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2005

### Dayton Public Schools 8th Grade Social Studies Instructional Guide. Dayton Teaching American History. Unit 7: Road to Civil War

Dayton Public Schools

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## INTRODUCTORY LESSON 1

### *Eve of the Civil War:*

### *Factory vs. Plantation in the North and South (1 day)*

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>G. Analyze the causes and consequences of the American Civil War:</b></p> <p><b>9. Explain causes of the Civil War with emphasis on;</b></p> <p><b>c. The different economies of the North and South.</b></p>	<p><b>Core Activity</b></p> <p>Students learn about everyday life before the Civil War in the South and North to begin to understand which differences were significant.</p> <p>Find the entire lesson on the Web site:  <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=289">http://edsitement.neh.gov/view_lesson_plan.asp?id=289</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>federalism, tariffs</p>

#### Differentiated Learning

##### *Enrichment Activity:*

- Have students organize into two groups, the North and the South. Have students list the advantages/ disadvantages of each region before the war. Group A will list the advantages/ disadvantages of the South before the Civil War. Group B will list the advantages/disadvantages of the North before the Civil War. Each group will list the findings on poster paper taped on the wall of the classroom. Discuss the advantages/disadvantages of each region. Explain how these advantages/disadvantages will contribute to the Civil War.
- Writing to Learn:
  - Group A: Write a letter to Eli Whitney telling him the effects the invention of the cotton gin had on American history. Include the short term and long term effects, as well as positive and negative effects of the cotton gin.
  - Group B: Write a letter to Eli Howe (inventor of the sewing machine) telling him the effects the invention of the sewing machine had on American history. Include both the short term and long term effects, as well as positive and negative effects of the sewing machine.
  - Discuss letters in a group. What do you think the inventors would say about their inventions today? Did the advantages outweigh the disadvantages? Do they think the short/long term effects were worth the inventions they created? How could people have used these inventions for greater gain to mankind during the period preceding the Civil War?

##### *Additional Instruction:*

- Groups will share findings of each region. Compare the advantages/disadvantages, short/long term effects of each region. How did these lead to the Civil War?

Group A:

1. Additional Instruction: Discussion Groups

The teacher will research the sources listed above and give a handout to each student on:

- a. Economics of the North before the Civil War
- b. Economic of the South before the Civil War

The group will read handouts with the instructor, and the advantages/disadvantages will be listed on poster paper on the wall. The students will discuss findings. Was the area of impact the greatest on the North or South? Why?

- c. Draw a picture of workers in the South, and a picture of the North during this time period (1860). On a separate piece of paper write three facts about each picture that describe what is happening.

Students will be given checklist for completion of each task.

Assessment- Teacher assessment of student completing above assignment.

### **Additional Resources**

#### *Supplemental Texts:*

- Merrimack Mill –  
<http://www.library.csi.cuny.edu/dept/americanstudies/lavender/graphics/merriean.jpg>
- Lowell, circa 1853 –  
<http://www.library.csi.cuny.edu/dept/americanstudies/lavender/graphics/merriair.jpg>
- Whitney's Gun Factory  
<http://academic.brooklyn.cuny.edu/history/core/pics/0253/img0055.htm>
- Plantation Diagram  
<http://www.historicstagvillefoundation.org/>

### **Informal Assessment**

Clearly marked assessment in the lesson.

## INTRODUCTORY LESSON 2

### *Eve of the Civil War:*

### **People and Places in the North and South (1-2 days)**



Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>G. Analyze the causes and consequences of the American Civil War:</b></p> <p><b>9. Explain causes of the Civil War with emphasis on;</b></p> <p><b>c. The different economies of the North and South</b></p>	<p><b>Core Activity</b></p> <p>Differences between the North and the South contributed to serious disagreements between the North and South.</p> <p>Find the entire lesson on the Web site:  <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=358">http://edsitement.neh.gov/view_lesson_plan.asp?id=358</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>seceded</p>

#### Differentiated Learning

- Show students “The Missouri Compromise” transparencies from their textbooks. North of this line, except for Missouri, slavery would be barred “forever” South of the line, slavery would be allowed. By 1850, after the Mexican War, it was apparent that a political settlement alone was insufficient. Whereas large Southern planters had invested their capital in land, slaves, and cotton, the North had begun the beginnings of industrialization. In 1849, California applied for admission to the Union as a free state. Northerners and Southerners in Congress once again agreed, and the Compromise of 1850 was established. California entered the Union as a free state. In other former Mexican lands, popular sovereignty was voted into law. The Fugitive Slave Law was enacted to gain Southern support in Congress. The North objected. The Kansas-Nebraska Act repealed the Missouri Compromise, and the question of slavery would be decided by popular sovereignty. It became law in 1854. One effect of the Kansas Nebraska Act was the establishment of a new political party. This party became known as the Republican Party. When Lincoln, a Republican, became President in 1860, the South was outraged. Six weeks later, South Carolina became the first southern state to secede from the Union. One looks in vain for rational reasons to explain over 780,000 dead and wounded from a conflict between a people sharing a common heritage and language. One hundred years later, Americans still have not forgotten this war.
- Opinion Paper: Was this a war over slavery or over economics, or both? Students will research the Internet, library, magazines, and additional sources to reach their opinion as to whether this war should have been fought. They will write an introduction, justification for their view, as well as a citation for their sources. The paper should be no shorter than two type written pages.

#### *Additional Instruction:*

- Students will write a two paragraph opinion as to whether the war should have been fought. Is war ever correct, whatever the cause?

#### Informal Assessment

Clearly marked assessment in the lesson.



**African-American Communities  
in the North Before the Civil War (3-6 days)**

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>G. Analyze the causes and consequences of the American Civil War:</b></p> <p><b>9. Explain causes of the Civil War with emphasis on;</b></p> <p style="padding-left: 40px;"><b>c. The different economies of the North and South</b></p>	<p><b>Core Activity</b></p> <p>In this lesson, students will tour and/or read about some important free African-American communities thriving in the North before the Civil War.</p> <p>Find the entire lesson on the Web site:  <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=453">http://edsitement.neh.gov/view_lesson_plan.asp?id=453</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>communities, border states</p>

**Differentiated Learning**

*Enrichment Activity:*

- Students will make a crossword puzzle for the class with information gathered from the following sources:
  - African-American Communities in the North before the Civil War.  
[http://www.edsitement.neh.gov/view\\_lesson\\_plan.asp?id=453](http://www.edsitement.neh.gov/view_lesson_plan.asp?id=453)
  - Historian: The Roots of African-American Identity: Memory and History in Antebellum Free Communities. [http://www.findarticles.com/cf/dis/m208214\\_62/64910254/p1/article.jhtml](http://www.findarticles.com/cf/dis/m208214_62/64910254/p1/article.jhtml)
  - The Growth of Delaware's Antebellum Free African American Community. African Americans had a long and important history in Delaware before the Civil War.  
<http://www.udel.edu/BlackHistory/antebellum.html>
  - African American Odyssey: Free Blacks in the Antebellum Period (Part 2) Historical notes on The Employment of Negroes in the American Army of the Revolution.  
<http://memory.loc.gov/ammem/aahtml/exhibit/aopart2b.html>
- Find states where free Blacks lived to include in the puzzle. Puzzle could include the following words in addition to any the students find in their research: communities, free African American, slavery, discrimination, color, population, border states, colonial period, Maine, vote, property, juries contracts, certificate of freedom, custom, separate, laborers, servants competition, immigrants, jobs, housing, 1800s obstacles, teachers, Fredrick Douglass, Francis Ellen Watkins Harper, mutual aid societies, threat slave catchers.

- Washington, D.C., as the capital of the nation and as a district carved from slaveholding territory, makes a compelling study for students interested in further researching the lives of African Americans. Here are two places to start:
  - Slave Code for the District of Columbia – <http://memory.loc.gov/ammem/sthtml/stpres02.html>
  - The Valley of the Shadow - <http://valley.vcdh.virginia.edu/choosepart.html>

### **Additional Resources**

#### *Video:*

- PBS - "*Africans in America*"

#### *Web site:*

- PBS – "*Africans in America*"  
<http://www.pbs.org/wgbh/aia/home.html>
- The African American Experience  
<http://memory.loc.gov/ammem/award97/ohshtml/aaeohome.html>

### **Informal Assessment**

Clearly marked assessment in the lesson.



## Runaway Slaves- Rock and Roll Hall of Fame (2 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>People in Societies:</b></p> <p><b>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</b></p> <p><b>4. Analyze the economic, geographic, religious and political factors that contributed to:</b></p> <p style="padding-left: 20px;"><b>b. Resistance to slavery</b></p>	<p><b>Core Activity</b></p> <p>Through readings of primary sources and listening to music, students will gain a better understanding of how slaves pursued their "freedom" by stealing away to "Follow The Drinking Gourd" to the north and to freedom.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.rockhall.com/rograms/plandetail.asp?id=547">http://www.rockhall.com/rograms/plandetail.asp?id=547</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p> <p>Music</p>	<p>Underground Railroad, bondage</p>

### Differentiated Learning

#### *Enrichment Activity:*

- Listen to and read the book *Nightjohn* by Gary Paulsen (2 cassettes/2hours). Ask students if they would have the courage to come back to the South to teach slaves to read? If they were Samey would they have the courage to want to learn how to read? Students will write a poem that includes the emotions they felt as they listened to the story. Teacher will read at least four poems and show them on the overhead so students can become familiar with poetry writing. Use "Attribute Web Content Area Literacy"- page 41, *Content Area Literacy*, Dayton City Schools. This will aid the student to clarify the emotion, behavior, thoughts, and statements about the character they chose.
- Assessment: Poem should include four out of the six attributes about what the character was like. Poem should be four stanzas long.
- Investigate if there were any underground railroads in your area. Information can be found at your local historical museum.
- Use the Web to find out more about the Underground Railroad. Web sites can be located at: <http://www.nps.gov/crweb1/nr/underground/>



*Additional Instruction:*

- To give students a perspective on spiritual music, distribute copies of one or two spiritual songs. Play the music with the students reading along. Then, lead a discussion about the meaning of the lyrics and music. To complete this activity, go to [www.phschool.com](http://www.phschool.com). <http://www.phschool.com/>
- For further understanding of slave life, Jacobs, Harriet, (2001). *Incidents in the Life of a Slave Girl*, Courier Dover Publications, Mineola, N.Y. Then answer the questions that go along with the reading. You may choose to do this as a class, in pairs, or as individuals.

**Additional Resources**

*Audio/Video:*

- Follow *The Drinking Gourd* slave spiritual, Richie Havens, *Songs of the Civil War* (Columbia, 1991) from the PBS Special, Ken Burns' *Civil War*
- *Freedom* performed by Richie Havens, *The Best of Richie Havens-Resume* (Rhino, 1993) - same lyrics as *Motherless Child* traditional spiritual

**Informal Assessment**

Clearly marked assessment in the lesson.



**“Been Here So Long:” Selections from  
the WPA American Slave Narratives (1-3 days)**

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>G. Analyze the causes and consequences of the American Civil War:</b></p> <p><b>9. Explain causes of the Civil War with emphasis on:</b></p> <p style="padding-left: 20px;"><b>a. Slavery;</b></p> <p><b>Social studies skills and methods:</b></p> <p><b>C. Present a position and support it with evidence and citation of sources:</b></p> <p><b>3. Write a position paper or give an oral presentation that includes citation of sources.</b></p>	<p><b>Core Activity</b></p> <p>Presented are three lessons with students examining the source of the WPA Slave Narratives.</p> <p>Find the entire lesson on the Web site: <a href="http://www.newdeal.feri.org/asn/index.htm">http://www.newdeal.feri.org/asn/index.htm</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>narrative, Works Progress Administration (WPA)</p>

**Differentiated Learning**

*Enrichment Activity:*

- The Web site makes suggestions for enrichment activities.

*Additional Instruction:*

- The Web site shares ideas for additional instruction.

**Additional Resources**

*Web site:*

- Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938 - <http://memory.loc.gov/ammem/snhtml/snhome.html>
- Selected Reading on American Slavery and Slave Narratives - <http://xroads.virginia.edu/~hyper/wpa/wpabib.html>
- North American Slave Narratives: Beginnings to 1920 <http://www.docsouth.unc.edu/>

**Informal Assessment**

Teacher can create their own assessment based on the lesson content.



## Frederick Douglass: The Path to Freedom (2 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>G. Analyze the causes and consequences of the American Civil War:</b></p> <p><b>9. Explain causes of the Civil War with emphasis on;</b></p> <p>    <b>e. The abolitionist movement and the roles of Frederick Douglass and John Brown;</b></p> <p><b>People in Societies:</b></p> <p><b>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</b></p> <p><b>4. Analyze the economic, geographic, religious and political factors that contributed to:</b></p> <p>    <b>b. Resistance to slavery.</b></p> <p><b>Citizenship Rights and Responsibilities:</b></p> <p><b>B. Identify historical origins that influenced the rights U.S. citizens have today:</b></p> <p><b>3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including;</b></p> <p>    <b>d. Frederick Douglass and the abolitionist movement;</b></p>	<p><b>Core Activity</b></p> <p>Using Frederick Douglass' writings, examine why he was the most recognized African-American abolitionist of the 19<sup>th</sup> century.</p> <p>Find the entire lesson on the Web site: <a href="http://www.epcsc.k12.in.us/washington/wtms/tywebb/lessonplan3.htm">http://www.epcsc.k12.in.us/washington/wtms/tywebb/lessonplan3.htm</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>Abolitionist, Frederick Douglass</p>

### Differentiated Learning

#### *Enrichment Activity:*

- "The Meaning of July Fourth for the Negro" Frederick Douglass NY, 1852.  
<http://www.pbs.org/wgbh/aia/part4/4h2927.html>

- Students will research the authenticity of the document by assessing the content. They will then write a letter from their perspective either supporting Douglass's point of view, or cite evidence to disclaim Douglass. Students will write a one page letter to the class of their findings and its relevance in today's world.

*Additional Instruction:*

- Look up five facts from the textbook about Fredrick Douglass. Write whether they admire Douglass or not and explain why.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.



ACTIVITY

## Slavery (1 day)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>People in Societies:</b></p> <p><b>C. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</b></p> <p><b>4. Analyze the economic, geographic, religious and political factors that contributed to:</b></p> <p><b>b. Resistance to slavery.</b></p>	<p><b>Core Activity</b></p> <p>Students will analyze primary source documents and the pros and cons of Slavery and Nat Turner's Revolt.</p> <p>Find the entire activity on the Web site: <a href="http://www.digitalhistory.uh.edu/historyonline/us16.cfm">http://www.digitalhistory.uh.edu/historyonline/us16.cfm</a></p> <p>Resource: video- <i>A Slave's Story: A Thousand Miles to Freedom</i> (LCA 1972) Based on a slave narrative this video dramatizes the actual escape from slavery in 1848 to Philadelphia where they still experienced racial discrimination. (29 minutes) DPS Media Service Department Resource</p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>despotism, degradation, Sabbath, drinking gourd</p>

### Differentiated Learning

#### *Enrichment Activity:*

- Students will research information about slavery in the United States to explore the pros/cons to slavery. The students will go on an Internet Scavenger Hunt for the following information:
- Cons of Slavery:  
Slave Voices- Black Southerners in the Old South:  
<http://scriptorium.lib.duke.edu/slavery/oldsouth.html>  
This site has documents detailing life in the south before the end of slavery. Find wanted posters for runaway slaves and more.
- Find and print one document. Find and print at least one picture of African-Americans during the Civil War on <http://7-12educators.about.com/cs/slavery/>  
Include place picture was taken and any other information.
- Find and print "Excerpts From Slave Narratives" - forty-six selections reveal the disturbing reality of slavery first hand. <http://7-12educators.about.com/cs/slavery/>.  
Read one selection. Write one page from the selection from the perspective of the slave.

- Read “Death or Liberty.” Read the details of Gabriel’s Conspiracy, Nat Turner’s Rebellion and John Brown’s Raid at this site focusing on three important events in the struggle for freedom. Explain the impact of the three men in the context of economic, religious, and political factors that led to resistance of slavery. <http://7-12educators.about.com/cs/slavery/>
- Douglas John C. Calhoun’s Speech: 6 February 1837 - Slavery is a Positive Good, – Primary Document. Speech given in the Senate... excerpt “the Northern States believed slavery to be a Sin...I hold it to be a good, as it has.....” Explain why John C. Calhoun, South Carolina Senator “Held in slavery to be a good” in relating to economic and political conditions in 1837.
- Pro/Con: [www.CivilWarTalk.com](http://www.CivilWarTalk.com) - The Writings of Abraham Lincoln, Volume V. Take notes, and write what you thought Abraham Lincoln’s view to be regarding slavery.
- Students will compile the information gathered individually, and make a book entitled “The Pros and Cons of Slavery.” The book will include all of each student’s information. Students will present the information to the class, as well as to another social studies class. Students may add to the presentation by using PowerPoint if so desired. Students could also take sides and debate the pros/cons of slavery during this period in history using the information gathered.

*Additional Instruction:*

- Teacher will show transparency from their textbook of Slavery and the Civil War. This map shows the breakdown of free and slave states in the years leading up to the Civil War and the division into the Union and Confederate States once the war began. The teacher will lead a discussion about the pros/cons of each side’s position. Why was slavery a “pro” for the Confederate States, and a “con” for the north? Be sure each student understands the concepts, and have students pair up in groups of three. Assign each group a “pro” position, and a “con” position of slavery. Establish rules of debate. Each group will present their position for not longer than five minutes. Teacher or student can write pro/con on board to reinforce the lesson.

**Additional Resources**

*Web Sites:*

- Born in slavery: Slave narratives from the Federal Writers’ Project - <http://memory.loc.gov/ammem/snhtml/snhome.html>
- The Nat Turner Rebellion – <http://www.historymatters.gmu.edu/d/6811>
- Africans in America – <http://www.pbs.org/wgbh/aia/part3/3p1518.html>

*Video:*

- PBS – “Nat Turner A Troublesome Property”



## Antebellum Temperance and Abolitionist Movements (2 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>People in Societies:</b></p> <p><b>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</b></p> <p><b>4. Analyze the economic, geographic, religious and political factors that contributed to:</b></p> <p><b>b. Resistance to slavery</b></p> <p><b>5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.</b></p>	<p><b>Core Activity</b></p> <p>This unit examines how the industrial revolution and the abolition movement led to changes in women's roles both within and outside the home. Students use handbills, songs, and resolutions from abolitionist and women's rights conventions to understand the experiences women faced in laboring to achieve equal status in antebellum American society. Students also analyze and evaluate the impact of the women's rights movement in the antebellum era and link past and present by drawing connections to contemporary society.</p> <p>Find the entire lesson on the Web site: <a href="http://www.oah.org/pubs/teachingunits/women/lesson3.pdf">http://www.oah.org/pubs/teachingunits/women/lesson3.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>temperance, abolition, antebellum</p>

### Differentiated Learning

#### *Enrichment Activity:*

- Read "An Inspiring and Complicated History of Women"  
<http://www.newswise.com/articles/view/?id=WOMEN.PSU> This article describes how thousands of women became involved in reform movements before the Civil War - including temperance, charity for the poor, abolition, and women's rights.
- Read "Women and Reform Movements in the United States, 1820-1920- A Guide to Success"  
[http://www.nationalhistoryday.com/03\\_educators/2001-2002curbook/new\\_page\\_9.htm](http://www.nationalhistoryday.com/03_educators/2001-2002curbook/new_page_9.htm)

- After reading the above articles have student's research outstanding women in United States history to draw connections to the women in the antebellum era through today. Compare and contrast their achievements using "Causes and Effect" for five women they choose. What was the cause which prompted the women to engage in reform, achievement, etc? What was the effect on society? A search on [www.msn.com](http://www.msn.com) on women's contributions in society will produce resources for the students to use. Students will pick one woman who they think contributed the most in history. The students will engage in a contest as to why the woman they picked was the most outstanding. It would be fun to dress like the women they chose, if possible. Use graphics if possible.
- Read six to eight contemporary newspaper articles dealing with men and women and categorize how the genders are presented. Categories could be hero/victim, active/passive, etc.
- Construct a map of the United States in 1850 showing free and slave states.

*Additional Instruction:*

- The students will read from their textbooks about women in this time period. They will choose to write about two women they think are outstanding. The student engage in the above contest to tell the class why the woman they chose was the most outstanding .

**Additional Resources**

*Video:*

- PBS – "Not For Ourselves Alone"

*Web site:*

- Not For Ourselves Alone – Abolition and Suffrage - <http://www.pbs.org/stantonanthony/resource/index.html?body=abolitionists.html>

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.





## Abolitionist Speeches (3 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>People in Societies:</b></p> <p><b>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</b></p> <p><b>2. Describe and explain the social, economic and political effects of:</b></p> <p><b>a. Stereotyping and prejudice;</b>  <b>b. Racism and discrimination;</b>  <b>c. Institutionalized racism and institutionalized discrimination.</b></p>	<p><b>Core Activity</b></p> <p>Students will analyze historical abolitionist speeches to gain a better understanding of the social, economic and political effects of institutionalized racism and discrimination. This lesson encourages critical thinking and challenges students to show evidence of their learning through the writing of an essay.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf/setD/P8B2_Abolitionist_Speeches.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf/setD/P8B2_Abolitionist_Speeches.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>prejudice, stereotyping, institution, racism, institutionalized racism, institutionalized discrimination, abolitionist</p>

### Differentiated Learning

#### *Enrichment Activity:*

- The Web site makes suggestions for enrichment activities.

#### *Additional Instruction:*

- The website shares ideas for additional instruction.

### Additional Resources

#### *Web sites:*

- The Time of the Lincolns – The Battle for Abolition.  
[http://www.pbs.org/wgbh/amex/lincolns/slavery/es\\_abolition.html](http://www.pbs.org/wgbh/amex/lincolns/slavery/es_abolition.html)

### Informal Assessment

Teachers can create their own assessment based on the lesson content.

## The Underground Railroad (3 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Citizenship Rights and Responsibilities:</b></p> <p><b>A. Show the relationship between civic participation and attainment of civic and public goals:</b></p> <p>a. Show the relationship between participating in civic and political life and the attainment of individual and public goals including:</p> <p>b. The Underground Railroad and the abolitionist movement/Abolition of slavery.</p> <p><b>People in Societies:</b></p> <p><b>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</b></p> <p><b>4. Analyze the economic, geographic, religious and political factors that contributed to:</b></p> <p>b. Resistance to slavery.</p>	<p><b>Core Activity</b></p> <p>This lesson first introduces students to the Underground Railroad and its function, and then asks them to interpret primary source documents and read about a modern-day journey in order to assess the larger historical significance of the Underground Railroad.</p> <p>Find the entire lesson on the Web site:</p> <p><a href="http://catalog.socialstudies.com/c/@J0INXbWaiJT9./Pages/article.html?article@underground">http://catalog.socialstudies.com/c/@J0INXbWaiJT9./Pages/article.html?article@underground</a></p> <p><a href="http://www.dps.k12.oh.us/academic/seccoc/americanhistory/images/federalism.pdf">http://www.dps.k12.oh.us/academic/seccoc/americanhistory/images/federalism.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>Underground Railroad</p>

### Differentiated Learning

#### *Enrichment Activity:*

- Research how your state was affected by the Fugitive Slave Act of 1850. Be sure to look at the Research Section of "The North Star: Tracing the Underground Railroad." You can find the information on the Web site:  
<http://education.ucdavis.edu/NEW/STC/lesson/socstud/railroad/links.htm>
- Students will reenact the path a slave would take to get from the South to the North, and put on a play for the class. Students will attempt to dress in appropriate clothes for that period in time. A narrator will introduce the play, and divide the play into 3 acts. Act. 1. Planning to Escape, Act. 2. On the Underground Railroad, Act 3. Freedom.
- Resources for putting on the play: Book – *If You Traveled on the Underground Railroad* – by Allen Levine – Scholastic, Inc. Underground Railroad Routes.

*Additional Instruction:*

- Teacher will read portions of the book *If You Had Lived on the Underground Railroad* to students. The students will, in groups of two to four, draw a route from slavery to freedom. The paper used for this project should be large enough that the students can sit on the floor with markers and crayons to create the route they choose. Write in places they start and stop along the way.
- Assessment – Complete the route from slavery to freedom.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.



## The Underground Railroad (Freedom Train) (3 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Social Studies Skills and Methods:</b></p> <p><b>D. Work effectively in a group:</b></p> <p><b>4. Organize and lead a discussion.</b></p> <p><b>People in Societies:</b></p> <p><b>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</b></p> <p><b>4. Analyze the economic, geographic, religious and political factors that contributed to:</b></p> <p><b>b. Resistance to slavery.</b></p>	<p><b>Core Activity</b></p> <p>Students will analyze how African American slaves may have planned escapes. They will analyze the song <i>Follow the Drinking Gourd</i> and will enhance their learning by viewing a play.</p> <p>Find the entire lesson on the Web site: <a href="http://www.dps.k12.oh.us/academic/secso/c/americanhistory/images/UGRRfreedomtrain.pdf">http://www.dps.k12.oh.us/academic/secso/c/americanhistory/images/UGRRfreedomtrain.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>North Star, freedom, slavery</p>

### Additional Resources

Web site/Audio:

- Strange Fruit – Protest Music  
<http://www.pbs.org/independentlens/strangefruit/protest.html>

### Community Connections

- Boonshoft Museum in Dayton: *Follow the Drinking Gourd* presentation.

### Informal Assessment

Teachers can create their own assessment based on the lesson content.



## Get On Board (6 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Citizenship Rights and Responsibilities:</b></p> <p><b>A. Show the relationship between civic participation and attainment of civic and public goals:</b></p> <p><b>1. Show the relationships between participating in civic and political life and the attainment of individual and public goals including:</b></p> <p><b>b. The Underground Railroad and the abolitionist movement/Abolition of slavery.</b></p> <p><b>Social Studies Skills and Methods:</b></p> <p><b>C. Present a position and support it with evidence and citation of sources:</b></p> <p><b>3. Write a position paper or give an oral presentation that includes citation of sources.</b></p>	<p><b>Core Activity</b></p> <p>This lesson combines learning activities on the Underground Railroad, abolitionist movement and the writing of a position paper. Students will view a documentary, research a historical figure and write a two-page position paper.</p> <p>Find the entire lesson on the Web site:</p> <p><a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setA/C8A1B-S8C3%20Get%20On%20Board.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setA/C8A1B-S8C3%20Get%20On%20Board.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Art</p> <p>Language Arts</p>	<p>abolitionist, Underground Railroad, fugitive, Fugitive Slave Laws, Emancipation Proclamation, pamphlet, 13<sup>th</sup> Amendment, protest, Quaker</p>

### Differentiated Learning

#### *Enrichment Activity:*

- The Web site makes suggestions for enrichment activities.

#### *Additional Instruction:*

- The Web site shares ideas for additional instruction.

### Additional Resources

#### *Web site:*

- PBS – African American World Reference Room  
<http://www.pbs.org/wnet/aaworld/reference/pbs.html>

### Informal Assessment

Clearly marked assessment in the lesson.



**Get On Board:  
The Underground Railroad (10 days)**

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>People in Societies:</b></p> <p><b>B. Analyze examples of interactions between cultural groups and explain factors that contribute to cooperation and conflict:</b></p> <p><b>4. Analyze the economic, geographic, religious and political factors that contributed to:</b></p> <p style="padding-left: 20px;"><b>b. Resistance to slavery.</b></p> <p><b>Citizenship Rights and Responsibilities:</b></p> <p><b>A. Show the relationship between civic participation and attainment of civic and public goals:</b></p> <p><b>1. Show the relationships between participating in civic and political life and the attainment of individual and public goals including:</b></p> <p style="padding-left: 20px;"><b>b. The Underground Railroad and the abolitionist movement/Abolition of slavery.</b></p> <p><b>Social Studies Skills and Methods:</b></p> <p><b>D. Work effectively in a group:</b></p> <p><b>4. Organize and lead a discussion.</b></p>	<p><b>Core Activity</b></p> <p>Students will learn that: the Underground Railroad was a secret network of people that assisted slaves on their quest for freedom; about the stops on the Underground Railroad; and the destination of slaves. Students will develop: map reading and directional skills by researching the Underground Railroad in Springboro, Ohio; skills to help them critically analyze paintings; and skills to analyze primary sources that discuss the Underground Railroad.</p> <p>Find the entire lesson on the Web site: <a href="http://www.dps.k12.oh.us/academic/secsoc/americanhistory/images/getonboard.pdf">http://www.dps.k12.oh.us/academic/secsoc/americanhistory/images/getonboard.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts Theater</p>	<p>Underground Railroad, Harriet Tubman, slavery, abolitionist, Fugitive Slave La23w</p>

**Differentiated Learning**

*Enrichment:*

- Students will invite storyteller Novella Slaughter to the classroom to perform (See Additional Sources section of lesson). Afterwards, they will write critiques of the historical accuracy of her content.

*Additional Information:*

- Students will listen to an audio recording of *Follow the Drinking Gourd*. (see Web Sites for availability). Then they will draw three things they heard in the lyrics that are important to history, society, or culture.

**Informal Assessment**

Clearly marked assessment in the lesson.

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Citizenship Rights and Responsibilities:</b></p> <p><b>A. Show the relationship between civic participation and attainment of civic and public goals:</b></p> <p><b>1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including:</b></p> <p><b>b. The Underground Railroad and the abolitionist movement/Abolition of slavery.</b></p> <p><b>People in Societies:</b></p> <p><b>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</b></p> <p><b>4. Analyze the economic, geographic, religious and political factors that contributed to:</b></p> <p><b>b. Resistance to slavery.</b></p>	<p><b>Core Activity</b></p> <p>Monuments help tell the story of a people. They define a nation's values and help preserve its memories. They are public reminders of who we are and where we have come from. The Freedom Center is seeking design packages for a monument honoring the importance of the Underground Railroad in American history. They invite school groups to submit designs and will display outstanding designs on their web site</p> <p>Find the entire lesson on the Web site: <a href="http://www.undergroundrailroad.org/freedomquests/monuments/introduction/">http://www.undergroundrailroad.org/freedomquests/monuments/introduction/</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts, Art, Music, Technology (Design)</p>	<p>Underground Railroad, monument</p>

**Differentiated Learning**

*Enrichment Activity:*

- Students will work in pairs to make an illustrated storybook of experiences encountered on the Underground Railroad. They will incorporate materials they accumulate from various sources. The book should have a title, and be divided into at least three chapters. The chapters will be determined by the students. The book should include the following:
  - Interactions between cultural groups.
  - Factors that contributed to cooperation and conflict.
  - The economic, geographic, religious, and political factors that contributed to resistance to slavery.

*Additional Instruction:*

- Students will view “Escape to Freedom” and take notes on people and events they wish to include in a collage of a “Monument to the Underground Railroad.” Students will read classroom text to gather facts they wish to use in their collage. The teacher will read “If You Had Traveled on The Underground Railroad” by Ellen Levine, Scholastic Books. Discuss which events the students will include in their individual collage. Materials for the collage may be brought in by the students. The teacher may wish to give the students old books if they apply in which the students can clip appropriate pictures. Students must include four events, or people who contributed to the success of the Underground Railroad. This is from “Interactive Student Notebook Assignment” *History Alive-Engaging All Learners in the Classroom*, page 137.

**Additional Resources**

*Supplemental Texts:*

- Wisheart, Randall. *A Winding Road to Freedom*: Friends United Press, 1999.
- Schwartz, Virginia, Frances. *If I Just Had Two Wings*: Stoddart Kitds, 2001.
- Porter, Connie. *Meet Addy, An American Girl*: Pleasant Company Publications, 1993.
- Schroeder, Alan. *Minty A Story of Young Harriet Tubman*: Puffin, 2000.
- Greenwood, Barbara. *The Last Safe House: A Story of the Underground Railroad*. Kids Can Press, 1998.
- Turner, Glennette Tilley. *Running for Our Lives*: Holiday House, 1994.

*Web Sites:*

- What was the Underground Railroad?  
<http://www.cr.nps.gov/ugrr/learn.htm>
- Aboard the Underground Railroad (Click on Operating the Underground Railroad) –  
<http://www.cr.nps.gov/nr/travel/underground>
- The Underground Railroad  
<http://www.pbs.org/wgbh/aia/part4/4p2944.html>
- The African American Journey: Underground Railroad –  
<http://www2.worldbook.com/features/aajourney/html/bh040.html>
- Story of the Underground Railroad –  
<http://www.historychannel.com/exhibits/undergroundrr/story.html>
- The Underground Railroad (Click on *timeline*, *people*, and *places*) –  
[http://www.undergroundrailroad.org/index.cfm?fuseaction=home.viewPage&page\\_id=ABCFEAC-ED17-4005-8698CAF502A5259E](http://www.undergroundrailroad.org/index.cfm?fuseaction=home.viewPage&page_id=ABCFEAC-ED17-4005-8698CAF502A5259E)



- Addy's Escape to Freedom  
[http://www.americangirl.com/agcn/addy/ game1\\_escape/index.html](http://www.americangirl.com/agcn/addy/ game1_escape/index.html)
- Headbone Derby's Escape to Freedom  
<http://www.headbone.com/derby/escape/main.b.html>
- The Underground Railroad  
<http://www.nationalgeographic.com/features/99/railroad>

**Informal Assessment**

Clearly marked assessment with rubric in the lesson.



Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Citizenship Rights and Responsibilities:</b></p> <p><b>A. Show the relationship between civic participation and attainment of civic and public goals:</b></p> <p><b>1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including:</b></p> <p><b>b. The Underground Railroad and the abolitionist movement/Abolition of slavery.</b></p> <p><b>People in Societies:</b></p> <p><b>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</b></p> <p><b>4. Analyze the economic, geographic, religious and political factors that contributed to:</b></p> <p><b>b. Resistance to slavery.</b></p>	<p><b>Core Activity</b></p> <p>Students will explore the world of Harriet Tubman and interact with a Web site to travel on the Underground Railroad as they experience many of the same choices that slaves faced on their journey toward freedom.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.thinkport.org/Tools/ContentViewer/ContentPreview.aspx?ContentID=5d4e2c4f-0fda-44hfe-9395-2e5f4c1a9f37">http://www.thinkport.org/Tools/ContentViewer/ContentPreview.aspx?ContentID=5d4e2c4f-0fda-44hfe-9395-2e5f4c1a9f37</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>abolitionist, Civil War, conductor, plantation, Underground Railroad</p>

**Differentiated Learning**

*Enrichment Activity:*

- Students will explore the accomplishments of Harriet Tubman through history, visual arts, and music

Students will compose a play based on the life of Harriet Tubman based on the following parts:

- Her life as a slave
- Her life as a conductor on the Underground Railroad
- Her life after the Civil War.
- How she might have viewed today's conflicts and the goal of equality for all.

Students will choose three characters to play the role of Harriet as a child, as a conductor and Harriet after the Civil War, and a narrator for a commentary on today's issues from Harriet's Perspective. Students will decide which issues to address.

Sources for the play:

- (1943, reissued 1969). "In Their Own Words"- Harriet Tubman: Document Based Resources Bibliography by: Earl Conrad, Harriet Tubman.
- "Heroes of Today and Yesterday." Explore the lives of one of the most complex women in American History. Learning LS Series, Spring 2002.
- Students will do internet search for information on Harriet Tubman at each of the stages of her life.
- Music: Internet search for *Follow the Drinking Gourd*. Following the Drinking Gourd was a coded song which led the slaves to freedom along the Underground Railroad
- Students will research conflicts today and how she might have commented on them. Research is dependent upon what students see as relevant. (Examples may be 2<sup>nd</sup> Amendment- right to bear arms, weapons at school, hate groups, peer pressure, bullying, etc. To aid the student's in their presentation they will use a graphic organizer or "Story Board" - page 41 *Content Area Literacy* Social Studies Department- Dayton Public Schools.
- Assessment: Teacher will assess Story Board – included in it must be the above four requirements: history of Harriet as a child, conductor, life after the Civil War, and view on today's society as the students choose their topic(s).
- The teacher will take photos, with either a digital or regular camera, of students working on the activities. These photos would be part of a school display for parent night. The teacher could also make copies for students to have at home. The final slide show can be shown at the next parent meeting.
- Students will write to Inform. They will write a letter to a student in another grade. In their letter they will share what they have learned about Harriet Tubman and the Underground Railroad. The letter will be delivered to the student at school.
- Students will write a letter to a fictitious slaveholder, persuading that person to release their slaves.
- Students will write a letter to their teacher, expressing personal opinion, as to what they learned during the past few days. Their letter will also include suggestions for making the activity better.
- Students will create a class mural/collage illustrating the life of a slave and the journey they undertook as they traveled to freedom.

*Additional Instruction:*

- Students will draw a "Scope and Sequence Map" of Harriet Tubman's life. They will draw her as a child and write one statement about her life at that time. They will draw her as a conductor on the Underground Railroad and write one statement about her at that time. They will draw her after the Civil War and write one statement about her at that time.

Resources:

- Internet search by teacher for Harriet Tubman.

### **Informal Assessment**

Teachers can create their own assessment based on the lesson content.



Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>G. Analyze the causes and consequences of the American Civil War:</b></p> <p><b>9. Explain causes of the Civil War with emphasis on:</b></p> <ul style="list-style-type: none"> <li>a. Slavery;</li> <li>b. States' rights;</li> <li>c. The different economies of the North and South;</li> <li>d. The extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act;</li> <li>e. The abolitionist movement and the roles of Frederick Douglass and John Brown;</li> <li>f. The additions of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850;</li> <li>g. The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860, and the South's secession.</li> </ul>	<p><b>Core Activity</b></p> <p>Students will work in cooperative groups to research the causes of the Civil War. The focus question of this lesson is, "Do events and circumstances from 1820-1861 support President Lincoln's statement, "All knew that this interest [slavery] was somehow the cause of the war." Students will show evidence of learning through student-created presentations (e.g., graphics, multi-media presentations, mini-dramas, debates) and a written post-assessment.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setE/H8G9_Why_did_Americans_Fight_Other_Americans.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setE/H8G9_Why_did_Americans_Fight_Other_Americans.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>abolitionist, compromise, economy, federalism, states' rights, territory, debate, secede/secession</p>

**Differentiated Learning**

*Enrichment Activity:*

- The Web site makes suggestions for enrichment activities.

*Additional Instruction:*

- The Web site shares ideas for additional instruction

**Informal Assessment**

Clearly marked assessment in the lesson.

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>G. Analyze the causes and consequences of the American Civil War:</b></p> <p><b>9. Explain the causes of the Civil War with emphasis on:</b></p> <p><b>f. The addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850.</b></p>	<p><b>Core Activity</b></p> <p>The Compromise of 1850 was one of the most important pieces of legislation in antebellum America. Most historians judge it to have been a failure. Not only did it not avert war, but it imposed a harsh penalty on those working to end slavery through creating safe havens in the North.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.congresslink.org/lessonplans/CK1850.html">http://www.congresslink.org/lessonplans/CK1850.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>fugitive slave, antislavery, proslavery</p>

**Differentiated Learning**

*Enrichment Activity:*

- Research how a bill becomes a law in the United States Congress. Explain the process to the class using a chart of you made. This activity may be done in groups of two to three students.
- Research the life of one of the famous statesmen mentioned in the articles: Henry Clay, Daniel Webster, or John C. Calhoun. Prepare a three-minute biography on the statesman of your choice and present it as if you were giving a radio broadcast.
- Research how settlers set up a territorial government in the 1800s. Present your findings in the form of an oral report with at least one visual aid.

*Additional Instruction:*

- Make a chart of the terms used in the Compromise of 1850 and look up their meaning.

**Additional Resources**

*Supplemental Texts:*

- (1850-1857), *The Annals of America*, v.8 "A House Dividing," (Chicago: Encyclopedia Britannica, Inc., 1968): 52-B

**Informal Assessment**

Clearly marked assessment in the lesson.



## Kansas-Nebraska Act (4 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>G. Analyze the causes and consequences of the American Civil War:</b></p> <p><b>9. Explain causes of the Civil War with emphasis on:</b></p> <p style="padding-left: 40px;"><b>d. The extension of slavery into the territories, including the Kansas-Nebraska Act;</b></p>	<p><b>Core Activity</b></p> <p>Students will study some major events leading up to the act and events afterwards that were affected by the act. In doing all of this, students will analyze the changing role of political parties in America.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.lib.niu.edu/ipo/ih1010302cm.html">http://www.lib.niu.edu/ipo/ih1010302cm.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>territory, partisan, popular sovereignty</p>

### Differentiated Learning

#### *Enrichment Activity:*

- Research the “transcontinental railroad project.” Present your findings in a two page report to the class. Include at least one visual aid.
- On a map of the United States, identify the sixteen slave states, sixteen Free states, the Nebraska Territory, the Kansas Territory, and the Indian Territory in 1854.
- Make a chart listing the advantages and disadvantages in having a railroad pass through your town in the 1850s.
- Draw a political cartoon about the Kansas-Nebraska Act
- Assessment: Choose rubric from page -105 *Content Area Literacy*, Social Studies Department, Dayton Public Schools

#### *Additional Instruction:*

- Draw a picture of the transcontinental railroad.
- Draw a picture of where the transcontinental railroad went, and label the states it went through. Now, look at your picture. Why does the transcontinental railroad appear so important? (Connects all the states.)

### Informal Assessment

Clearly marked assessment in the lesson.



## Determining the Facts: The Dred Scott Trial (1 day)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>G. Analyze the causes and consequences of the American Civil War:</b></p> <p><b>9. Explain causes of the Civil War with emphasis on:</b></p> <p><b>d. The extension of slavery into the territories, including: the Dred Scott Decision</b></p>	<p><b>Core Activity</b></p> <p>Students re-enact the Dred Scott case in this simple play set in the Old St. Louis Courthouse. The case has been called the pivotal event that led to the Civil War. After the Dred Scott ruling, abolitionists were discouraged that slavery could ever be ended through the law.</p> <p>Find the entire activity on the Web site: <a href="http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/9stlouis/9facts2.htm">http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/9stlouis/9facts2.htm</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>transcripts, verdict, litigation</p>

### Differentiated Learning

#### *Enrichment Activity:*

- Students might enjoy comparing the way events are presented in a U.S. history textbooks and discussing the differences in perspective. In studying nationally important events, students do not always learn how these events evolve from local issues or how national debate and decision affect individual communities. The following activities will encourage students to make those connections.

#### **Activity 1: Locating a Railway:**

Have student refer back to Map 4 (on the Web site) and identify the railroad nearest their community or region. Discuss whether and to what degree railroads were important to townspeople in the 19<sup>th</sup> century. Local histories found at public libraries usually have a chapter devoted to the coming of the railroad. Some students might wish to research this topic and present a report to the class

#### **Activity 2: Examining Trials**

After student have discussed the Dred Scott case, have them look up the meaning and discuss the following court-related words: *plaintiff, defendant, prosecutor, judge, defense attorney, jury, verdict, appeal, Supreme Court, civil case, criminal case, precedent, litigation, bailiff.*

#### *Additional Instruction:*

- Students will likely be most engaged in the dramatization in the lesson. Right after it, have students respond personally in orally or in written form to the dramatization from their own perspective to prompts like: How would you feel if you were a slave? Do you like to be treated the same wherever you go?

- Do you ever get treated different ways by different people in different places? For example are you treated the same in your neighborhood as at the mall?

### **Additional Resources**

#### *Web Sites:*

- Dred Scott Chronology  
<http://library.wustl.edu/vlib/dredscott/chronology.html>
- A Hard Shove for a “Nation on the Brink”: The Impact of Dred Scott  
<http://odur.let.rug.nl/~usa/E/dredscott/scott03.html>





ACTIVITY

## The Lincoln-Douglas Debates of 1858 (2 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>G. Analyze the causes and consequences of the American Civil War:</b></p> <p><b>9. Explain causes of the Civil War with emphasis on:</b></p> <p><b>g. The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates,</b></p>	<p><b>Core Activity</b></p> <p>Students will examine the transcripts of the 1858 Lincoln-Douglas debates and create a platform for each candidate in the 1858 Senate race.</p> <p>Find the entire activity on the Web site: <a href="http://lincoln.lib.niu.edu/teachers/lesson1.html">http://lincoln.lib.niu.edu/teachers/lesson1.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>popular sovereignty, Compromise of 1850, fugitive slave law, Dred Scott case, Kansas-Nebraska Act, Lecompton Constitution, Missouri Compromise</p>

### Enrichment Activity:

- Read the "Lincoln-Douglass Debates, <http://www.lib.niu.edu/ipo/ihy980232.html>. Although there were many issues to discuss, the two Illinois lawyers chose to focus their speeches on the slavery question. Both outlined their stands on slavery, interpreting the Kansas-Nebraska Act of 1854 and the Dred Scott Decision of 1857. Lincoln maintained that as far back as 1776, the founding fathers thought slavery was evil, and on a course of "ultimate extinction." The Dred Scott Decision opened the way for slavery to enter the new territories. Douglass refused to believe slavery was immoral, and held to the policy of "popular sovereignty." Because of Lincoln's speech at Freeport regarding the Dred Scott Decision, known as the "Freeport Doctrine," many historians believe that Douglass lost the support of the South in the 1860 election campaign and Lincoln won as President.
- The students will be told to use the above key points in preparing a debate to present to the class, as well as additional facts about each man's platform. The students will prepare to debate for five minutes with the opposing candidate. After preparing the speech, students will gather to hear the speeches. The two best speeches picked among the students will be presented for a five minute debate to the entire class. After hearing the debates the class will vote on the winning candidate. Students will dress in the apparel of the day if possible to make the re-enactment more special. Students will list their points on the "Discussion Web"- *50 Graphic Organizers for Reading, Writing, and More*, Scholastic Professional Books, 1999. (Dayton Public Social Studies Department may have copies.) "Oral Report" - Dayton Public Schools- *Content Literacy Area*- page SS11

### Additional Instruction:

- Students will read classroom text and define the following terms: popular sovereignty, Compromise of 1850, fugitive slave law, Dred Scott Case, Kansas-Nebraska Act, Missouri Compromise. Teacher will discuss the above terms to ensure the students understand them before the class debate given by enrichment activity. Students will write a two paragraph view point on two of the above terms, stating their opinion.
- Assessment: Teacher assessment of terms correctly defined. Rubric- "Report Assessment" - Page 94-*Content Area Literacy*-Social Studies Department – Dayton City Schools.