorporate the primary source documents into a museum exhibit. The exhibit must be made in timeline format (using chronological order) and include:

- A title for the exhibit
- Five or more primary source documents
- Exhibit text that includes a 5-paragraph description of the causes of the Civil War and includes illustrations and photos
- Captions connecting the documents to the exhibit text

You will have time in social studies and technology periods to complete your project. You must document your sources to show where the information came from. Spelling and capitalization count. Be sure to use your words correctly.

Please see the next page for the grading rubric for this project. Follow the rubric and check it again when you are done to make sure you have met all the expectations. Be creative, thorough, and have fun!

### Causes of the Civil War Museum Project Rubric

CATEGORY	4	3	2	1
Primary Sources	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Original Expression	Covers topic in-depth and in your own words. Format demonstrates excellent understanding of historical content.	Covers topic sufficiently and in your own words. Format demonstrates acceptable understanding of historical content.	Does not discuss topic or contains factual errors.	Does not discuss topic in own words and there are several factual errors.
Exhibit Design	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Grammar and spelling	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Bibliography	Source information collected for all graphics, facts and quotes. All thoroughly documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.

**Lesson: What were the conditions of slavery?**

**Unit’s Essential Question: What kinds of conflicts lead to war?**

**Skills/Strategies**

- Assume the perspective of the historical actors--both slaveholders and enslaved persons—to better understand the historical practice of slavery.

**Materials**

- Film: “Sankofa” by Director Haile Gerima
- Handout – “To Make A Slave” and “The Auction” in Thomas, Velm M. “Lest We Forget,” Crown Publishers: New York, 1997, p.17
- Worksheet/Graphic Organizer titled, “Series of Events”

**Mini-Lesson**

Teacher will show a scene from the film titled, “**Sankofa.**”

BACKGROUND of SCENE: A group of runaway slaves has been captured and returned to their plantation owner. Shola, an enslaved African with child, is receiving lashings as her punishment for running away while the community of enslaved people looks on in horror.

**Independent Work Time**

Students will be divided into pairs. Half the pairs (pair 1) will read “To Make a Slave.” The other half (pair 2) will read “The Auction.”

**Pair 1** - In your own words:

1. After reading the handouts, describe in your own words the system used by slave masters to “season” enslaved people. You may use the graphic organizer entitled “Series of Events Chain.”

**OR**

2. Compose your own outline showing the experiences captured Africans endured. For example,

**Step 1:** New shipment of enslaved Africans arrive in America

**Step 2:** \_\_\_\_\_

- How did the slave trade’s “seasoning process” try to change free human beings so they could be used as slaves?
- What aspects of African culture did this “seasoning” process try to eradicate?
- In the plantation system which individuals had the most power? The least?

**Pair 2 – “The Auction Block”**

1. Describe the auction house where slaves were bought and sold
2. Draw and/or write about some images that come to mind as you read about the auction block. Use your five senses:

How does it feel to be there (as a participant or as a slave)? What are those around you doing or saying? What sounds do you hear? How does it smell? What does it look like?

Groups of four will be formed by joining one Pair 1 with one Pair 2. These groups will dialogue and share what they have learned about the slave trade. At the time of slavery, many people felt justified in treating their fellow human beings in this way. Groups should also discuss how this could be.

**Homework**

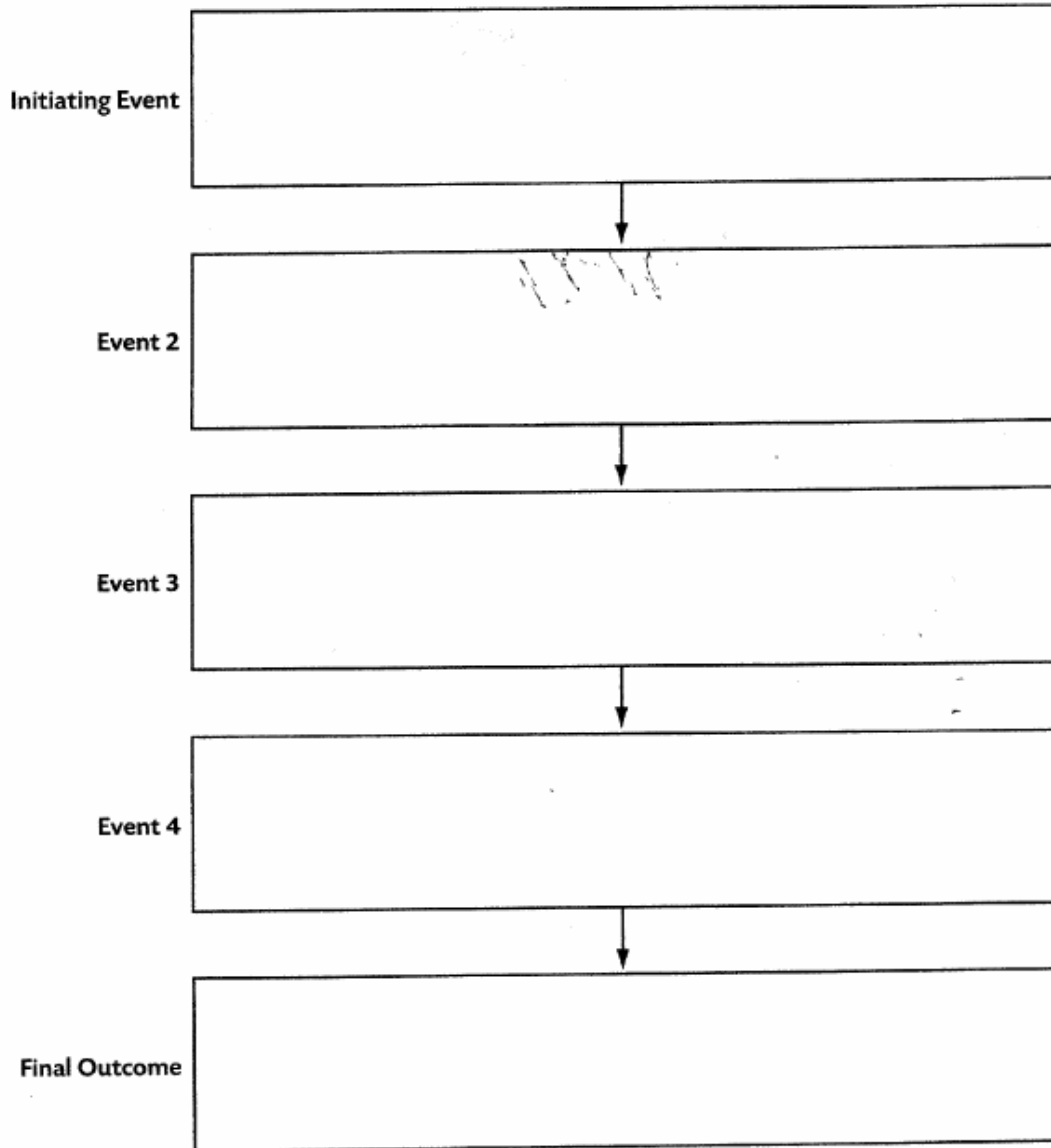
**Journal entry**

You have arrived in a strange land where no one speaks your language or knows your name. You have been taken here by captors who yell at you and push you around. You are chained together and piled with other people in a dungeon. Some of the people are crying. Others are too tired from the long voyage to this unfamiliar place to do anything at all. Days pass and your captors come and take a group of you out of the dungeon. You are forced to repeat words you don't understand and you are hit when you don't pronounce a word correctly. You are beginning to be “seasoned.” Describe how this experience makes you feel and what it is like to witness other people being treated in this manner.

**Share/Assessment**

- Sequence of events chart
- Pictorial representations of the auction block/house
- Journal entry

## Series of Events Chain



## Lesson 1B

### Lesson 1B: How did anti-slavery action contribute to the conflict over the practice of slavery in America?

#### Unit's Essential Question: What kinds of conflicts lead to war?

##### Skills/Strategies

- Interpretation of maps.
- Using facts to establish and support a point of view.

##### Materials

- Handout- Information about the Abolition Movement (available @ <http://www.loc.gov/exhibits/african/afam005.html> or <http://memory.loc.gov/ammem/aahtml/exhibit/aopart3.html> )
- Interactive map “From Coast to Coast” available at <http://www.pbs.org/wgbh/aia/part4/map4.html>
- Blank Paper
- Markers

##### Mini-Lesson

The teacher will discuss the different ways in which enslaved peoples rebelled, i.e., sabotaging crops, covertly resisting orders, escaping, secretly keeping African traditions and culture alive, refusing to accept identity of slave, forming unsanctioned relationships and family structures, learning to read.

The teacher will introduce the role of the African and Euro-American abolitionists in publicizing the cruelties of slavery and the actions taken by them to eradicate it.

##### Independent Work Time

After viewing the map titled, “From Coast to Coast,” students will complete the following chart.

##### Action

##### Location

##### Cause

Pro-abolition violence

Pro-abolition publication

In pairs students will:

1. Read the handout entitled, “The Abolition Era” and complete their charts.
2. Pretend they are Northern abolitionists and design a flyer urging the destruction of

slavery including:

- (a) a description of the harsh treatment slaves receive and
- (b) reasons why slavery should be abolished.
- (c) supporting facts from class notes and graphics.

**Share/Assessment**

- Student-designed anti-slavery flyer
- Completed chart

**Lesson: How did popular culture influence the public opinion of slavery?**

**Unit’s Essential Question: What kinds of conflicts lead to war?**

**Skills/Strategies**

- Identifying and assessing an author’s point of view.
- Interpreting a secondary source
- Synthesizing information to construct a role-play based on a major historical event

**Materials**

- Class Copies of *Uncle Tom’s Cabin*, pg 359-367.

**Mini-Lesson**

Teacher will lead a brief discussion of  
(1) how the abolition movement stirred anger in Southern slave owners  
(2) the divisions that were established between the North and the South.

Teacher will introduce *Uncle Tom’s Cabin* by Harriet Beecher Stowe and discuss the role it played in the abolition movement and distribute guidelines and/or expectations for the role-play.

**Independent Work Time**

Students will read the assigned pages of *Uncle Tom’s Cabin* and, working in groups of three or four, answer the following guiding questions:

1. How would you describe the “system” that Mr. Legree designed for his slaves?
2. *Uncle Tom’s Cabin* received a great deal of attention from Northerners as well as Southerners. What purpose do you think the author had in mind when she wrote this book?
3. Why did this book lead to further divisions between the North and South?

II. Act out a scene from the assigned pages using your own words.

III. Class will share responses to the guiding questions and perform their scenes.

**Share/Assessment** *This may include individual or group share, formal and informal assessment.*

- Oral responses to the guided questions.
- Performances.

## Lesson: Slave population in the thirteen original colonies

### Unit's Essential Question: What kinds of conflicts lead to war?

#### Skills/Strategies.

- Interpreting maps and charts.
- Paraphrasing and analyzing content.

#### Materials

- Maps: "Slavery in the British Colonies, 1750" and "The United States Before the Civil War," Atlas United States History, (Illinois: Nystrom, 2004).
- Handout: "From Sunup to Sundown" in Thomas, Velm M. Lest We Forget, Crown Publishers: New York, 1997, p.13.
- Chart: "Slave Population in the thirteen original colonies: 1790 census."

<b>Slave Population in the Thirteen Original Colonies: 1790 Census</b>	
CONNECTICUT	2,648
DELAWARE	8,887
GEORGIA	29,264
MARYLAND	103,036
MASSACHUSETTS	0
NEW HAMPSHIRE	157
NEW JERSEY	11,423
NEW YORK	21,193
NORTH CAROLINA	100,783
PENNSYLVANIA	3,707
RHODE ISLAND	958
SOUTH CAROLINA	107,094
VIRGINIA	292,627

Source: <http://fisher.lib.virginia.edu/collections/stats/histcensus/>

#### Mini-Lesson

Teacher will discuss the use of slave labor in building of both the Southern and Northern economies.

#### Vocabulary

- economy
- cash crop
- plantation

## Independent Work Time

Students will:

I. View the map, "Slavery in the British Colonies, 1750"

A. Identify the different types of places (house/farm/etc.) where slaves worked in the following states:

(1) New York

(3) North Carolina

(2) New Jersey

(4) Virginia

II. View the chart, "Slave Population of the thirteen original states from the 1790 census" and the map, "The United States Before the Civil War."

A. List the states with the largest slave populations in 1790.

B. List the major crops and products each state harvested or made with the use of slave labor.

III. In groups of three, students will read the handout titled, "From Sunup to Sundown." Each group member will compose a list of jobs and responsibilities enslaved Africans performed in the following places:

A. Field

B. House

C. Community

III. Members of the triad will orally share their respective lists and then compose a group response to the following question(s):

A. If the reading "From Sunup to Sundown" describes the life of the average enslaved person in America, how would you describe the daily life of most slaves?

B. What skills are required to successfully perform the jobs enslaved Africans were forced to do?

IV. Students will read the poem on the inset of "From Sunup to Sundown" and:

A. Interpret the meaning of the following lines:

**Line from Poem**

**What does this mean?**

We bake de bread,  
Dey gib us the Cruss

\_\_\_\_\_  
\_\_\_\_\_

We peal the meat,  
Dey gib us the skin

\_\_\_\_\_  
\_\_\_\_\_

B. Explain the larger meaning of the poem with regard to the treatment of slaves.

**Share/Assessment**

- Group lists and written responses to the questions.
- Interpretation of the poem.

**Lesson: What characterized the Northern economy?**

**Unit's Essential Question: What type of conflicts lead to war?**

**Skills/Strategies:**

- Map analysis
- Reading comprehension

**Materials:**

- *The American Nation* textbook (Prentice Hall, 2005)
- Clips from *The American Civil War*, DVD (2002)
- *Economies of the North and South Map* (transparency) (from *A History of US : War Terrible War, 1855-1865*, inside back flap)

<b>Mini Lesson:</b>
Teacher will explain that the Northern economy was quite diverse and had a variety of sectors. After displaying the products transparency, teacher will ask the following questions: <ol style="list-style-type: none"><li>1. What were some of the industries located in the North? (textiles, cattle, lumber, iron and steel, mining, grain, etc.)</li><li>2. Where were most of the textiles sectors located? (Northeastern cities had the highest population concentration.)</li></ol> Students watch clip of DVD ( <i>Northern Cities: Free Labor</i> section)  After watching the video, students will take a look at the advances in technology that linked the various sectors and helped shape the Northern economy.

<b>Independent Work Time:</b>
<ol style="list-style-type: none"><li>1. Students should (independently) read pages 408-411 in the <i>American Nation</i> textbook.</li><li>2. As a group they should fill out the web organizer on how each technological advance contributed to the growth of the Northern economy.</li></ol>

<b>Share/Assessment:</b>
Students will share their assessment of how each advancement in technology contributed to the growth and make-up of the Northern economy.

<b>Connection to Culminating Project:</b>
Students will begin to see how differences in the Northern and Southern economies led to conflicts. They will also begin to make a list of inventions they can include in their exhibit.



**Inventions  
That Shaped  
the Northern  
Economy**

**Lesson Question: What characterized the Southern economy?**

**Unit's Essential Question: What types of conflicts lead to war?**

**Skills/Strategies:**

- Map analysis
- Reading comprehension
- Graphing

**Materials:**

- The *American Nation* textbook
- Clips of *The American Civil War: Causes of the War* (United Streaming: [www.unitedstreaming.com](http://www.unitedstreaming.com))
- *Economies of the North and South Map* (transparency) (from *A History of US : War Terrible War, 1855-1865*, inside back flap)
- Graph paper

**Mini-Lesson:**

Teacher will display the products transparency so that the students can see that, unlike the diverse economy of the North (farming, mining, factories, shipping, etc.), the Southern economy was mainly agricultural, with cotton and tobacco the two most popular products. Ask the following questions:

- How do you think the lack of manufacturing and other industries impacted people in the South?
- Where do you think people in the South got their manufactured items?
- What types of products is cotton used to make?
- To whom do you think the South exported its cotton?
- 

The students should be making connections to the textile factories in the North and some might even make connections to factories in countries like Britain (where they learned that Britain invented the factory system during the Industrial Revolution). Show students the clip from *The American Civil War* – “Causes of the War, Southern Plantations and Farms: Slave Labor.” Inform students that they will learn more about the role cotton played in the Southern economy and how it fostered the growth of reliance on slave labor.

**Independent Work Time:**

1. Students should read (independently) pages 418-421 in the *American Nation* textbook.

2. Using the following data, students should make a double-bar graph (with appropriate labels) to show the relationship between the growth of cotton production and the growth of slavery in the 1800s:

<b>Year</b>	<b>Cotton Production</b>	<b>Growth of Slavery</b>
1800	100,000 Bales	900,000 Slaves
1810	200,000 Bales	1,200,000 Slaves
1820	400,000 Bales	1,500,000 Slaves
1830	700,000 Bales	2,000,000 Slaves
1840	1,400,000 Bales	2,500,000 Slaves
1850	2,100,000 Bales	3,300,000 Slaves
1860	3,900,000 Bales	4,000,000 Slaves

(Source: *American Nation*, 2005)

**Share/Assessment:**

Teacher should collect graphs for display.

**Connection to Culminating Project:**

Students read about the impact that the cotton gin had on increased cotton production. They may choose to include this invention in their museum exhibit.

**Focus Question: What was New York City’s role in and contribution to the antebellum economy?**

**Unit’s Essential Question: What type of conflict leads to war?**

**Skills/Strategies:**

- Photo analysis

**Materials:**

- *The New York City Story: Then and Now* by Gloria Sesso and Chris Welles Feder
- Drawing of seaport scene:

**William J. Bennett, South Street from Maiden Lane, 1828**

New York Public Library, Moving Uptown online exhibit,

<http://www.nypl.org/research/chss/spe/art/print/exhibits/movingup/opening.htm>

- Graham Russell Hodges, *Root & Branch, African Americans in New York & East Jersey, 1613-1863*. (Chapel Hill: University of North Carolina Press. 1999. This book contains drawings, photos, documents, maps and other primary source materials.

<b>Mini-Lesson:</b>
At this point, the children should realize that the North was diverse when it came to finding ways to make money. Ask children to think about their city and try to picture what it must have looked like in the 1800s. Ask them to speculate about what type of businesses would have existed back then. Make a list of their responses. Read aloud from <i>The New York City Story: Then and Now</i> by Gloria Sesso and Chris Welles Feder. Read the section entitled New York’s Port at South Street on page 95. Give the students some present day background on the Seaport, and tell them that they are going to examine a photograph of the seaport as it would appear in the 1800s.
<b>Independent Work Time:</b>
Distribute the image from the NY Public Library. This photograph is a drawing of a typical day at the Seaport. Students will do the following in writing: <ul style="list-style-type: none"><li>• Identify the different types of people in the picture, i.e. workers</li><li>• Identify the different types of transactions taking place</li><li>• Identify the businesses</li><li>• Explain the importance of the waterfront in the image</li></ul>

<b>Share/Assessment:</b>
Students will share their analysis of the photograph and make further inference about NYC’s contribution to the economy. Some questions to guide the share time: <ul style="list-style-type: none"><li>• What types of products do you think are being loaded onto the ships?</li><li>• Where might these products have originated from?</li><li>• Where do you think these products might be shipped?</li></ul>

**Connection to Culminating Project:**

Students should now see the importance of New York City's ports and how they helped to connect the country to the world through trade. Students should also see that New York was the center through which products were sent to their final destination. This is an interesting relationship that will be explored and built upon in the next lesson. New York City's Northern location and dependence upon goods from all over the nation placed her in a peculiar position as the Civil War conflict approached.

**Lesson: How did New York City’s economy depend on the South, and how did this relationship effect New Yorkers’ attitude toward the War Between the States?**

**Unit’s Essential Question: What types of conflict lead to war?**

**Skills/Strategies:**

- Document analysis

**Materials:**

- William Bryk’s article “Mr. Wood-Rascal, Defrauder, Thug- is Mayor” *New York Press*, Vol. 14, #1 (available @ <http://www.nypress.com/14/1/news&columns/oldsmoke.cfm> )
- Mayor Wood’s recommendation of the Secession of New York City speech, January 6<sup>th</sup> 1861 (available from <http://teachingamericanhistory.org/> {search ‘Mayor Wood’})
- Wikipedia entry on Fernando Wood [ia.org/wiki/Fernando\\_Wood](http://en.wikipedia.org/wiki/Fernando_Wood))

**Mini-Lesson:**

At this point, students should have a good knowledge of how the North and South differed economically. Students should be able to generalize that the North relied on free labor for a variety of sectors whereas the South relied on slave labor for a mostly homogeneous plantation and farm system. In this lesson they are going to learn that New York City relied heavily on products from the South. Inform students that this reliance influenced how some people felt about the abolition of slavery. Read aloud the excerpt about New York City Mayor Fernando Wood from Wikipedia.

**Independent Work Time:**

Distribute “Mr. Wood is Mayor” to students. Have them read the excerpt that begins “Tammany’s 1857 convention nominated Wood by a vote of 100...” through to the end of the article. Have them answer the following questions:

- Why did Mayor Wood oppose the abolition of slavery?
- Name two ways the city relied on the South.
- Why did the Mayor suggest that New York City secede from the Union?
- What is your personal reaction to the fact that New York City, a free state that had gradually abolished slavery beginning in 1827, had some strong ties to the South’s slave system?

**Share/Assessment:**

Discuss students’ answers to the questions and their reactions to the document. Distribute a copy of the Mayor’s speech for further independent study and use.

**Connection to Culminating Project:**

Students can use the Mayor's speech in the museum exhibit with an explanation of its significance.

## Lesson: How did the North and South try to compromise?

### Unit's Essential Question: What kinds of conflicts lead to war?

#### Skills/Strategies

- Summarizing/retelling information
- Organizing and presenting information in written and oral form.

#### Materials

- Daniel Webster Speech p. 179 in Joy Hakim. *A History of US*, Vol. 5. Oxford University Press (2005)

#### Mini-Lesson

1. Introduce vocabulary: secession, compromise, fugitive
2. Connect to previous work on *compromise* during Constitutional Convention
3. Introduce two sides in Congress: Calhoun (SC) and Clay (KY)
4. Outline main parts of Compromise of 1850:
  - California is free state
  - Enforce Fugitive Slave Law
  - Address interests of both pro- and anti-slavery factions

#### Independent Work Time

Students will examine Daniel Webster's speech on the Compromise of 1850 and rewrite it in their own words. (Photocopy and distribute text from p. 179 of *A History of US*, Vol. 5.)

Students will work in groups of 3-4 and put their work on chart paper, using different color markers for each person's contribution to the summary.

#### Share/Assessment

Student groups share their summaries.

Questions for Assessment/Discussion:

1. What is Webster trying to avoid?
2. What document does he say that all sides must follow? Why?
3. Is compromise always possible?

#### Connection to Culminating Project

In addition to presenting primary documents and content that can be used in the final project, this lesson teaches the skills of summarizing and retelling.

## Lesson: What happened when people voted in Kansas?

### Unit's Essential Question: What kinds of conflicts lead to war?

#### Skills/Strategies

- Analyze and evaluate information found in primary and secondary source documents
- Identify the main ideas and supportive elements in print and non-print sources
- Analyze and organize events in chronological order

#### Materials

- Image of John Brown from:  
<http://pbsvideodb.pbs.org/resources/civilwar/images/ph12.jpg>
- “What John Brown Did In Kansas” Andrew Johnson of Tennessee United States House of Representatives, December 12 1859.  
<http://www.adena.com/adena/usa/cw/cw234.htm>
- Interactive Map of Free/Slave States  
<http://teachingamericanhistory.org/neh/interactives/sectionalism/lesson3/>
- Access American History. Wilmington, MA: Great Source, 2005.

#### Mini-Lesson

1. Introduce vocabulary: popular sovereignty
2. Show map of the changing numbers of slave and free states and discuss the reasons.
3. Ask what might happen if the balance favored the North? the South?

#### Independent Work Time

In pairs, students read the events that caused “Bleeding Kansas” from *Access American History*, pp. 155-6 or similar text. They create a flow chart of events putting in order the steps that led to the violence in Kansas over the issue of slavery.

**Share/Assessment** *This may include individual or group share, formal and informal assessment.*

Students share their chain of events and compare findings.

Teacher shows photo of John Brown and reads from account of violence from Andrew Johnson.

Questions for Assessment:

What happened in Kansas that gave it the nickname “Bleeding Kansas?”

- A) Kansas slave owners allowed their slaves to be whipped
- B) Kansas settlers fought over good farmland
- C) Kansas fought a war with Mexico over slavery
- D) Kansas had many bloody battles over slave versus free votes

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<b>Connection to Culminating Project</b>
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In addition to presenting primary documents and content that can be used in the final project, this lesson teaches the skill of putting events in chronological order.
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## Lesson: What did the Dred Scott decision say about the rights of enslaved people?

### Unit's Essential Question: What kinds of conflicts lead to war?

#### Skills/Strategies

- Analyze and evaluate information found in primary and secondary source documents
- Identify the main ideas and supportive elements in print and non-print sources
- Organize and present information in written and oral form.

#### Materials

- “Opinion of Chief Justice Taney,” Albany, New York, *Evening Journal*  
<http://history.furman.edu/~benson/docs/nyajds57310c.htm>
- “The Past and the Future”, Charleston, South Carolina, *Mercury*  
<http://history.furman.edu/~benson/docs/sccmds57317a.htm>
- Justice Taney Opinion on p. 187 in Joy Hakim. *A History of US* Vol. 5. Oxford U. Press (2005)

#### Mini-Lesson

1. Introduce vocabulary: editorial, constitutional, majority opinion
2. Briefly introduce background of the Dred Scott case.
3. Read the majority opinion written by Taney and discuss with the students the following questions:
  - Who is writing this document?
  - What is it about?
  - When was it written?
  - What is the opinion of the author? How do you know? (Use quotes to support your argument)

#### Independent Work Time

Students will examine two differing editorials on the Dred Scott decision, analyzing the documents using the same questions and process as above. Students may work in groups of 3-4 to break down text and use dictionary to look up challenging vocabulary words.

#### Share/Assessment *This may include individual or group share, formal and informal assessment.*

Students will share responses and align the newspaper editorial with the court opinion on an overhead and summarize the opinions of each.

Question for Assessment:

What was the decision of the Supreme Court in the Dred Scott case?

<b>Connection to Culminating Project</b>
In addition to presenting primary documents and content that can be used in the final project, this lesson teaches the skill of analyzing primary sources and supporting one's opinions with evidence from the text.

**Lesson: What were the political reverberations of the election of 1860?**

**Unit's Essential Question: What kinds of conflicts lead to war?**

**Skills/Strategies**

- Analyze and evaluate information found in primary and secondary source documents
- Identify the main ideas and supportive elements in print and non-print sources
- Analyze and organize information in maps and graphs
- Make connections among various sources of information and ideas

**Materials**

- *Key Decisions in US History Vol. 1*. Portland, ME: J. Weston Walch, 1997. (pp.125-6)
- 2004 NY State Intermediate Level Social Studies Test  
<http://www.emsc.nysed.gov/osa/scostei/gr8socstudbook1ju04.pdf>
- Map of Election of 1860 with electoral and popular vote  
<http://upload.wikimedia.org/wikipedia/commons/f/f9/ElectoralCollege1860-Large.png>

**Mini-Lesson**

Using the activity from *Key Decisions* on pp. 125-6, students will read about the 4 candidates in 1860 and their positions regarding slavery and answer the questions. They will create a chart about the 4 candidates with the following information for each one:  
Name, State, Slavery in New Territories?, Can States Secede?  
Look for patterns and trends in chart.  
Ask: Who is the candidate that the Southern and Northern states will disagree with most? Why?

**Independent Work Time**

Hand out map of election of 1860 with 2 multiple choice questions reproduced from 2004 NYS SS Test (p. 9, #20-21). Students work in pairs to answer the two questions and explain the reason for their response. Students then create 4 more multiple choice questions based on the map with charts of electoral and popular vote. Students explain the correct answer to each question on reverse side of paper.

**Share/Assessment** *This may include individual or group share, formal and informal assessment.*

Student pairs ask questions to groups near them and check responses to questions. 3-4 questions are shared with whole group to assess and answer.  
Check for understanding informally during work time and at end reviewing chart.

**Connection to Culminating Project** *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

In addition to presenting primary documents and content that can be used in the final project, this lesson teaches the skill of reading and interpreting maps and graphs.

