

Michael Connor
North Quincy High School

Sectional Tensions Escalate 1848-1861

This lesson will cover the causes of the Civil War from 1848 to 1861. The students will read and analyze various primary source documents and pictures that relate to the time period and gain a better understanding of the events that led up to the Civil War. The students will answer questions that promote higher order thinking and collaborate in group assignments and role plays to come up with potential hypothetical solutions based on the events of this time period. The students will observe a video on John Brown and their culminating project will be the completion of a power point on the causes of the Civil War.

Massachusetts Curriculum Frameworks

USI.36 Summarize the critical developments leading to the Civil War

Objectives

1. Demonstrate the ability to describe the reasons for the out break of the Civil War
2. Give examples of some people involved in the Unions Peril from 1848 to 1861
3. Identify primary source documents and their relevance to the outbreak of the Civil War
4. Analyze the Dred Scott Case and the Election of 1860 through role play and collaboration
5. Design and implement a power point project on the causes of the Civil War

Time Frame

Ten 48 minute class periods

Background

Tensions between the north and the South increased steadily after the passing of the Compromise of 1850. Large numbers of white northerners and southerners found themselves sharing during perspectives on the existence and spread of slavery in the United States. The impact of Uncle Tom's Cabin, the emergence of the Republican Party, the fugitive slave act, the Kansas-Nebraska Act, the importance of the Dred Scott decision, the impact of the Lincoln-Douglas debates, John Brown's war and the culmination of the election of 1860 will set the stage for the breakup of the Union.

Day 1, 2, and 3- Discuss and give notes on the Compromise of 1850, Uncle Tom's cabin , the Anthony Burns Case, Kansas-Nebraska Act, The American Party, Republican Party and Bleeding Kansas

Give the assignment below for Homework on Day 1 to be completed and discussed in class on Day 3

Use the Following Primary Source Analysis Sheets to answer questions about each of the documents, cartoons or images

Cartoon Analysis Worksheet

Visuals	Words (not all cartoons include words)
Level One: 1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title. 2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. 3. Record any important dates or numbers that appear in the cartoon.
Level Two: 2. Which of the objects on your list are symbols?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?

3. What do you think each symbol means?

5. List adjectives that describe the emotions portrayed in the cartoon.

Level Three:

A. Describe the action taking place in the cartoon.

B. Explain how the words in the cartoon clarify the symbols.

C. Explain the message of the cartoon.

D. What special interest groups would agree/disagree with the cartoon's message? Why?

Written Document Analysis Worksheet

1.	<p>TYPE OF DOCUMENT (Check one):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px; vertical-align: top;"> <input type="checkbox"/> Newspaper <input type="checkbox"/> Letter <input type="checkbox"/> Patent <input type="checkbox"/> Memorandum </td> <td style="width: 33%; padding: 5px; vertical-align: top;"> <input type="checkbox"/> Map <input type="checkbox"/> Telegram <input type="checkbox"/> Press release <input type="checkbox"/> Report </td> <td style="width: 33%; padding: 5px; vertical-align: top;"> <input type="checkbox"/> Advertisement <input type="checkbox"/> Congressional record <input type="checkbox"/> Census report <input type="checkbox"/> Other </td> </tr> </table>	<input type="checkbox"/> Newspaper <input type="checkbox"/> Letter <input type="checkbox"/> Patent <input type="checkbox"/> Memorandum	<input type="checkbox"/> Map <input type="checkbox"/> Telegram <input type="checkbox"/> Press release <input type="checkbox"/> Report	<input type="checkbox"/> Advertisement <input type="checkbox"/> Congressional record <input type="checkbox"/> Census report <input type="checkbox"/> Other
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2.	<p>UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> <input type="checkbox"/> Interesting letterhead <input type="checkbox"/> Handwritten <input type="checkbox"/> Typed <input type="checkbox"/> Seals </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <input type="checkbox"/> Notations <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Other </td> </tr> </table>	<input type="checkbox"/> Interesting letterhead <input type="checkbox"/> Handwritten <input type="checkbox"/> Typed <input type="checkbox"/> Seals	<input type="checkbox"/> Notations <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Other	
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3.	<p>DATE(S) OF DOCUMENT:</p> <hr/>			
4.	<p>AUTHOR (OR CREATOR) OF THE DOCUMENT:</p> <hr/> <p>POSITION (TITLE):</p> <hr/>			
5.	<p>FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?</p> <hr/>			
6.	<p>DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</p> <p>A. List three things the author said that you think are important:</p> <hr/> <hr/> <hr/> <p>B. Why do you think this document was written?</p> <hr/> <hr/> <hr/> <p>C. What evidence in the document helps you know why it was written? Quote from the document.</p> <hr/> <hr/> <hr/> <p>D. List two things the document tells you about life in the United States at the time it was written:</p> <hr/> <hr/> <hr/> <p>E. Write a question to the author that is left unanswered by the document:</p> <hr/> <hr/> <hr/>			

CAUTION!!

COLORED PEOPLE

OF BOSTON, ONE & ALL,

You are hereby respectfully CAUTIONED and advised, to avoid conversing with the

**Watchmen and Police Officers
of Boston,**

For since the recent ORDER OF THE MAYOR & ALDERMEN, they are empowered to act as

KIDNAPPERS

AND

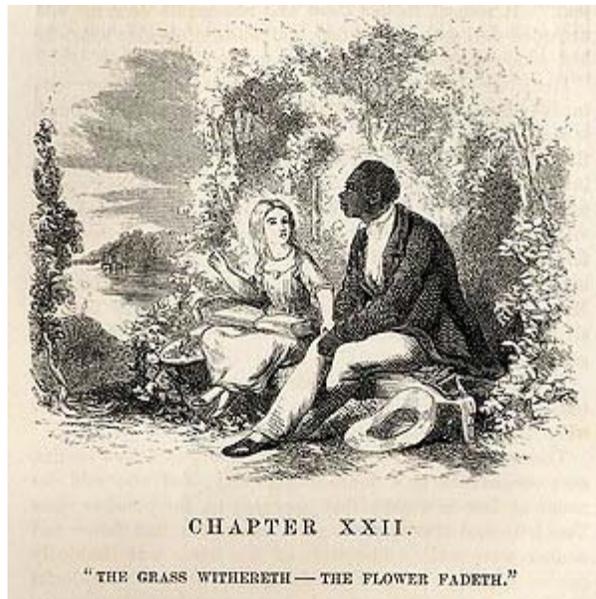
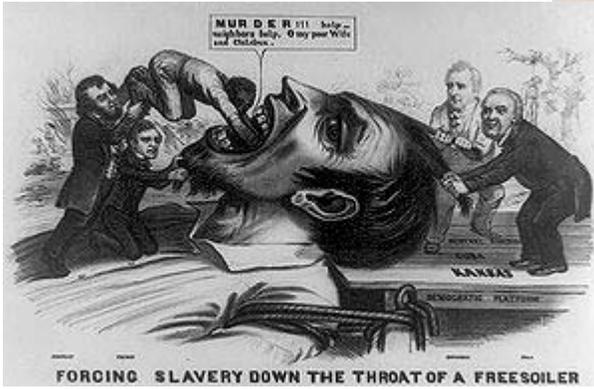
Slave Catchers,

And they have already been actually employed in KIDNAPPING, CATCHING, AND KEEPING SLAVES. Therefore, if you value your LIBERTY, and the *Welfare of the Fugitives* among you, *Shun* them in every possible manner, as so many **HOUNDS** on the track of the most unfortunate of your race.

**Keep a Sharp Look Out for
KIDNAPPERS, and have
TOP EYE open.**

APRIL 24, 1851.

**A MAN
KIDNAPPED!**
 A GREAT TRAGEDY AT
FANEUIL HALL!
 THIS FRIDAY EVENG.
 May 30th, at 7 o'clock.
**VIRGINIA
KIDNAPPER!**



Day 4- Students will be given time in the computer lab to answer a Case Study on the Dred Scott Case.

1. Describe the Facts.
2. State the issue or the problem posed by the case
3. Refer to the arguments or positions that can be taken by the case
4. Make a hypothetical decision on the issue presented
5. Explain the reasoning behind the decision.

Day 5- Discuss Case Studies

Read a summary of the decision for homework and write a one page reflection on your thoughts, historical interpretations of the actual decision

In a 7-2 opinion, a majority of the Supreme Court ruled in favor of Sanford.* Chief Justice Taney wrote the opinion for the Court. The Court first decided that African Americans were not citizens as defined by the Constitution. They then considered the merits of the case, ruling that slaves did not become free simply by entering a free state or a territory that had not yet become a state. This overturned the ruling of the lower federal court, but affirmed the ruling of the Missouri Supreme Court.

The Supreme Court first concluded that African Americans were not citizens as defined by the Constitution, and therefore, the Supreme Court and lower federal courts had no jurisdiction to hear this case. The decision cited Article III, Section 2 of the Constitution which gives federal courts the power to hear cases "between Citizens of different States." To determine the definition of "citizens," the justices considered the intent of the framers of the Constitution. They noted that at the time the Constitution was written, people of African descent, both slave and free, were "regarded as beings of an inferior order" and were "so far inferior that they had no rights which the white man was bound to respect." Believing that the Court should not "give to the words of the Constitution a more liberal construction ...than they were intended to bear when the instrument was framed and adopted," the Court concluded that people of African descent were not citizens, and could therefore "claim none of the rights and privileges which that instrument provides for and secures to citizens of the United States." This included the ability to bring suit in federal court.

Even though the Court determined that it did not have jurisdiction to hear this case because it did not involve "Citizens of different States," the justices ruled on the merits of case anyway. They first argued that the power of Congress to regulate the internal workings of the territories that had not yet become states was limited. They concluded that an act of Congress prohibiting citizens from "owning [slaves] in the territor[ies] ... is not warranted by the Constitution, and is therefore void." The Court thereby struck down the Missouri Compromise as unconstitutional because Congress did not have the power under the Constitution to determine whether slavery was allowed in the territories, even those these were not states.

In addition, the Court concluded that slaves could not be made free simply by entering a free state or territory. This would deprive slave owners of their property without giving them due process of

law as required by the Fifth Amendment. Accordingly, "an act of Congress which deprives a citizen of the United States of his ...property, merely because he ... brought his property into a particular Territory of the United States" was unconstitutional. The Court held, therefore, that Dred Scott and his family were "property" and were not made free simply by virtue of the fact that they were brought into a free territory.

Day 6- Watch the video John Brown's War from the Civil War Journal series and answer the attached questions

Day 7- Work in groups in the computer lab to create a speech based on the platforms for each political party in the election of 1860. Groups will be assigned one Candidate and give the speech in class the following day.

Day 8- Have students give the speeches of each of the four candidates from the election of 1860. Hold a mock election and have Abe Lincoln become the winner. Inform the students assigned to John Breckenridge they must immediately leave the room upon the announcement of Lincoln's victory.

Culminating assignment: Students will create a power point on the causes of the civil war. They can work in pairs and must follow the Rubric below. This assignment will be given on the first day of the Unit.

PowerPoint Design Checklist Each worth 5 points

Student Name _____

- 1 _____ PowerPoint show consists of a minimum of five slides.
- 2 _____ PowerPoint show begins with a title slide displaying speech title and speaker's name.
- 3 _____ Student chooses a consistent color scheme for the presentation.
- 4 _____ Student includes no more than two fonts per slide.
- 5 _____ Student uses bold, shadow, and italics for emphasis where appropriate.
- 6 _____ Student's graphics relate to slide theme.
- 7 _____ Student uses statements/phrases rather than complete sentences.
- 8 _____ Student chooses background and font colors for high contrast.
(Dark backgrounds w/light colored text; light background w/dark colored text)
- 9 _____ Presentation is related to the subject matter and relevant to the period of time being studied
- 10 _____ Words are spelled correctly

Comments:

Speech Evaluation Rubric

Name of Student _____

Type of Speech: PowerPoint

Area 1: Volume and Articulation

Student speaks loudly enough to be understood by all in the classroom.

Student articulates all words

Clearly without mumbling.

1 2 3 4 5

Area 2: Organization and Content

Student organizes speech in a logical manner, and speech flows easily from point to point.

Student follows content requirements for type of speech.

1 2 3 4 5

Area 3: Delivery

Speech seems well rehearsed.

Student delivers speech at appropriate speaking rate (not too fast or too slow).

Student avoids “fillers” such as “like,” “you know,” “um,” “ah,” etc.

1 2 3 4 5

Area 4: Length of Speech

Student meets both minimum and maximum length requirements.

PowerPoint speech requirements: 5 to 7 minutes.

1 2 3 4 5

Area 5: Eye Contact

Student makes appropriate eye contact.

Student does not rely too heavily on note cards or slides during speech.

Student includes all areas of the audience in eye contact.

1 2 3 4 5

Area 6: Stance

Student does not lean on or rock the podium.

Student keeps hands out of pockets.

Student avoids fidgeting, “dancing,” and other distracting body language.

Student stands up straight.

1

2

3

4

5

Teacher Comments:

Overall Historical Interpretation /20 pts

Total Points_____

Grade_____

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