

Unit 5: The Union Challenged



Chapter 20 & 21

Slavery & Causes of the Civil War

How did African Americans face slavery and discrimination in the mid-1800s?
Which events of the mid-1800s kept the nation together and which events pulled it apart?

- I will be able to **integrate** textbook readings with slave narratives to gain an **accurate view** of slavery in the 1800s.

Chapter 19

The Worlds of North and South

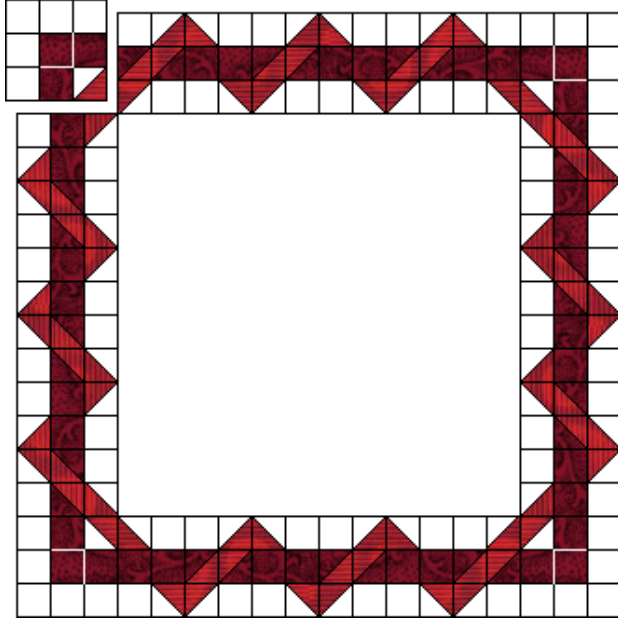
How was life in the North different from life in the South?

- I can **summarize** some of the major differences of life in the North and South.

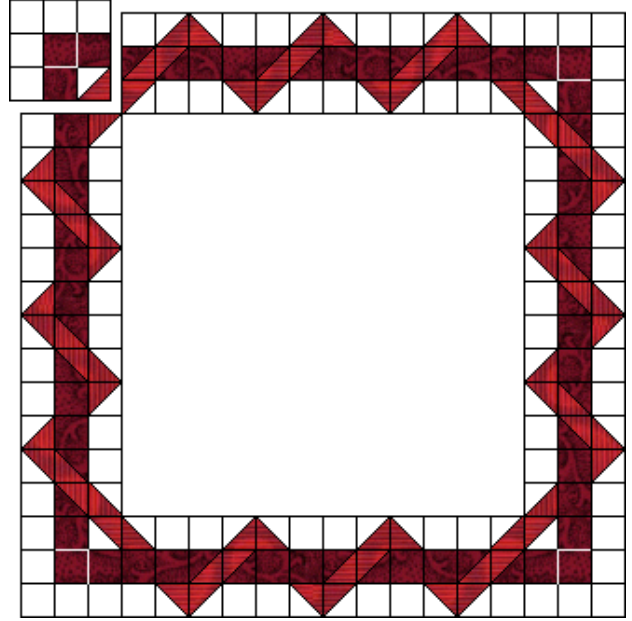
Name _____ Teacher _____

Story Quilt Activity (Chapter 20)

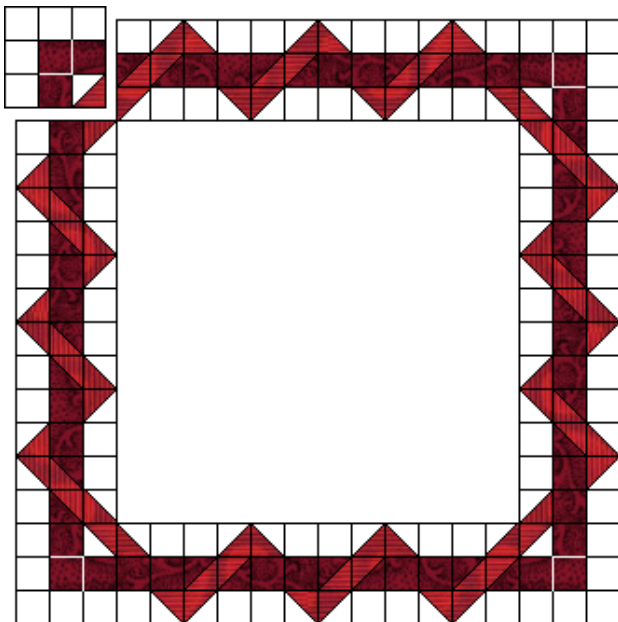
Sketch 4 symbols or illustrations for each quilt block about slavery in the 1800's, one for each section of notes in Ch. 20.



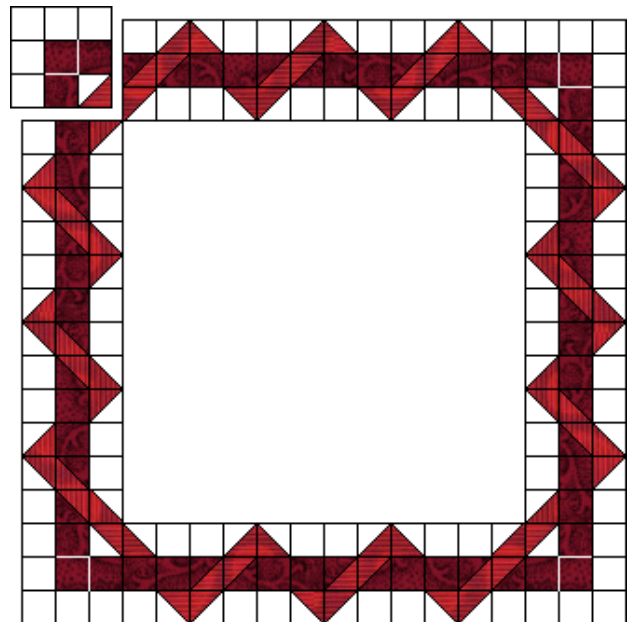
Topic of Section: _____



Topic of Section: _____



Topic of Section: _____



Topic of Section: _____

Moses



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Moses, Moses, don't you let King Pharaoh overtake you *(3 times)*
In some lonesome graveyard.

Hm, hm, I hear the chariot comin' *(3 times)*
In some lonesome graveyard.

Moses, Moses, I hear the horses runnin' *(3 times)*
In some lonesome graveyard.

Hm, hm, I hear Jordan rollin' *(3 times)*
In some lonesome graveyard.

Mother, mother, don't let your daughter condemn you *(3 times)*
In some lonesome graveyard.

Hm, hm, I hear the angels moaning *(3 times)*
In some lonesome graveyard.

Jordan, Jordan, let the children over *(3 times)*
In some lonesome graveyard.

(Based on a traditional spiritual)



First, examine the transparency your teacher projects and answer the Image Analysis Questions. Share your answers with the class. Then, listen to the song “Moses” when your teacher plays it and read the lyrics on the transparency. Write responses to the Song Analysis Questions.

Image Analysis Questions

1. What object do you see?
2. What images and symbols does it contain?
3. What story do you think it shows?
4. How do you think the image relates to the Bible and to the experience of slavery?

Song Analysis Questions

1. What is the tone of the song?
2. What Bible story is told in the song?
3. How does the song relate to the images in the quilt square?
4. How might the song and the quilt square relate to the experience of slavery?

Chapter 20.2 (p. 270)
North & South, Slave & Free

Take notes on each section. Then determine how free slaves we in the different regions....

Main Idea	Notes	What % Free?
Slave's Legal Status		
Rural & Urban Slaves		
Free Blacks in the South		
Free Blacks in the North		
Summary/Reflection:		

Chapter 20.3 (p. 272)
Economics of Slavery
***Take three -column notes on this section**

Main Idea/Topic	Details	Comment/Reaction

Geography Challenge p. 273

- 1.
- 2.
- 3.
- 4.
- 5.

Chapter 20.6 (p. 276)
Controlling Slaves

***Take three -column notes on this section**

Main Idea/Topic	Details	Comment/Reaction

Roots Video Response

Chapter 20.7 (p. 277)
Resistance to Slavery

Main Idea/Topic	Details	Comment/Reaction
Day to Day	- - -	
Open Defiance	- -	
Running Away	- - -	
Rebellion	- - - -	

Chapter 20.8 (p. 286)
Confronting the Issue of Slavery

Main Idea/Topic	Details	Comment/Reaction
Expansion	<ul style="list-style-type: none"> - - - 	
Missouri	<ul style="list-style-type: none"> - - 	
Talmadge	<ul style="list-style-type: none"> - - - 	
Deadlock	<ul style="list-style-type: none"> - - - - 	

So....before reading further. How do you think this problem was solved?

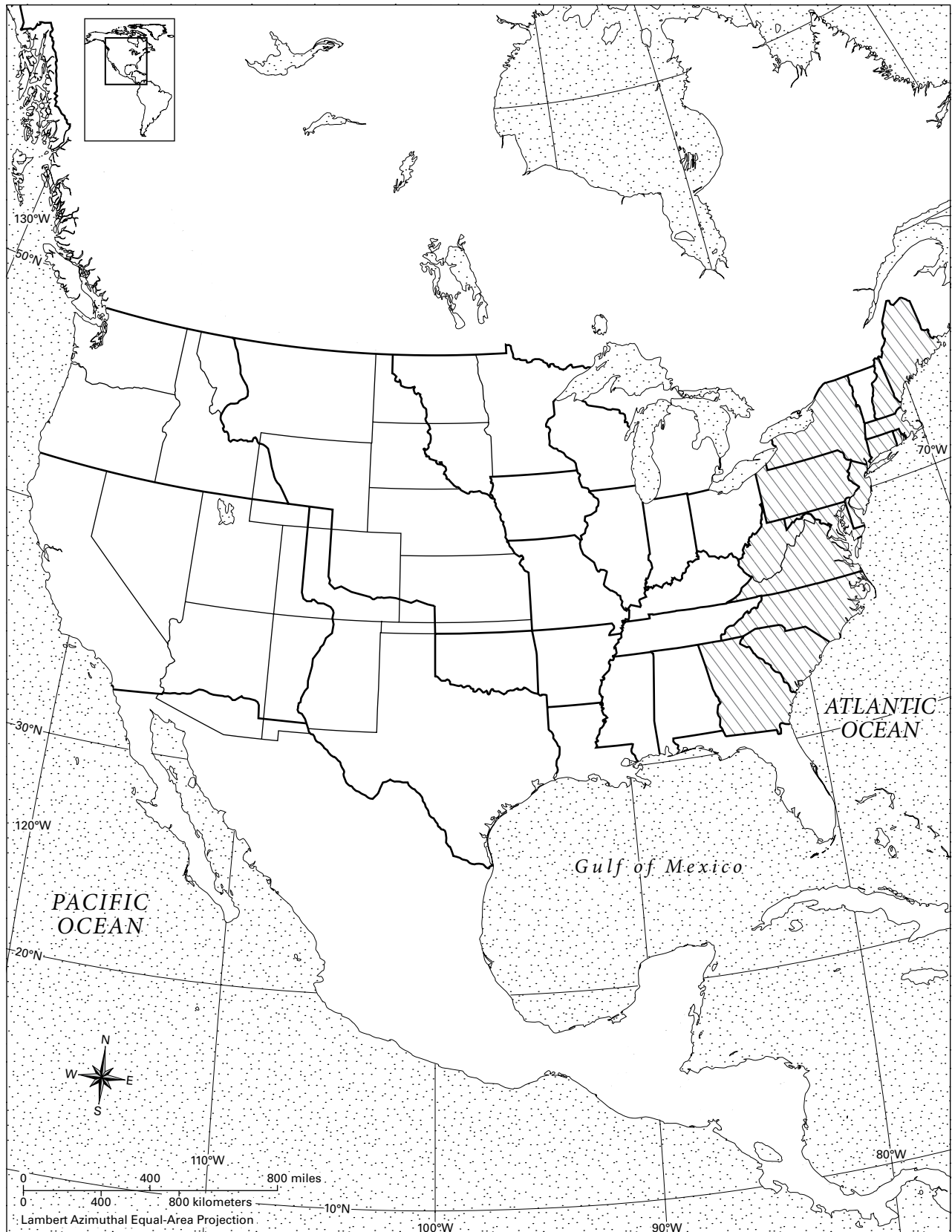
Processing Activity: Essential Question (Ch. 20)

Write a paragraph answering the Essential Question: *How did African Americans face slavery and discrimination in the mid-1800s?*

Support your answer with at least one piece of evidence from three of these topics:

- living conditions
- working conditions
- resistance efforts
- slave communities and families
- leisure time activities
- slave churches

The United States, Mid-1850



Geography Skills

Analyze the maps in “Setting the Stage”. Then answer the following questions and fill out the map as directed.

1. Label the states that existed in mid-1850. How many of them allowed slavery? How many did not?
2. How many of the original 13 states were slave states, and how many were free states? Identify them by placing an *S* or an *F* under their names on your map.
3. Find the first 5 states that joined the Union following the original 13 states. Determine whether each was a slave state or a free state. Write an *S* or an *F* under the name of each.

How many of these new states were slave states? How many were free states? What were the total numbers of slave states and free states as of 1812?

4. In what order did the next 6 states enter the Union? Place an *F* under the names of the free states and an *S* under the names of the slave states.
5. What pattern did Congress follow between 1816 and 1821 in admitting new states to the Union?

How did this pattern affect the voting power of the North and South in the U.S. Senate?

6. Locate Arkansas and Michigan, and write their admission dates on your map. Did the admission of these states follow the pattern Congress set between 1816 and 1821? Why or why not?
7. Locate the last 4 states admitted to the Union before 1850, and write their admission dates on your map. How many of these states were slave states? How many were free states?

8. How did the admission of these 4 states affect the voting power of slave states and free states in the U.S. Senate?
9. Which slave state had the most votes in the House of Representatives in mid-1850? How many free states had more votes than this state?
10. Did the free-state North or the slave-state South control the House of Representatives in mid-1850?

Critical Thinking

Answer the following questions in complete sentences.

11. Why would California's application to become a state have caused a crisis over the issue of slavery?
12. Why might Southerners be more upset if California were admitted as a free state than Northerners might be if it were admitted as a slave state?
13. California entered the Union as a free state in 1850. In 1854, Congress began preparing Kansas to become a state. Why do you think the question of slavery in Kansas would be a highly controversial issue between the North and South?
14. Minnesota and Oregon were admitted to the Union as free states in 1858 and 1859. Then, in 1860, a man who opposed slavery was elected president. How do you think these events made Southerners feel about the future of slavery in the United States? Explain why.

Chapters 21.3 & 21.4 (p. 288-289)
Missouri Compromise

Main Idea/Topic	Details	Comment/Reaction
21.3 Missouri Compromise	-	
A Compromise Reached	-	
Reaction to Compromise	-	
21.4 Missouri Compromise Unravels	-	
The Gag Rule	-	
Southern Fears	-	

**Chapters 21.5, 6 & 7
Compromise of 1850 Plus....**

Main Idea/Topic	Details	Comment/Reaction
The Compromise (p. 291)	-	
Fugitive Slave Law (p. 292)	-	
Kansas Nebraska Act (p. 293) Results (p. 294-95)	-	
Dred Scott Case (p. 296)	-	
Dred Scott Decision (p. 297)	-	

21.8 (p. 298)
From Compromise to Crisis

Main Idea/Topic	Details	Comment/Reaction
Compromise to Crisis	- - -	
The Lincoln-Douglas Debates	- -	
John Brown's Raid	- - -	
The Election of 1860	- - - -	

21.9 (p. 300)
Secession

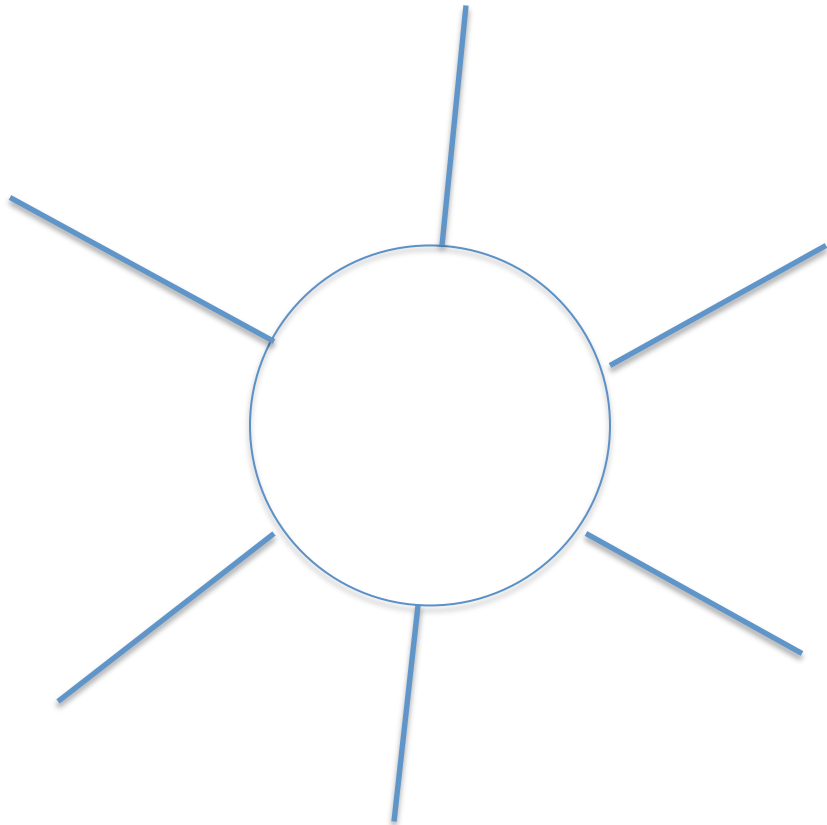
Main Idea/Topic	Details	Comment/Reaction
Secession	-	
Civil War	-	

Chapter Summary: Read over p. 301.

What do you think was the MAIN cause of the CIVIL WAR and WHY?

Chapter 19: Directions: Create a spoke diagram of details for your assigned section in History Alive.

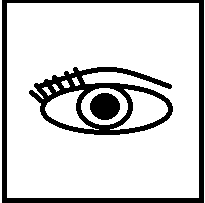
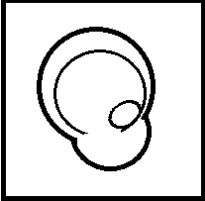
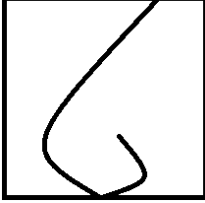
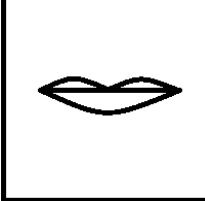
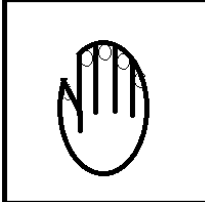
Title of Assigned Section: _____



Name:

Date:

Pick one small moment and record your specific observations through your 5 senses.

Sense	Details Observed
	I saw
	I heard
	I smelled
	I tasted
	I touched

President Notes

Details:

Successes:

Failures:

Interesting Facts:

Remembered For:

*It's your choice where you put the information from the videos...this chart is simply to help you organize. Sometimes, it's difficult to determine if an action is a success or failure. Make your best "guess".

President Notes

<i>Details:</i>
<i>Successes:</i>
<i>Failures:</i>
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President Notes

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President Notes

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President Notes

Details:

Successes:

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Interesting Facts:

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Name: _____

Period: _____

America the Story of US—Division Video Questions

1. What turns the North into an economic powerhouse? Who is the man behind it?
2. What are two economic effects of the Erie Canal?
3. What three things work together to make the southern economy?
4. How are northern and southern economies tied together?
5. What was the price of slaves after the invention of the cotton gin? Price before?
6. How much did women make working in the textile mills?
7. What is needed to keep the American industrial machine going?
8. Why is whaling an opportunity for African Americans?
9. During auction day in New Orleans, how much would slaves be sold for?
Men
Women
Children
10. How much was the bounty of Harriet Tubman?
11. How much can a magistrate make for ruling on runaway slave cases?

C-Ev-R Responses

CER = Claim + Evidence + Reasoning

Answer like an expert by providing your claim, evidence and reasoning.



Claim

Your answer drawn from your observation.



Evidence

Information from a reliable source/text



Reasoning

Your explanation of how evidence supports claim

How to Use CER like a Social Scientist

I: Claim

State a direct response to the question/prompt.

Helpful Hints:

Use key words and ideas provided in the question or prompt as you write your claim.

The claim stands alone without reading the question.

Avoid using openings such as "I think" or "I believe".

II: Evidence

Provide reliable information that supports the claim.

Helpful Hints:

Take the evidence word for word.
Remember to cite your source!

Suggested sentence starters:

One detail from the (text/article/map/chart/caption/image)...
According to this (primary/secondary) source...
One expert, (name an expert), states...

III: Reasoning

Explain how the evidence supports the claim.

Helpful Hints:

This portion must offer new insight, analysis, acknowledgement of connections between ideas, etc.

Suggested sentence starter:

Based on this evidence, one must conclude (rephrase your claim) because (your analysis).

More Sentence Starters for Your Reasoning

- | | | |
|---------|--|--|
| Level 1 | This is significant because (explain why in a way that directly relates to the claim). | All of this proves that (rephrase your claim) because (your analysis). |
| Level 2 | The fact that (rephrase your evidence) illustrates that (rephrase your claim) because (your analysis). | These facts, (rephrase your evidence), work to build a case for (rephrase claim) because (your analysis). |
| Level 3 | The most logical conclusion to draw from this evidence is that (rephrase your claim) because (your analysis). | This (illustration/graph/statistic/etc.) is irrefutable evidence that (rephrase claim) because (your analysis). |
| Level 4 | (Rephrase your evidence) matters because (give your reason). Thus, (rephrase your claim) must be true because (your analysis). | Considered together, the fact that (rephrase one piece of evidence from source #1) and that (rephrase more evidence from a source #2), clearly demonstrate that (rephrase your claim) because (your analysis). |