

Pre-Civil War: “Attempting Peace, Creating Conflict”

Grade Level or Special Area: Fifth Grade (American History)

Written by: Jared Johnson, Jefferson Academy Charter School, Broomfield, CO

Length of Unit: 7 lessons (approximately Two weeks (11 days); 1 day = 45 minutes)

I. ABSTRACT

This unit will concentrate on getting the students to empathize with the times preceding the Civil War. The focus will be divided into three parts. The first part will involve classroom activities that introduce the main themes. The second section of the unit will encourage the students to independently and cooperatively delve into the central themes. They will be motivated to do so as they prepare to debate with their peers. The final section will involve an actual debate. At this time, each student will be given a public opportunity to discuss the issues and attempt a ‘united’ compromise.

II. OVERVIEW

A. Concept Objectives

1. Students will understand the cause-effect relationships of the events leading to the Civil War.
2. Students will recognize the sanctity of life and the dignity of the individual; understand governmental policies that disregard the value of human life or condone inhuman practices.
3. Students will understand comparative economic systems.
4. Students will conceptualize the importance of geography in determining policies and way of life.

B. Content from the *Core Knowledge Sequence* (pages 114 and 117)

1. Toward the Civil War
 - a. Abolitionists: William Lloyd Garrison and *The Liberator*, Frederick Douglass
 - b. Slave Life and rebellions
 - c. Industrial North versus agricultural South
 - d. Mason-Dixon Line
 - e. Controversy over whether to allow slavery in territories and new states: Missouri Compromise of 1820, Dred Scott decision allows slavery in the territories
 - f. Importance of Harriet Beecher Stowes’s *Uncle Tom’s Cabin*
 - g. John Brown, Harper’s Ferry
 - h. Lincoln: “A house divided against itself cannot stand.” Lincoln-Douglas debates, Lincoln elected president; Southern states secede.
 - i. Transatlantic slave trade: “triangular trade: from Europe to Africa to colonies in the Caribbean and the Americas

C. Skill Objectives

1. Locate areas on a map.
2. Understand cause-effect relationships that led to feelings of separation between North and South.
3. Develop interpersonal relationships in achieving a common goal.
4. Determine specific economic differences between North and South.
5. Empathize with the desire for freedom and equality.
6. Achieve skills in persuasive speech.
7. Pose and answer specific questions pertaining to political, economic, and ethical issues.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. Arnold, James, & Wiener, Roberta. *Divided in Two: The Road to Civil War*. Minneapolis: Lerner Publications Company, 2002. 0-8225-2312-4.
 - 2. Hakim, Joy. *Liberty for All?* New York: Oxford University Press, 1999. 0-19-512760-9.
 - 3. Catton, Bruce. *The American Heritage New History of the Civil War*. New York: Penguin Books, 1996. 0-670-86804-3.
- B. For Students
 - 1. An understanding of the controversies over slavery
 - 2. Northern vs. Southern states: Yankees and Rebels
 - 3. President Abraham Lincoln: keeping the Union together

IV. RESOURCES

- A. *Prelude to War*, by Carter Smith (Lesson Four)
- B. *Liberty for All?* by Joy Hakim (Lesson Six)
- C. *Divided in Two: The Road to Civil War*, by James Arnold and Roberta Wiener (Lesson Six)
- D. *The American Heritage New History of the Civil War*, by Bruce Catton (Lesson Six)
- E. *History and Geography*, by E.D. Hirsch (All Lessons)
- F. *Slavery and the Coming of the Civil War*, by Christopher Collier and James Lincoln Collier (Lesson One)
- G. *Scholastic Encyclopedia of the Civil War*, by Catherine Clinton (Lesson Four)
- H. *Civil War – The War Between The States*, by George Lee (Lesson Four)
- I. *American Timeline*, by Tim McNeese (Lesson Four)

V. LESSONS

Lesson One: Slavery in America (two days – 45 minutes each)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will understand the cause-effect relationships of the events leading to the Civil War.
 - b. Students will recognize the sanctity of life and the dignity of the individual; understand governmental policies that disregard the value of human life or condone inhuman practices.
 - c. Students will understand comparative economic systems.
 - d. Students will conceptualize the importance of geography in determining policies and way of life.
 - 2. Lesson Content
 - a. Slave life and rebellions
 - b. Industrial North versus agricultural South
 - c. Transatlantic slave trade: “triangular trade: from Europe to Africa to colonies in the Caribbean and the Americas
 - 3. Skill Objective(s)
 - a. Understand cause-effect relationships that led to feelings of separation between North and South.
 - b. Develop interpersonal relationships in achieving a common goal.
 - c. Empathize with the desire for freedom and equality.

- d. Pose and answer specific questions pertaining to political, economic, and ethical issues.

B. *Materials*

1. A container to hold the eight questions for each group (see Appendix A)
2. Appendix A strips cut for each group
3. Student essay sheets (see Appendix N)
4. An example of what slave prices looked like (see Appendix L)
5. Pictures, and illustrations, of slavery
6. Paper and pencils for every student
7. *History and Geography* books for each student (pages 226 – 248)
8. *Slavery and the Coming of the Civil War* for the teacher

C. *Key Vocabulary*

(vocabulary taken, and adapted, from *Prelude to War* and *History and Geography*)

1. Cotton gin: a machine consisting of combs and brushes that increased the efficiency of the cotton-picking process
2. Insurrection: the revolt, or uprising, against leadership
3. Deliverance: freedom from slavery
4. Abolitionist: a person opposed to slavery and in favor of ending it right away

D. *Procedures/Activities*

(Day One)

*** Before starting this activity, make sure your room is organized in a group setting. Four students, facing each other, will best suit the activity. This will help to facilitate discussions among the students.**

1. Using either *Slavery and the Coming of the Civil War* or the *History and Geography* books, give a brief explanation about the initiation of slavery in America. Some key points to hit along the way would be:
 - a. The first arrival of African slave labor in 1619
 - b. The system of slavery that developed in the late 1600's
 - c. The Atlantic Slave Trade Routes
 - d. The Middle Passage and "triangular trade"
2. Using either *Slavery and the Coming of the Civil War* or the *History and Geography* books, describe the reasons why slavery became such a big institution:
 - a. Eli Whitney and the cotton gin
 - b. The South's dependence on cotton
 - c. The numbers of slaves became bigger and bigger (over 4 million)
 - d. Greed
3. Use Appendix L to show what the feel of a slave auction would be like. Ask the students to describe the sights, sounds, and smells that may have been at an auction (from *Liberty for All?* by Joy Hakim).
4. Use the pictures on pages 28, 33, and 44 from *Slavery and the Coming of the Civil War* to show some of the realities of slavery.
5. Use the following words to give the students an idea of the story of slavery (taken from *Slavery and the Coming of the Civil War*):
 - a. "Plantation slaves worked from sunup to dark, in the summer as long as sixteen hours, with only enough time off at noon to eat a midday meal in the fields. Of course, many white folks worked that long, too, but the work week amounted to one and a half to two times the forty-hour week Americans consider normal today."
(taken from *History and Geography*, by E. D. Hirsch)

- b. “Slaves could be whipped for not working hard enough or fast enough, or for not showing proper respect members of their owner’s family, or for any of a dozen small reasons – sometimes for no reason at all. Not all owners were this cruel, but some certainly were.”
- 6. At this point, use Appendix A to encourage discussion among the students. Directions for this activity are attached to Appendix A.
- 7. Discussion for the teacher: The big point to make at this time is that no matter how their owners treated them, the slaves were still not free. They could not come and go as they pleased, they could not raise their families the way they wanted, they could not get an education, etc. The students will already be heading in this direction with the aid of Appendix A.

(Day Two) Appendix M will be helpful in gaining background information

- 1. Day Two will focus on the reactions people had to slavery. It is important to review the points you made in procedure #7 from the previous day.
- 2. One of the major ways that slaves and abolitionists reacted was through the Underground Railroad. The *History and Geography* and *Liberty for All* books will give background information about:
 - a. Harriet Tubman and the Underground Railroad
 - b. Levi Coffin and his role in initiating the Underground Railroad
 - c. The routes of escape and descriptions of the ‘stations’ and ‘passengers’
 - d. The Mason-Dixon Line and what it meant to slavery
- 3. In other cases, slaves formed insurrections. The Nat Turner story is described in *the History and Geography* book (p. 230). Make sure that you also explain the reaction that the whites had to this rebellion.
- 4. Some formal laws were decreed in order to keep slaves running away. The Fugitive Slave Act is important to explain. *Prelude to War* does a good job of explaining how this was included in the Compromise of 1850 (pp. 46, 48-49).
- 5. The Fugitive Slave Act leads us to a dilemma for the whites who helped the runaway slaves.
 - a. The North rebelled and the Underground Railroad grew even more (see Appendix M)
 - b. Whites were brought to court because of violating the Fugitive Slave Law (see Appendix M)
- 6. After you feel the students have a clear understanding of slave life and risks involved with freeing slaves have the students complete the essay (see Appendix N). This will allow you to assess and understand their ability to sympathize.
- E. Assessment/Evaluation
 - 1. Students will write an essay explaining what they would have done in response to slavery (See Appendix N).

Lesson Two: Abolitionists (one day)

A. *Daily Objectives*

- 1. Concept Objectives
 - a. Students will understand the cause-effect relationships of the events leading to the Civil War.
 - b. Students will recognize the sanctity of life and the dignity of the individual; understand governmental policies that disregard the value of human life or condone inhuman practices.
 - c. Students will understand comparative economic systems.
 - d. Students will conceptualize the importance of geography in determining policies and way of life.

2. Lesson Content
 - a. William Lloyd Garrison and *The Liberator*, Frederick Douglass
 - b. John Brown and “Bleeding Kansas”
 - c. Lincoln-Douglas debates
 3. Skill Objectives
 - a. Understand cause-effect relationships that led to feelings of separation between North and South.
 - b. Empathize with the desire for freedom and equality.
 - c. Pose and answer specific questions pertaining to political, economic, and ethical issues.
 - d. Describe American leaders and their role in the pre- Civil War era.
- B. *Materials*
1. *History and Geography* books for each student (pages 226 – 248)
 2. Pencils for every student
 3. “Scavenger Hunt” sheets for every student (see Appendix B)
- C. *Key Vocabulary*
(vocabulary taken, and adapted, from *Prelude to War* and *History and Geography*)
1. Abolitionist: a person opposed to slavery and in favor of ending it right away
 2. Underground Railroad: a network of people who helped runaway slaves escape to free states in the North or to Canada
 3. Fugitive: one who flees or tries to escape
 4. Compromise: an agreement made in which two opposing sides choose to sacrifice some of their desires
- D. *Procedures/Activities*
1. It is important to review the information from the previous two days. Remind the students that they concluded the previous day with their personal reactions towards slavery.
 2. Prepare the students for the fact that today they will learn what actual people did in response to slavery.
 3. This lesson involves more independent work than the previous one. Individually, the students will use pages 226 – 248 from their *History and Geography* books to complete the Scavenger Hunt (see Appendix B).
 4. It should take the students approximately 25 minutes to complete the 14 questions. This sheet may be turned in and assessed at the end of 25 minutes.
 5. After completing the worksheet, the students will be better prepared to discuss the important abolitionists and events that took place:
 - a. Nat Turner’s revolt and consequences that followed
 - b. Frederick Douglass’s determination and actions
 - c. Harriet Beecher Stowe’s influence on history
 - d. The role of ‘stations’ on the Underground Railroad
 - e. Harriet Tubman’s selfless determination
 - f. Pointing out Abraham Lincoln’s opposition to slavery, but hesitance in ending it right away
 - g. William Lloyd Garrison taking action through public words
 - h. John Brown’s fierce, determined will
 6. Close the discussion and let the students know that the following day will focus on the major issue of the differing economies of the North and South.
- E. *Assessment/Evaluation*
1. The students will complete and turn in their Scavenger Hunt sheets (Appendix B).

Lesson Three: Pre-Civil War Economy (one day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the cause-effect relationships of the events leading to the Civil War.
 - b. Students will recognize the sanctity of life and the dignity of the individual; understand governmental policies that disregard the value of human life or condone inhuman practices.
 - c. Students will understand comparative economic systems.
 - d. Students will conceptualize the importance of geography in determining policies and way of life.
2. Lesson Content
 - a. Industrial North versus agricultural South
 - b. Mason-Dixon Line
3. Skill Objective(s)
 - a. Locate areas on a map.
 - b. Understand cause-effect relationships that led to feelings of separation between North and South.
 - c. Determine specific economic differences between North and South.

B. *Materials*

1. T-chart for every student (Appendix C)
2. “Differences between North and South” worksheet for every student (see Appendix O)
3. “Differences between North and South Part II” for every student (see Appendix P)
4. A classroom map displayed for all students to see (North vs. South, Mason-Dixon line)

C. *Key Vocabulary*

(vocabulary taken, and adapted, from *Prelude to War* and *History and Geography*)

1. Industry: the use of factories and machines for mass production and increased efficiency
2. Agriculture: the use of land to produce crops
3. Urban: having to do with cities or towns
4. Rural: having to do with the countryside and agriculture

D. *Procedures/Activities*

1. The objective of this lesson is to gain knowledge of the differences between the Northern and Southern economies.
2. The T-Chart will be used by each of the students to organize the information provided (see Appendix C).
3. The information pertaining to the Northern and Southern economies are provided (see Appendices O and P).
4. Appendix O will be handed out to each student in each group. Students should be encouraged to discuss the information as they complete the chart.
5. After the students have been working on their charts for five minutes, hand out Appendix P. This is done to ensure that the students do not get overwhelmed.
6. Check in with the students frequently. They will have questions.
7. As the students finish the chart, encourage them to find the most shocking fact and the most important fact. This will help them to understand why tensions were so high between the North and South.
8. All of these tensions can be further understood by explaining the following: “Northern legislators from industrial states sought to discourage the importation

of British goods, which could be manufactured more inexpensively and sold at a lower price. Northern manufacturers wanted to eliminate the British imports, thus raising the price of British goods and discouraging Americans from buying them. They did this in 1816, 1824, and 1828.” These tariffs ensured extra money for the railroad system and encouraged the Western territories to support the Union.

9. Close out the discussion for the day and prepare the students for the debate of federal versus state power (next day’s lesson).
- E. *Assessment/Evaluation* (see Appendix C)
1. A T-Chart will be completed by each student. The purpose of this chart is to show the economic differences between the North and the South. The students need to be specific on this chart because it will help them with the debate process (see Lessons Six and Seven).

Lesson Four: States Rights (two days)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the cause-effect relationships of the events leading to the Civil War.
 - b. Students will recognize the sanctity of life and the dignity of the individual; understand governmental policies that disregard the value of human life or condone inhuman practices.
 - c. Students will understand comparative economic systems.
 - d. Students will conceptualize the importance of geography in determining policies and way of life.
2. Lesson Content
 - a. Controversy over whether to allow slavery in territories and new states
 - b. Missouri Compromise of 1820
 - c. Dred Scott decision allows slavery in territories
3. Skill Objective(s)
 - a. Understand cause-effect relationships that led to feelings of separation between North and South.
 - b. Develop interpersonal relationships in achieving a common goal.
 - c. Determine specific economic differences between North and South.
 - d. Empathize with the desire for freedom and equality.
 - e. Pose and answer specific questions pertaining to political, economic, and ethical issues.

B. *Materials*

1. A copy of Appendix Q for every student
2. A copy of Appendix R for every student
3. Any, or all, of the following resources may be used for student research:
 - a. *History and Geography* books for each student (pages 226 – 248)
 - b. *Prelude to War* (pages 24, 26, 36, 46, 48, 68, 74)
 - c. *Scholastic Encyclopedia of the Civil War* (pages 9 – 16)
 - d. *Civil War – The War Between The States* (pages 10, 13)
 - e. *American Timeline* (pages 9 – 13)
4. Pencils for every student

C. *Key Vocabulary*

(vocabulary taken, and adapted, from *Prelude to War* and *History and Geography*)

1. State’s rights: the issue revolving around the placement of power between the local and national governments

2. Import taxes: an additional percentage of money placed on goods entering a political boundary
3. Export taxes: an additional percentage of money placed on goods leaving a political boundary
4. Nullify: to declare invalid
5. Monopoly: to exhibit total economic control of a particular commodity

D. *Procedures/Activities*

(Day One)

1. If not already done so, the class needs to be split up into six groups.
2. Using the *Scholastic Encyclopedia of the Civil War* and *History and Geography* books, each group will define their assigned legal issues. On a separate piece of paper they need to answer the following questions that pertain to their issue:
 - a. What the major issue was
 - b. What the final outcome was
 - c. How this led to the Civil War.
3. Each group will be assigned a specific issue:
 - a. The Missouri Compromise
 - b. The Compromise of 1850
 - c. The Dredd Scott Decision
 - d. The Fugitive Slave Law
 - e. The Kansas-Nebraska Act
 - f. The Issue of Secession
4. The groups need to carefully research these issues because they will be responsible for providing the information for their fellow classmates. On Day Two the students will take notes as they listen to each group provide information pertaining to their topic (See Appendices Q and R). It is suggested that these appendices be handed out on Day One so each group can be properly prepared for the next day's teachings.
5. Stress the importance of group work throughout Day One. Let the students know that they will be in front of the class speaking on their topic the following day. They need to be experts on their topic.

(Day Two)

1. Day Two will allow the students to teach each other. Each group will come up in front of the class.
2. The four members of each group will complete their task in front of the class. The tasks are to:
 - a. Completely define the issue that initiated the controversy
 - b. State what the North wanted
 - c. State what the South wanted
 - d. Explain the compromise that was agreed upon
3. The rest of the students in the class will complete the notes on their Appendices (Q & R). It is their job to make sure that they have the information written down correctly. This will serve as their study guide for the test.
4. All six of the groups will present their material to the class. Each group should take approximately five minutes. This means that the students will teach thirty minutes of Day Two.
5. It is the teacher's job to make sure the information is presented correctly.
6. Close out the day with an overview of the legal issues. It is best to stay in the chronological progression. Inform the students that we only have one more lesson before we take the test (Appendix V).

- E. *Assessment/Evaluation*
1. The students will turn in the ‘organized notes’ that pertain to the compromises and decisions preceding the Civil War.
 2. Students will also verify their knowledge by explaining their particular area of expertise to the class.

Lesson Five: Final Moments Preceding the War (two days)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the cause-effect relationships of the events leading to the Civil War.
 - b. Students will recognize the sanctity of life and the dignity of the individual; understand governmental policies that disregard the value of human life or condone inhuman practices.
 - c. Students will understand comparative economic systems.
 - d. Students will conceptualize the importance of geography in determining policies and way of life.
 2. Lesson Content
 - a. John Brown, Harper’s Ferry.
 - b. Dred Scott decision allows slavery in the territories.
 - c. Lincoln elected president; Southern states secede.
 3. Skill Objective(s)
 - a. Understand cause-effect relationships that led to feelings of separation between North and South.
 - b. Determine specific economic differences between North and South.
 - c. Empathize with the desire for freedom and equality.
 - d. Pose and answer specific questions pertaining to political, economic, and ethical issues.
 - e. Describe American leaders and their role in the pre- Civil War era
- B. *Materials*
1. One set of Circuitry Cards cut out and ready for class (see Appendix S)
 2. Pre-Civil War test for every student (see Appendix V)
 3. Pencils for every student
- C. *Key Vocabulary*
(vocabulary taken, and adapted, from *Prelude to War* and *History and Geography*)
1. Inaugural address: the initial statement, or speech, made by an incoming president
- D. *Procedures/Activities*
1. This final lesson will serve as an explanation of the final moments leading to war.
 2. It is very important, at this point, to review how America got to this point. Have the students verbally complete your sentences.
 - a. In 1619, slaves were brought to (America or Virginia)
 - b. In 1793, Eli Whitney invented the (cotton gin)
 - c. In 1820, which compromise was agreed upon? (the Missouri Compromise)
 - d. In the mid-1800’s, a controversy began. It was the struggle over California. The agreement was known as (The Compromise of 1850).
 - e. What was also agreed upon in 1850? (The Fugitive Slave Act)
 - f. In 1852, Harriet Beecher Stowe’s book was released. The name of this book was (*Uncle Tom’s Cabin*)

- g. The Kansas-Nebraska Act was agreed upon in (1854)
 - h. A very important case was decided in 1857. It involved a slave known as (Dred Scott)
 - i. In 1858, which debates became famous? (Lincoln-Douglas debates)
 - j. In 1859, a white abolitionist tried to take down slavery. His name was (John Brown)
 - k. In 1860, who was elected president? (Abraham Lincoln)
 - l. In the same year, which state was the first to secede from the Union? (South Carolina)
3. Ask the students to reflect on why South Carolina disliked Lincoln so much. Why was he the final straw (the South had enough and they thought Lincoln would eventually end slavery)? Remind them that Lincoln did not want to end slavery. He only wanted to preserve the Union. He said, “We are not enemies but friends. We must not be enemies.” He also said, “I have no purpose, directly or indirectly, to interfere with the institution of slavery in the states where it exists.” (*War, Terrible War*, p. 61)
4. After the students have had a chance to think about Lincoln’s words, then ask them how the war got started. After responding to the students’ suggestions, make sure they understand the reason why. Explain to them that Lincoln only kept the supplies stocked and the men fed at Ft. Sumter. However, his actions were not taken well by the soldiers in South Carolina. They believed that the Union was illegally in their ‘country.’ They attacked the fort with the intention of pushing the Union Army out of their territory.
5. After this has been understood, hand out the “Circuitry” cards to each group (Appendix S). The students stay in their seats as they play this review game. The following section describes how the game is played:
- a. First of all, adhere the labels to flash cards (answer on back, question on front). **It is very important that each row on the appendix is placed on the same card. It is a cyclical game and the answer on the card should not match the question. The first row from the appendix becomes the first card. The second row from the appendix becomes the second card, and so on. There should be a total of 26 cards.** If you have more than 26 students, you can make more cards. If you have less than 26 students, you can play the game with the kids!
 - b. Each student will receive a card. They should read the card over and get familiar with it.
 - c. On one side of the card, there will be a question, and on the other side will be an answer.
 - d. **The answer on the back of the card is not the answer to the question on the front of the card.**
 - e. Don’t worry it is intended to be this way. This is a cooperative, class game similar to “Zip It.”
 - f. The teacher will let the students know what the first question is.
 - g. Let them know that as soon as this first question is read, the timing will begin.
 - h. The student that has this card will read the question. Start the timer
 - i. The student who has the answer to this question, will read the answer and then read the question on the back of their card (it is important that only this student reads the answer)
 - j. The game will continue like this until the first person is able to read their answer.

- k. You will find that, at this point, you have completed a full ‘circuit.’
- l. However, this game should be played more than once. Redistribute the cards and challenge them to beat their previous time.
- m. It is a great way to review and the students get their adrenaline pumping! This will end the lesson for the day.

(Day Two)

- 1. The pre-Civil War test will be given today (see Appendix V). The test should take approximately 35 – 40 minutes. The teacher may want the students to bring something they can complete after the test.
- E. *Assessment/Evaluation*
- 1. A brief, multiple choice, assessment (Appendix V) will be given to verify that the student(s) are ready for the debate.

Lesson Six: Debate Research (two days)

A. *Daily Objectives*

- 1. Concept Objective(s)
 - a. Students will understand the cause-effect relationships of the events leading to the Civil War.
 - b. Students will recognize the sanctity of life and the dignity of the individual; understand governmental policies that disregard the value of human life or condone inhuman practices.
 - c. Students will understand comparative economic systems.
 - d. Students will conceptualize the importance of geography in determining policies and way of life.
- 2. Lesson Content
 - a. Toward the Civil War (page 117 in Core Sequence)
- 3. Skill Objective(s)
 - a. Understand cause-effect relationships that led to feelings of separation between North and South.
 - b. Develop interpersonal relationships in achieving a common goal.
 - c. Determine specific economic differences between North and South.
 - d. Empathize with the desire for freedom and equality.
 - e. Achieve skills in persuasive speech.
 - f. Pose and answer specific questions pertaining to political, economic, and ethical issues.

B. *Materials*

- 1. Debate explanation sheet for every student (see Appendix U)
- 2. Debate checklist for every student (see Appendix X)
- 3. Group question sheets – specific to the group’s topic for every student (see Appendices E - J)
- 4. Any, and all, background information pertaining to the Pre-Civil War Era for every student
 - a. Suggestions:
 - i. *History and Geography* books for each student (pages 226 – 248)
 - ii. *Prelude to War* (pages 24, 26, 36, 46, 48, 68, 74)
 - iii. *Scholastic Encyclopedia of the Civil War* (pages 9 – 16)
 - iv. *Civil War – The War Between The States* (pages 10, 13)
 - v. *American Timeline* (pages 9 – 13)
 - vi. *War, Terrible War*
- 5. Pencils for every student

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Scan over Appendix X to get a general idea of how the debate will be run.
2. Separate the class, or classes, into two equal groups. The groups may be selected at random, through a draft process, class vs. class, gender, etc. Natural rivalries help to spice up the energy. The debate can be run with 26 students or 52 students. The teacher will have freedom in assigning and separating the groups.
3. Once the groups have been divided into two sections, each section needs to be divided into three 'sub-groups' (economics, state's rights, and slavery). Each of these 'sub-groups' will defend their side's perspective during the debate.
4. After the 'sub-groups' have been separated, the guideline sheets need to be handed out to the correct 'sub-groups.' These are integral in helping them to begin their research.
5. Allow them five minutes to look over the questions.
6. Then, encourage them to delegate areas of research among their group (i.e. certain questions on the appendix, their own questions, etc.)

(Day Two)

1. Today, you will inform the students on how the debate will be run. They should take out their guide sheets that pertain to their group (see Appendices E – J). The teacher should use Appendix U to explain the procedures of the debate. **The purpose of the debate is to provide an arena for the pressing issues of 1860. We have found that a good mix of formal rules and free 'discussion' creates a great debate atmosphere.**
2. At this time, any questions will be answered. You can expect questions. Remind the students that the purpose is to bring the history to life. The actual experience will take precedence over any policies and procedures.
3. The final activity before the students are allowed to work is to elect voting members. The South will only have 11 voting members and the North will have 23 voting members. The purpose of this is to give them the feelings of inferiority and superiority. If your classroom numbers are less than 52, then use your discretion.
4. Allow the groups to build on their research from the previous day.

(Depending on the efficiency of the students, another day of research may need to be added.)

E. *Assessment/Evaluation*

1. Students will anonymously assess each other's efforts (see Appendix W).

Lesson Seven: Debate (one day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the cause-effect relationships of the events leading to the Civil War.
 - b. Students will recognize the sanctity of life and the dignity of the individual; understand governmental policies that disregard the value of human life or condone inhuman practices.
 - c. Students will understand comparative economic systems.
 - d. Students will conceptualize the importance of geography in determining policies and way of life.
2. Lesson Content
 - a. Toward the Civil War (page 117 in *Core Knowledge Sequence*)

3. Skill Objective(s)
 - a. Understand cause-effect relationships that led to feelings of separation between North and South.
 - b. Develop interpersonal relationships in achieving a common goal.
 - c. Empathize with the desire for freedom and equality.
 - d. Achieve skills in persuasive speech.
 - e. Pose and answer specific questions pertaining to political, economic, and ethical issues.
- B. *Materials*
 1. A room large enough to handle the number of students and audience members
 2. Chairs for all involved
 3. Two tables, opposing each other in the front of the room (one for the North and one for the South)
 4. An overhead projector, and overhead projector screen (the compromises will be viewed through this device)
 5. The Debate Evaluation Sheet for every student (see Appendix X)
 6. A stopwatch for the teacher (used to keep the students' speech to a minimum)
- C. *Key Vocabulary*
None introduced
- D. *Procedures/Activities*
 1. The procedures for this lesson are detailed in Appendix U.
- E. *Assessment/Evaluation*
 1. Students will verify their knowledge by way of public debate. All students will be expected to achieve the goals placed on them.

VI. CULMINATING ACTIVITY

- A. Please refer to Lesson Seven for the Culminating Activity

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Slavery discussion slips
- B. Appendix B: Scavenger Hunt
- C. Appendix C: North vs. South T-Chart
- D. Appendix D: State's rights organized notes
- E. Appendix E: The North 'State's Rights Group
- F. Appendix F: The North Slavery Group
- G. Appendix G: The North Economics Group
- H. Appendix H: The South 'State's Rights' Group
- I. Appendix I: The South Slavery Group
- J. Appendix J: The South Economics Group
- K. Appendix K: Format for more questions
- L. Appendix L: Example of Slave Sale
- M. Appendix M: Easily Accessible Background Information
- N. Appendix N: Essay describing personal response to slavery
- O. Appendix O: Economic differences between North and South
- P. Appendix P: Economic differences between North and South – Part II
- Q. Appendix Q: State and federal legal issues
- R. Appendix R: Explanation of the legal issues
- S. Appendix S: Circuitry Cards
- T. Appendix T: Background vocabulary
- U. Appendix U: Debate Procedures
- V. Appendix V: Pre-Civil War Assessment

- W. Appendix W: Peer Assessment sheets
- X. Appendix X: Debate Evaluation Sheet
- Y. Appendix Y: Scavenger Hunt Answers (from Appendix B)
- Z. Appendix Z: State's rights answers (from Appendix D)
- AA. Appendix AA: Test Answers (from Appendix V)

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Appendix A

“Slavery Discussion Slips”

The purpose of these slips is to generate discussion in each of the student groups. The person to the right of the first individual will pick a slip out of the ‘hat.’ The first individual will then be asked to give their best, sincere response to the question. Remind the students that these questions do not demand right or wrong answers. Their purpose is to give each student a chance to share their thoughts. Encourage them to be thorough and thoughtful in their answers.

What would you say if you found out that one of your ancestors owned slaves? Would you offer excuses? Would you be ashamed?

Why do you think it was so hard for the South to give up slavery? In other words, why did Jefferson, Washington, and others wait until their deaths to give up their slaves?

How would you react if you were a slave and your master whipped you? Would you run away, rebel, grit your teeth? Explain your answer.

Would you still want to run away if your master was nice to you? Do you think life would be better in the ‘free’ world?

Would you risk your life to try and reunite with your family? How would you know where they were?

What was so dangerous about educating the slaves? Why was it so dangerous if a slave learned how to read or write?

After looking at the “Slave Sale” sheet, what is your reaction? How would you feel if people were selling you at an auction?

If you were a slave, where would you get your happiness? How would you entertain yourself?

Appendix B
(Answers are in Appendix Y)
“Scavenger Hunt”
(using the *History and Geography* books)

1. One man, in particular, increased the value of slavery by inventing a cotton-separating machine. What was his name? _____
2. July 4th, 1826 was an important date in American History. This day was the _____ anniversary of the Declaration of Independence.
3. In 1831, a particular slave led a massive revolt against slave owners. What was his name? _____
4. A person opposed to slavery and in favor of ending it right away was known as an _____.
5. An African American could also try to end slavery. One former slave was able to educate himself, speak out against slavery, and begin his own newspaper. His name was _____.
6. White Americans were very disturbed to hear about the hardships of slavery in the South. *Uncle Tom's Cabin*, written by _____ helped northerners to know about some of the realities of the South.
7. Northerners and Southerners worked together to help slaves escape. They created a series of stations that led to freedom in the North. This series of stations was known as _____.
8. A very determined former slave worked hard to free slaves. Our knowledge of history tells us that she was able to free more than 300 slaves. Her name was _____.
9. A religious white man in the North worked hard at emancipating the slaves. He formed a newspaper entitled, *The Liberator*. This abolitionist's name was _____.
10. A lawyer from Illinois was very interested in the debate of slavery. He hated the idea of enslaving humans. He debated hard and tried to represent Illinois in the Senate. His name was _____.
11. One man tried to form a compromise that would keep the nation from going to war. He wanted the settlers of new states to decide if they wanted slavery or not. This man's name was _____.
12. A white abolitionist hated slavery so much that he was willing to give his life to free slaves. In an attempt to overthrow slavery he tried to form a mini army with the slaves of the South. His name was _____.
13. Instead of trying to run away, one man tried to gain his freedom by taking his case to the Supreme Court. His first and last name was _____.
14. African Americans were seeking freedom. They liked to talk about it so much that they had to come up with code words. Their code word for 'freedom from slavery' was _____.

“State’s Rights”

<p>What does nullification mean?</p>	
<p>Why were the southern states concerned about losing their state power?</p>	
<p>Why were the northern states not concerned about losing state power?</p>	
<p>What is the United States document that defines our balances of power?</p>	
<p>In general terms, explain how the North was able to place a ‘monopoly’ on cotton.</p>	
<p>How did the Kansas-Nebraska Act effect the balance of power in America?</p>	
<p>In 1860, how many southern states had voting power? How many northern states had voting power?</p>	
<p>In 1860, how does the previous answer affect the balance of power in America?</p>	

The North 'State's Rights' Group

Name: _____

Your perspective: To you, the issue is clear. Slavery is wrong and the Southern states should quit their whining. You know they are feeling sorry for themselves. You know they are going to say they are losing power in the federal government. You want things to be fair and just. That is why you believe the federal government should have absolute authority.

Economics Questions	Answers (brief answers & cite resources)	Priority (rank)
<i>Who do you think should have more power: Federal or State government?</i>		
<i>Should you be able to tell the South what to do?</i>		
<i>Can their state governments nullify the laws set up by the nation?</i>		
<i>With all your money, railroads, etc., are you afraid of war?</i>		
<i>Does the Dred Scott case help your cause (what was the decision)?</i>		
<i>Would you give the Southern states more voting power (i.e. more senators, representatives, etc.)?</i>		
<i>Do you think climate has anything to do with the issue?</i>		

The North 'Slavery' Group

Name: _____

Your perspective: The issue of slavery in the North is a battle of ethics (right vs. wrong). As far as you are concerned, slavery was something that may have been 'needed' in the past. However, you are convinced that if the South worked hard enough they could survive without slavery. You are not sympathetic to the economic struggles of the South. You will not let them use economics as an excuse for something that is clearly wrong.

Anti Slavery Questions	Anti Slavery Answers (brief answers & cite resources)	Priority (rank)
<i>Do we believe that slaves should have rights as citizens?</i>		
<i>Can we prove that slaves are abused?</i>		
<i>Should we have slaves just because our ancestors did?</i>		
<i>How do you defend the fact that some of the Northern children work in factories?</i>		
<i>Is there a way that the South can survive without slavery?</i>		
<i>Do some of the Northern states have slaves?</i>		
<i>In the case of a compromise, how much money would you give to free the slaves?</i>		

The North 'Economics' Group

Name: _____

Your perspective: Your focus will obviously be in the area of money. You have an important category because money is everything. Economics is the reason we have slavery! You need to admit to yourselves that you are doing quite well in the North. You have used the South's crops for your own production and you have placed tariffs on international imports. However, these facts don't really bother you. You earned your money, right?

Economics Questions	Answers (short answers & cite resources)	Priority (rank)
<i>Do you know exactly where your money comes from (any from cotton)?</i>		
<i>How much more money do you have (be specific)?</i>		
<i>Why are the western states and territories on your side?</i>		
<i>Are you willing to give up some of your money in order to preserve the Union?</i>		
<i>What would you do if your factories were taken from you?</i>		
<i>Is it fair that you have lowered the price of cotton (is this a monopoly)?</i>		
<i>Won't it cost money to take care of the slaves after they have been freed? What if they moved up to your neighborhoods?</i>		

The South 'State's Rights' Group

Name: _____

Your perspective: You are sick of the political game the North has been playing. They are making you out to be racists when you are the victims. You are losing control in the decisions made at the national level. You know that if you can't have some sort of political power, you will continue to be the victims. Your forefathers laid out some specific rules for the national government to follow. Are they following the Constitution?

Economics Questions	Answers (brief answers & cite resources)	Priority (rank)
<i>Who do you think should have more power: Federal or State government?</i>		
<i>Is it right for politicians, hundreds of miles away, to tell you what to do?</i>		
<i>Should you have the right to nullify laws set out by the national gov't?</i>		
<i>How will you fight with little, or no, money?</i>		
<i>Does the Dred Scott case help your cause (what was the decision)?</i>		
<i>How could you get stronger representation in the federal gov't?</i>		
<i>Aren't you a victim of your climate and ancestry? Do you have a choice?</i>		

The South 'Slavery' Group

Name: _____

Your perspective: Your issue is considered to be the central conflict that led to the Civil War. Some of you may think that it will be hard to defend slavery. However, you must allow your mind to travel back in time. In your mind, you believe you are right. In fact, you can't afford to be wrong. The southern economy rests on the institution of slavery. You must think like a 19th century, white American from the South in order for this to work. Dig in and free your mind!

Pro Slavery Questions	Pro Slavery Answers (brief answers & cite resources)	Priority (rank)
<i>Do we really believe that slaves should have rights as citizens?</i>		
<i>Can we prove that slaves are taken care of?</i>		
<i>Were there some important ancestors that had slaves? Why can't we?</i>		
<i>Could it be true that the North enslaves their children in the factories?</i>		
<i>Do you really have a choice (consider your economy)?</i>		
<i>Do some of the Northern states have slaves?</i>		
<i>In the case of a compromise, how much money would you demand for your slaves?</i>		

The South 'Economics' Group

Name: _____

Your perspective: No group should have more 'fire' than your group. You have been oppressed and forced to keep slavery. The North has a monopoly on your cotton and is cheating you. You are sick of it! However, you would be wise to present a sob story. Prove that you need to have slaves just to survive. Show how little money you have.

Economics Questions	Answers (brief answers & cite resources)	Priority (rank)
<i>Do you know exactly where your money comes from?</i>		
<i>How much less money do you have (be specific)?</i>		
<i>Why are the western states and territories on the North's side?</i>		
<i>How much money do you need to stay in the Union?</i>		
<i>What would you do if the institution of slavery was taken from you?</i>		
<i>Is it fair that the North has lowered the price of cotton? How about the tariffs?</i>		
<i>Where will the slaves go if they are freed?</i>		

More questions:

Name: _____

Questions	Answers (brief answers & cite resources)	Priority (rank)
Fifth Grade, Pre-Civil War	2002 Colorado Summer Writing Institute	25

Appendix L

“Example of Slave Sale” (adapted from *Liberty For All?*)

No.	Name	Age	Remarks	Price
1.	Lunesta	27	Prime Rice Planter	\$1,275
2.	Violet	16	Housework/Nursemaid	\$900
3.	Lizzie	30	Rice, Unsound	\$300
4.	Minda	27	Cotton, Prime Woman	\$1,200
5.	Adam	28	Cotton, Prime Man	\$1,100
6.	Abel	41	Rice, Eyesight Poor	\$675
7.	Bills	21	Handy with mules	\$900
8.	Theopolis	39	Rice Hand, Gets Fits	\$575
9.	Coolidge	29	Rice, and Blacksmith	\$1,275
10.	Noble	11	Handy Boy	\$900
11.	Tennes	29	Prime Rice, and Coachman	\$1,250
12.	Flementina	39	Good Cook, Stiff Knee	\$400
13.	Melie Ann	19	Housework, Smart Girl	\$1,250
14.	Uncle Tim	60	Fair hand with Mules	\$600
15.	Abe	27	Prime Cotton Hand	\$1,000
16.	Dorcas Judy	25	Seamstress, Housework	\$800
17.	Judge Lesh	55	Prime Blacksmith	\$800
18.	Big Kate	37	Housekeeper/Nurse	\$950
19.	Happy	60	Blacksmith	\$575
20.	Maccabey	35	Prime Man, Carpenter	\$980

Appendix M “Easily Accessible Background Information”

- A. **SLAVE REACTIONS** (adapted from *American Heritage The History of the Civil War*, p. 18)
1. “Plantation slaves worked from sunup to dark, in the summer as long as sixteen hours, with only enough time off at noon to eat a midday meal in the fields. Of course, many white folks worked that long, too, but the work week amounted to one and a half to two times the forty-hour week Americans consider normal today.”
 2. “Slaves could be whipped for not working hard enough or fast enough, or for not showing proper respect members of their owner’s family, or for any of a dozen small reasons – sometimes for no reason at all. Not all owners were this cruel, but some certainly were.”
 3. Slave revolts occurred throughout the course of American History. One of the first was in 1712 when there was an attempt to burn down New York City. Another one occurred in 1800, when a slave named Gabriel sparked a short lived killing frenzy in Virginia. Charles Deslondes, a freed black, led an uprising in 1811.
 4. The most remembered revolt occurred in 1831. Nat Turner believed he was led by God and formed a group of men that exceeded 70 members. They went throughout the countryside and killed 55 whites. Most of the members were caught, including Nat Turner. The whites answered the uprising with brutal force. In some cases, they killed the men and their families. Nat Turner was hanged. However, before his death, he shared his dream that had “white spirits and black spirits engaged in battle, and the sun was darkened – the thunder rolled in the Heavens, and blood flowed in streams . . .” This led him to believe he was chosen to bring the thunder and blood.
- B. **SLAVE ESCAPES** (adapted from *American Heritage The History of the Civil War*, p. 28)
1. Slaves who attempted to run away faced almost insurmountable obstacles. A slave was faced with the decision of leaving their family and friends. They also knew, if caught, they would receive extreme punishment. Frederick Douglass said, “I was making a leap in the dark, I was like one going to war without weapons – ten chances of defeat to one of victory.” The numbers who managed to escape north were relatively small in relation to the total slave population, but their very existence vexed slaveholders, one of whom avowed he would “rather a □egro would do anything else than run away.”
 2. Harriet Tubman braved her way through the Underground Railroad a multitude of times. The fugitives would travel at night, following the North Star. Sometimes the nights were cloudy and there were no stars to follow. Sometimes hunting dogs were sent to track them down. Usually the passengers traveled through places they had never been before. Often they were hungry. Always they were scared. But the idea of freedom gave them the courage they needed. As they went, they whispered (adapted from *Liberty for All*).
- C. **THE FUGITIVE SLAVE ACT** (adapted from *Prelude to War*)
1. This was the controversial addition to the *Compromise of 1850*. Slaveowners had always had the right, in theory, to chase down their slaves. However, police and authorities often would not cooperate. The new, stricter law required law officials and citizens to return the slaves to their masters.
 2. Suspected runaways had no right to trial.
 3. A white person, suspected of harboring a runaway slave, could end up in prison for six months.
 4. Northern states tried to counter the Fugitive Slave Act by forming their own ‘personal liberty laws.’ The Supreme Court, in 1859, however overturned these policies. This, once again, proved the federal government had more power than the states did.
 5. Abolitionists led raids on jails to free captured slaves.
 6. In some cases, abolitionists even fired upon slave catchers (killing one man in 1851).
- D. **SUPPORTERS OF SLAVERY** (adapted from *Prelude to War*)
1. Many people despised slavery but feared the freeing of slaves even more. Thomas Jefferson compared it to holding a wolf by its ears. He said, “It was dangerous, but letting it go might be disastrous.”
 2. The previous quote echoed the emotions of people in the South. They were very fearful that the freed slaves might want revenge for years of servitude.
 3. The southerners made claims that slaves were cared for from cradle to grave, unlike the factory workers in the North.
 4. They even pointed to the Bible for their support.
 5. However, the biggest reason for keeping the slaves was economics. In 1860, the total worth of the South’s slaves was estimated to exceed 2 billion dollars.

“Economic differences between North and South”

	NORTH	SOUTH
Value of property	\$11 billion	\$5.4 billion
Money in banks	\$330 billion	\$27 million
Factories	110,000	18,000
Factory Workers	1.3 million	110,000
Value of products/year	\$1.5 billion	\$155 million
Cotton Crop Value/year	0	\$99 million
Slaves	0	4 million
Miles of Railroad	22,000	9,000

“Economic differences between North and South – Part II”

1860 (ratio chart)	If the North had . . .	The South had:
Railroad Mileage	2.4	1
Farm Acreage	3	1
Merchant Ship Tonnage	9	1
Naval Ship Tonnage	25	1
Factory Production	10	1
Textile Goods	14	1
Iron Production	15	1
Coal Production	38	1
Firearms	32	1
Wheat production	4.2	1
Corn production	2	1
Wealth produced	3	1
Total population	2.5	1
Free Male Population	4.4	1
Cotton Production	1	24

Appendix Q
“State and federal legal issues”

	WHAT THE SOUTH WANTED	WHAT THE NORTH WANTED
The Missouri Compromise (1820)		
The Compromise of 1850		
The Fugitive Slave Act (1850)		
The Kansas-Nebraska Act (1854)		
The Dred Scott Case (1857)		
The Issue of Secession		

Appendix R
“Explanation of the legal issues”

	<i>What was the problem?</i>	<i>What was the solution?</i>
The Missouri Compromise (1820)		
The Compromise of 1850		
The Fugitive Slave Act (1850)		
The Kansas-Nebraska Act (1854)		
The Dred Scott Case (1857)		
The Issue of Secession		

Appendix S
“Circuitry Cards”

Abraham Lincoln	Who was responsible for writing the Kansas-Nebraska Act?
Stephen Douglas	Which abolitionist raided Harper’s Ferry in an attempt to free the slaves?
John Brown	What was the name of the slave who appealed to the Supreme Court for his freedom?
Dred Scott	Which compromise allowed Maine to be a state?
The Missouri Compromise	Which act made it illegal to help slaves escape?
The Fugitive Slave Act	Which person was given the nickname Moses?
Harriet Tubman	In what year were slaves originally brought to America?
1619	Who invented the Cotton Gin?
Eli Whitney	What was the South’s major source of income?
Cotton	In contrast, what was the North’s major source of income?
Factories	What was the name of the slave who led the insurrection in 1831?
Nat Turner	Who was able to educate himself, escape from freedom, and become a popular abolitionist?
Fredrick Douglass	How many Northern states were in the Union in 1861?

23	How many Southern states were there?
11	Give two reasons why the Western Territories stayed with the Union:
Money and Railroads	What was the name of Harriet Beecher Stowe's book?
<i>Uncle Tom's Cabin</i>	Which side favored federal power?
The North	Which side favored state power?
The South	At the time of war, how many slaves were in the South?
4 million	The estimated economic worth of the slaves was?
2 billion dollars	What was the system of 'stations' and 'passengers' called?
The Underground Railroad	In 1831, who started a Northern newspaper designed to communicate anti-slavery feelings?
William Lloyd Garrison	A typical day of labor for a slave was from sun-up to
Sun-down	A person who opposed slavery and was in favor of ending in right away was known as an
abolitionist	John Brown's raid took place at
Harper's Ferry	This lawyer from Illinois was born in Kentucky

Appendix T Vocabulary

1. **Cotton Gin:** a machine consisting of combs and brushes that increased the efficiency of the cotton-picking process
2. **Insurrection:** the revolt, or uprising, against leadership
3. **Deliverance:** freedom from slavery
4. **Abolitionist:** a person opposed to slavery and in favor of ending it right away
5. **The Underground Railroad:** a network of people who helped runaway slaves escape to free states in the North or to Canada
6. **Fugitive:** one who flees or tries to escape
7. **Industry:** the use of factories and machines for mass production and increased efficiency
8. **Agriculture:** the use of land to produce crops
9. **Urban:** having to do with cities or towns
10. **Rural:** having to do with the countryside and agriculture
11. **State's rights:** the issue revolving around the placement of power between the local and national governments
12. **Import taxes:** an additional percentage of money placed on goods entering a political boundary
13. **Export taxes:** an additional percentage of money placed on goods leaving a political boundary
14. **Nullify:** to declare invalid
15. **Monopoly:** to exhibit total economic control of a particular commodity
16. **Inaugural address:** the initial statement, or speech, made by an incoming president

Appendix U

“Debate Procedures”

- A. First of all, students and audience members need to be aware that the debate is taking place on **April 1, 1861** (11 days before the official beginning of the Civil War).
 - B. Second, the South is the aggressor in this situation. They are the ones who are seceding from the Union. Therefore, they will open up the discussion in every part of the debate.
 - C. The debate will be divided into six sections:
 - 1. Introduction
 - a. The goal of the debate is to arrive at a compromise.
 - b. All groups, except the slavery groups, will have 10 minutes to discuss the case. No individual will be allowed to talk for more than two minutes.
 - c. The opposing side can't respond until the speaking individual has sat down.
 - d. No decisions will be made until all sides have been heard and compromises presented.
 - 2. The Economics Groups – 10 minutes (certain issues need to be brought up)
 - a. The tariffs and monopoly and the South's cotton
 - b. The major differences between the factories and the fields (climate, conditions, etc.)
 - c. The money involved in the slaves and factories
 - d. The overall economic separation between the two sections
 - 3. The State's Rights Groups– 10 minutes (certain issues need to be brought up)
 - a. The failure of the Missouri Compromise
 - b. The failure of The Fugitive Slave Law
 - c. The errors in the Dred Scott decision
 - d. The failure of The Compromise of 1850
 - e. The errors in the balance of power (state governments vs. federal government)
 - 4. The Slavery Groups (certain issues need to be brought up)
 - a. Slavery leading to violence (John Brown, Nat Turner, etc.)
 - b. Slave labor versus child labor in the North
 - c. The unethical treatment of human beings
 - 5. The Introduction of Compromises (certain issues need to be brought up)
 - a. The South will present a unified compromise that has been agreed upon by a majority of its members (money, land, machinery freeing of slaves, etc.)
 - b. The North will present a unified compromise that has been agreed upon by a majority of its members (money, land, machinery freeing of slaves, etc.)
- A five - minute intermission will be held to give each side an opportunity to discuss the presented compromises**
- 6. The Voting on the compromises (certain issues need to be brought up)
 - a. The culmination of the debate will have the North members voting on the South's compromise and the South members voting on the North's compromise.

If the majority votes for the opposition's compromise, everyone wins because WE HAVE AVOIDED WAR.

If neither of the compromises are approved then we have failed in our compromise and we are headed to war.

Appendix V
“Pre-Civil War Assessment”

Name: _____

Students, make sure you read the directions and each question carefully. Good Luck!

Matching: Place the correct letter next to each name

- | | | | |
|-----------|-------------------------------|----|---|
| 1. _____ | Stephen Douglas | a. | attempted to free the slaves at Harper’s Ferry |
| 2. _____ | Abraham Lincoln | b. | appealed to the Supreme Court for his freedom |
| 3. _____ | Dred Scott | c. | freed over 300 slaves |
| 4. _____ | Harriet Beecher Stowe | d. | led a revolt against slave owners |
| 5. _____ | Fredrick Douglass | e. | white abolitionist who started <i>The Liberator</i> |
| 6. _____ | Nat Turner | f. | invented the Cotton Gin |
| 7. _____ | Eli Whitney | g. | former slave who later became an abolitionist |
| 8. _____ | John Brown | h. | became famous by debating with Stephen Douglas |
| 9. _____ | Harriet Tubman | i. | her book grabbed the interest of the country |
| 10. _____ | William Lloyd Garrison | j. | wrote the Kansas-Nebraska Act |

Vocabulary: Complete the following sentences with the correct vocabulary term

1. The _____ was a network of people and stations that led to freedom in the North.
2. A _____ is someone who flees or tries to escape slavery.
3. If you have a _____ on a certain product, you exhibit total economic control of that product.
4. If you live in a city or town you live in the _____ section.
5. If you live in the country, or on a farm, you live in the _____ section.

Multiple Choice: In the following section, circle the letter that matches the best answer.

1. This compromise allowed California to become a state. However, to please the Southern States, the Fugitive Slave Act was added to the same document.
 - a. The Missouri Compromise
 - b. The Compromise of 1850
 - c. The Kansas-Nebraska Act
 - d. The Dred Scott Decision

2. This compromise allowed the incoming territories to choose whether they wanted to be slave states or free states.
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4. The Supreme Court ruled that slaves were a piece of property and therefore had no rights. The name of this judgment was known as:
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 - b. The Compromise of 1850
 - c. The Kansas-Nebraska Act
 - d. The Dred Scott Decision

Appendix V, page 3

5. The invention of the Cotton Gin was important because:
 - a. It used very little electricity
 - b. It decreased the importance of slavery
 - c. It increased the importance of slavery
 - d. It allowed for more factories in the South

6. The North was able to decrease the price of cotton by:
 - a. Discouraging Americans from buying from the British
 - b. By taxing and raising the price of British goods
 - c. Making it harder for the British to buy American cotton
 - d. All of the above

7. In 1860, how many slaves were in the South?
 - a. 1 million
 - b. 2 million
 - c. 4 million
 - d. 5 million

8. Why did the Western Territories support the North?
 - a. They did not agree with slavery
 - b. They didn't support the North
 - c. They really liked Abraham Lincoln
 - d. They knew they would get money and railroads from the North

Name: _____

Peer Assessment for: _____

Rate the student in the following areas - circle the number that describes the student (1= Poor Job 5= Excellent Job)

Was this student on task at all times?

1 2 3 4 5

Did this student respect the ideas of ALL group members?

1 2 3 4 5

How would you rate this student's overall willingness to help?

1 2 3 4 5

Additional comments: _____

Name: _____

Peer Assessment for: _____

Rate the student in the following areas - circle the number that describes the student (1= Poor Job 5= Excellent Job)

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1 2 3 4 5

How would you rate this student's overall willingness to help?

1 2 3 4 5

Additional comments: _____

“Debate Evaluation Sheet”

The purpose of this sheet is to give you an opportunity to assess the debate. Carefully examine each question and place a check in the box only if you feel the issue was completely addressed.

The Economics Groups

	North	South
Did both groups discuss the tariff and tax issues?	<input type="checkbox"/>	<input type="checkbox"/>
Did both groups discuss the economic differences between the factories and the agriculture?	<input type="checkbox"/>	<input type="checkbox"/>

The State’s Rights Groups

	North	South
Did both groups address the Missouri Compromise?	<input type="checkbox"/>	<input type="checkbox"/>
Did both groups address The Compromise of 1850 (The Fugitive Slave Act)?	<input type="checkbox"/>	<input type="checkbox"/>
Did both groups address The Dred Scott Decision?	<input type="checkbox"/>	<input type="checkbox"/>
Did both groups address the errors in our balance of power?	<input type="checkbox"/>	<input type="checkbox"/>

The Slavery Groups

	North	South
Did both groups discuss the violence that has come from slavery (John Brown, Nat Turner, etc)?	<input type="checkbox"/>	<input type="checkbox"/>
Did both groups address the ‘slave labor versus child labor’ issue?	<input type="checkbox"/>	<input type="checkbox"/>
Did both groups discuss the ethics in treating human beings?	<input type="checkbox"/>	<input type="checkbox"/>

The Compromises

	North	South
Were the compromises carefully and specifically written?	<input type="checkbox"/>	<input type="checkbox"/>
Were the compromises fair for both sides?	<input type="checkbox"/>	<input type="checkbox"/>

Appendix Y

1. One man, in particular, increased the value of slavery by inventing a cotton-separating machine. What was his name? Eli Whitney.
2. July 4th, 1826 was an important date in American History. This day was the fiftieth anniversary of the Declaration of Independence.
3. In 1831, a particular slave led a massive revolt against slave owners. What was his name? Nat Turner.
4. A person opposed to slavery and in favor of ending it right away was known as an abolitionist.
5. An African American could also try to end slavery. One former slave was able to educate himself, speak out against slavery, and begin his own newspaper. His name was Fredrick Douglass.
6. White Americans were very disturbed to hear about the hardships of slavery in the South. *Uncle Tom's Cabin*, written by Harriet Beecher Stowe helped northerners to know about some of the realities of the South.
7. Northerners and Southerners worked together to help slaves escape. They created a series of stations that led to freedom in the North. This series of stations was known as The Underground Railroad.
8. A very determined former slave worked hard to free slaves. Our knowledge of history tells us that she was able to free more than 300 slaves. Her name was Harriet Tubman.
9. A religious white man in the North worked hard at emancipating the slaves. He formed a newspaper entitled, *The Liberator*. This abolitionist's name was William Lloyd Garrison.
10. A lawyer from Illinois was very interested in the debate of slavery. He hated the idea of enslaving humans. He debated hard and tried to represent Illinois in the Senate. His name was Abraham Lincoln.
11. One man tried to form a compromise that would keep the nation from going to war. He wanted the settlers of new states to decide if they wanted slavery or not. This man's name was Stephen Douglas.
12. A white abolitionist hated slavery so much that he was willing to give his life to free slaves. In an attempt to overthrow slavery he tried to form a mini army with the slaves of the South. His name was John Brown.
13. Instead of trying to run away, one man tried to gain his freedom by taking his case to the Supreme Court. His first and last name was Dred Scott.
14. African Americans were seeking freedom. They liked to talk about it so much that they had to come up with code words. Their code word for 'freedom from slavery' was deliverance.

“State’s Rights”

What does nullification mean?	The act of voiding a pre-existing legal order
Why were the southern states concerned about losing their state power?	They did not feel that the federal government had their best interests in mind
Why were the northern states not concerned about losing state power?	They were in a position of power and had control over the policies and procedures.
What is the United States document that defines our balances of power?	The Constitution
In general terms, explain how the North was able to place a ‘monopoly’ on cotton.	They were able to drive out the competition from the British and demand any price they wanted.
How did the Kansas-Nebraska Act effect the balance of power in America?	The new territories of Nebraska and Kansas were able to decide if they would become slave territories or not. They ended up siding with the North.
In 1860, how many southern states had voting power? How many northern states had voting power?	Southern = 11 Northern = 23
In 1860, how does the previous answer affect the balance of power in America?	Answers may vary

Appendix AA
Key for Pre-Civil War Assessment

Name: _____

Students, make sure you read the directions and each question carefully. Good Luck!

Matching: Place the correct letter next to each name

- | | | | |
|------------------|-------------------------------|----|---|
| 1. <u> J </u> | Stephen Douglas | a. | attempted to free the slaves at Harper's Ferry |
| 2. <u> H </u> | Abraham Lincoln | b. | appealed to the Supreme Court for his freedom |
| 3. <u> B </u> | Dred Scott | c. | freed over 300 slaves |
| 4. <u> I </u> | Harriet Beecher Stowe | d. | led a revolt against slave owners |
| 5. <u> G </u> | Fredrick Douglass | e. | white abolitionist who started <i>The Liberator</i> |
| 6. <u> D </u> | Nat Turner | f. | invented the Cotton Gin |
| 7. <u> F </u> | Eli Whitney | g. | former slave who later became an abolitionist |
| 8. <u> A </u> | John Brown | h. | became famous by debating with Stephen Douglas |
| 9. <u> C </u> | Harriet Tubman | i. | her book grabbed the interest of the country |
| 10. <u> E </u> | William Lloyd Garrison | j. | wrote the Kansas-Nebraska Act |

Vocabulary: Complete the following sentences with the correct vocabulary term

1. The Underground RR was a network of people and stations that led to freedom in the North.
2. A fugitive is someone who flees or tries to escape slavery.
3. If you have a monopoly on a certain product, you exhibit total economic control of that product.
4. If you live in a city or town you live in the urban section.
5. If you live in the country, or on a farm, you live in the rural section.
- 6.

Multiple Choice: In the following section, circle the letter that matches the best answer.

1. This compromise allowed California to become a state. However, to please the Southern States, the Fugitive Slave Act was added to the same document.
 - a. The Missouri Compromise
 - b. The Compromise of 1850**
 - c. The Kansas-Nebraska Act
 - d. The Dred Scott Decision

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