



GOAL 1 | LESSON PLAN | HIGH SCHOOL
Pre-1860: Disunion

GRADES: High School

APPROXIMATE LENGTH OF TIME: 90 minutes

GOAL: Students will be able to assess and explain the causes of the American Civil War.

OBJECTIVES:

1. Using primary and secondary sources, students will be able to analyze events, motivations, conditions and actions leading up to the Civil War.
2. Using primary and secondary sources, students will be able to identify and give examples of major compromises that permitted or restricted slavery in relation to territorial expansion.
3. Students will be able to compare and contrast the cultures and economies of the Northern and Southern states.

COMMON CORE:

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

NCSS STANDARDS FOR SOCIAL STUDIES:

- 1—Culture
- 2—Time, Continuity, and Change
- 3—People, Places, and Environment
- 5—Individuals, Groups, and Institutions
- 6—Power, Authority, and Governance
- 10—Civic, Ideals, and Practices

MATERIALS:

1. National Expansion Map
2. Compromise Scenario Cards (2-3 copies)
3. Compromise Notes Sheet
4. Comparing the North and South
5. Disunion PowerPoint
6. Thomas Jefferson's Letter to John Holmes
7. The [National Archives Document Analysis Form](#)

ANTICIPATORY SET/HOOK:

Discuss the causes of war with students. How can disagreements be settled so that they do not lead to war? Briefly review and comment on suggestions.

Add "compromise" if not suggested during brainstorming, and have students define the term before asking students to identify the benefits and drawbacks of compromise and provide examples of compromises that they have made. What might happen if a compromise doesn't work or people change their mind? (Compromise: An agreement or a settlement of a dispute that is reached by each side making concessions.)

Explain that in the 1800s the United States was growing from the original 13 colonies and adding new states and territories at a rapid pace. Citizens had varying ideas about how the land should be settled, either with free labor (define, if necessary) or with slave labor. The debate expanded to the question on how the idea of slave or free labor be chosen: through popular sovereignty (vote of the citizens of the territory), through compromise, or by the federal government. (Free Labor—Although the term might suggest the same meaning, the word "free" had nothing to do with bondage or working for no wage, but rather indicated concepts of freedom, independence, and self-reliance.)

Watch [The War Between the States](#) In4 until the 2:19 mark.

1. Watch [Kansas in the Civil War](#) until the 1:00 mark.
2. Watch [The Coming of the War](#) In4.

PROCEDURE:

Print out the PowerPoint with notes prior to class. There are notes included with the slides that can be on the printed slides but won't be seen by your students during the presentation.

Print out copies of the *Compromise Scenario Cards*, cut them out, and place them in a hat. You will use these throughout the lesson.

Activity 1

1. Hand out the *National Expansion Map*, have students follow the directions and answer the question.
2. Hand out the *Compromise Notes Sheet* and *Comparing the North and South*.
3. Explain: Throughout the PowerPoint presentation scenarios will be read and discussed; after each scenario, they will:
 - a. fill out the *Compromise Notes Sheet*, taking a Scenario Card from the hat and noting the person in each scenario's particular interests.
 - b. use *Comparing the North and South* as a reference to help them develop their answers.
4. Follow the *Disunion PowerPoint* and associates notes throughout the lesson.

CLOSURE:

1. Students will complete the essay. This is not included in the time allotted for the lesson. Students may need additional access to research materials to make a strong argument. Students and teachers can utilize our "Additional Teacher and Student Resources" section below.

ASSESSMENT IN THIS LESSON:

1. Informal assessment through discussions related to the personas and the compromises
2. Completed *Compromise Sheet*
3. Completed National Archives Document Analysis form
4. Completed final essay

ADDITIONAL TEACHER AND STUDENT RESOURCES:

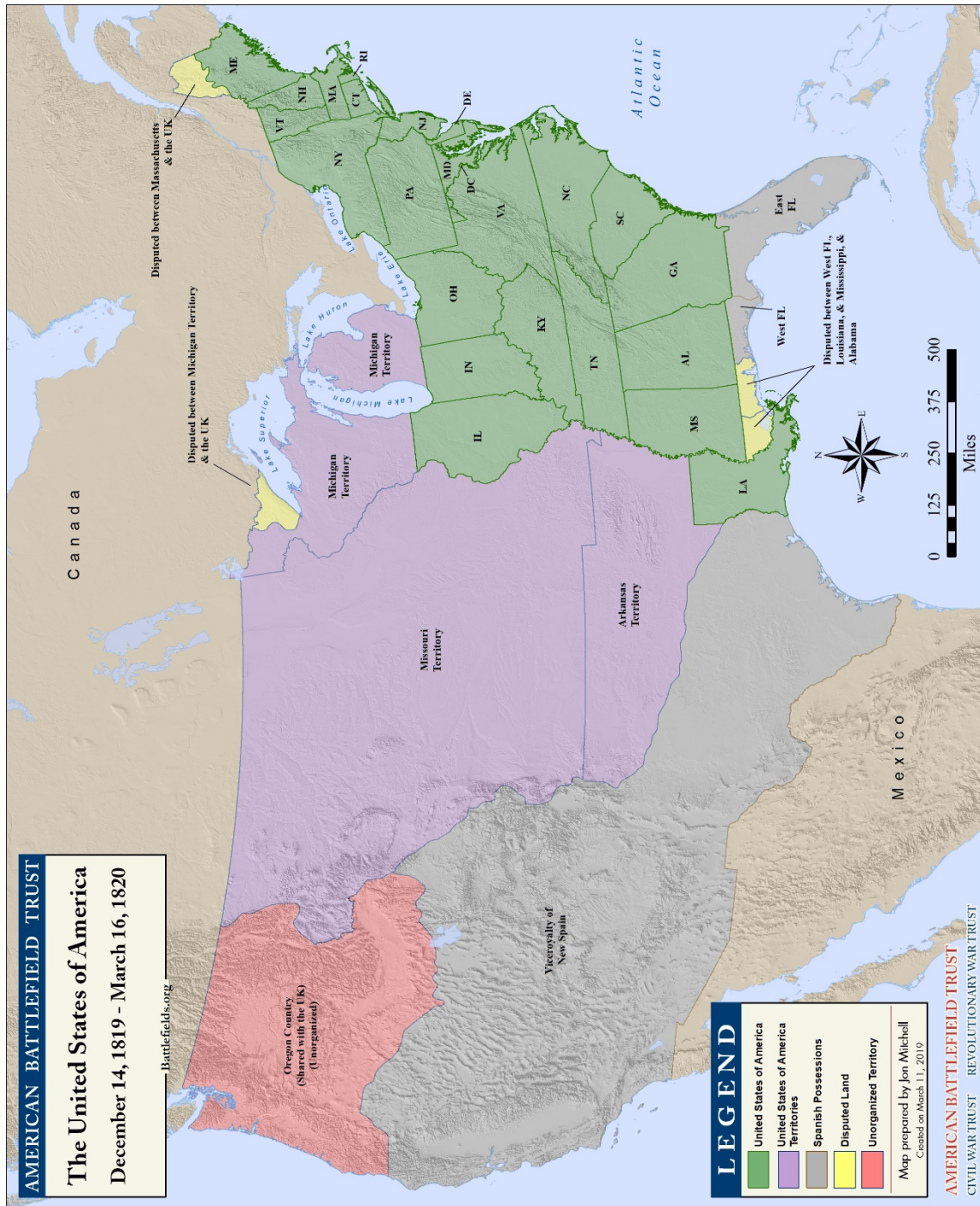
These resources can help you prepare for teaching this unit and can also help students with their essay and understanding.

1. [Glossary of 18th and 19th Century Political Terms](#)
2. [Glossary of Civil War Terms](#)
3. [National Archives Document Analysis Worksheets](#)
4. [Trigger Events of the American Civil War](#)
5. [The Missouri Compromise](#)
6. [The Nullification Crisis](#)
7. [The Wilmot Proviso](#)
8. [Bleeding Kansas](#)
9. [The Caning of Charles Sumner](#)

10. [The Lincoln-Douglas Debate](#)
11. [John Brown's War](#)
12. [Primary Document Collection](#)
13. [Virginia Center for Digital History](#) (For Virginia SOL's, but useful for other states.)



National Expansion Map



Free States (Free Soil)	Slave States (Slave labor)
Connecticut	Delaware
Massachusetts	Georgia
New Hampshire	Maryland
New Jersey	North Carolina
New York	South Carolina
Pennsylvania	Virginia
Rhode Island	Kentucky
Vermont	Tennessee
Ohio	Louisiana
Indiana	Mississippi
Illinois	Alabama
<p>Directions: Draw a line on the map showing the border between the Free Soil states and Slave Labor states</p>	
<p>Question: At this point, the number of free and slave states is even. Consider the implications if only one slave labor territory OR one Free Soil territory petitions for statehood.</p>	



Compromise Scenario Cards

ALABAMA

You are a farmer, and you rent the land you farm. You do not own slaves. You believe that white men are the only real, legal, moral and civil proprietors of your state and country. You cannot vote.

CONNECTICUT

You are an emancipated black man. You are a tailor, and you are saving your salary to buy your wife and children from their owners. You are treated like a second-class citizen. You cannot vote.

DELAWARE

You are a farmer who owns three slaves. You believe you should be able to bring your property into any state or territory that you want. You believe that manual labor is the proper work for slaves.

GEORGIA

You are a wealthy tobacco planter originally from New York. Your plantation has 250 slaves. You believe the slaves are better off here in America than they would be in Africa. You are also a U. S. senator.

INDIANA

You are an 18-year-old carpenter's apprentice. You do not want to compete for a job with a black man, who will work for less wages. You are in favor of keeping the status quo. You cannot vote.

ILLINOIS

You are a farmer. You don't have an opinion on slavery, but you think the Southern states have too much influence in the government. You are in favor of new states joining the Union.

KENTUCKY

You raise and train racehorses. You own ten slaves. You believe that you treat them well, and you believe they are happy, content, and devoted to you and your family. You believe the Union will dissolve if legislators cannot compromise.

LOUISIANA

You are an overseer on a large cotton plantation in charge of 500 slaves. You believe they are better suited for the climate and labor than white men. You cannot vote.

MARYLAND

You are a cotton broker. You believe "Cotton Is King." The more cotton the North and Europe needs, the more you profit. Slavery makes good economic sense to you.

MASSACHUSETTS

You are a newspaper editor in the city, and you ardently believe that it is the government's responsibility to abolish slavery. You write editorials denouncing the evils of slavery. Your views are not always popular in the North.

MISSISSIPPI

You are a lawyer, and your best clients are plantation owners. You uphold the Slave Code, but you privately have doubts about the morality of slavery and question that the Constitution protects the institution of slavery.

NEW HAMPSHIRE

You are country doctor. You believe slavery will eventually and gradually die out as the South becomes more industrial. You are concerned that the majority of presidents have been southern slaveholders.

NEW JERSEY

You are a college graduate and a teacher who was tutor to a planter's family in the South. When you were warned not to teach the slaves, you left your position to return home. You believe that slaves should be repatriated to Africa.

NEW YORK

You are a minister who traveled through the South. You witnessed a slave auction. You are opposed to slavery on moral grounds and believe it is inconsistent with the Declaration of Independence.

NORTH CAROLINA

You own a small farm. You resent the plantation aristocracy and would like to see them overthrown. You believe Southerners should invest their money in the South rather than send it North. You see slavery as a necessary economic evil.

OHIO

You are a store clerk. You are a Quaker and a secret member of the Union Humane Society. You keep your membership secret because your neighbors do not agree that all men are born equal.

PENNSYLVANIA

You live in a town near the Mason-Dixon line. Sometimes escaped slaves stop by your house for help, but you don't want to break the law by helping them. You deny any knowledge of them when their owners post a reward.

RHODE ISLAND

You are a wealthy merchant whose family fortune was made in the slave trade. You now own a mill that processes cotton imported from the South. You employ immigrant labor. You dispute charges that mill workers are like slaves. You are making your family's second fortune.

**SOUTH CAROLINA**

You are a slave trader. Your business auctions three classes of slaves: servants, town slave, and field hands. You would like to expand your business. The more cotton and sugar cane the world needs, the more slaves you can auction.

TENNESSEE

You are a poor farmer. You don't own slaves and cannot afford to rent them to help with the harvest. You remember Gabriel Prosser and you are worried about slave rebellion.

VERMONT

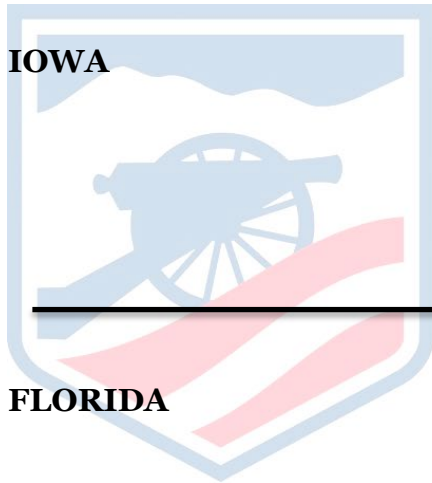
You believe a free man has more motivation to work and succeed than an enslaved man. You believe where the manual labor of a country is performed by slaves, labor dishonors the hands of free men.

VIRGINIA

You are a free black man. You must carry a certificate of freedom, have a license to do business, and observe a curfew. You own three barber shops and several slaves.

ARKANSAS

You are a veteran of the Mexican-American War. Your service and the sacrifice of your comrades helped the United States acquire the new territories. You believe you have a right to establish slavery in the territories as long as it is below the line established by the Missouri Compromise.

IOWA

You are a banker. You own two slaves: a housekeeper and a handy man. Sometimes you rent out the handy man so that you can earn extra income. You believe abolitionists are attacking the Southern way of life and that abolition and the Union cannot co-exist.

FLORIDA

You are a slave catcher. Slavery is protected by the Constitution. You believe the Southern economy will collapse without the institution of slavery.

WISCONSIN

You live in a city and have never met a black person but you believe everything that you have heard about slaves: that they are lazy and shiftless. You don't have strong convictions one way or the other; you are too concerned with keeping a steady job to support your family.

TEXAS

You are a slave whose master is a Fire-Eater—he believes the North wants to rule the South and he thinks the South would be better off not being part of the Union. Your master is a good Christian who finds biblical justification for slavery. He believes that you are happy. You cannot vote.

MAINE

Your free state was created as a result of the Missouri Compromise. You are opposed to slavery, and in 1836 you petitioned Congress to abolish slavery and the slave trade in Washington, D.C. You believe that there is a law higher than the Constitution.

**MISSOURI**

You are a river boat captain. Your state was created as a result of the Missouri Compromise. You think the balance of power between the slave states and the free states is important. You are concerned that North will become too powerful because of greater representation in Congress.

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Compromise Notes Sheet

Compromise of 1820 (Missouri Compromise)

State: _____

Tell a little about yourself:

Do you think Missouri should enter the Union as a free or slave state? _____

Why do you want that?

After reading the Compromise

How do you feel about the Missouri Compromise decision?

Compromise of 1850

State: _____

Tell a little about yourself:

Do you think the new territories should enter the Union as free or slave states? _____

Why do you want that?

After reading the Compromise of 1850 Excerpt

How do you feel about the Compromise of 1850 decision?

After reading the Fugitive Slave Act Excerpt

How do you feel about the Fugitive Slave Act? Is it fair? Why or why not?

Kansas-Nebraska Act

State _____

Do you think Kansas and Nebraska should enter as free or slave states? _____

Why do you want that?

How do you feel about the Kansas-Nebraska Act decision?

Dred Scott Case

State _____

According to the editorial, what group does the author believe the Supreme Court decision favors?

Who do you think it favors?

John Brown's Raid

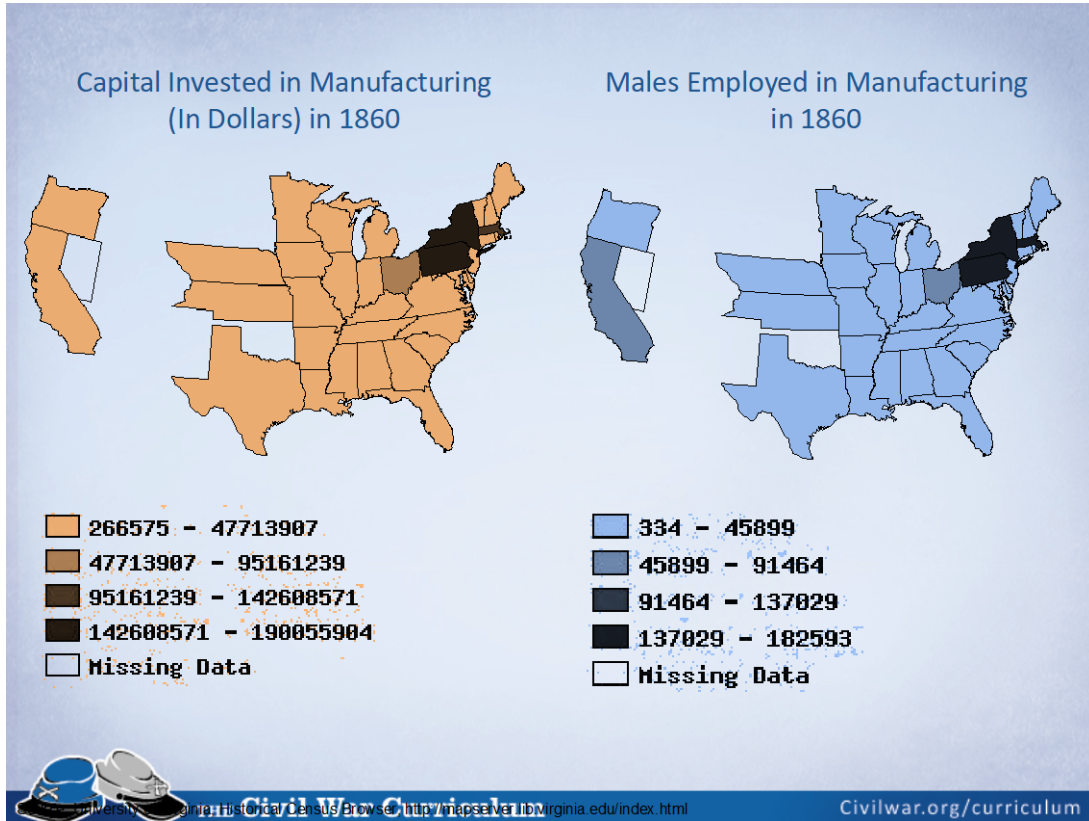
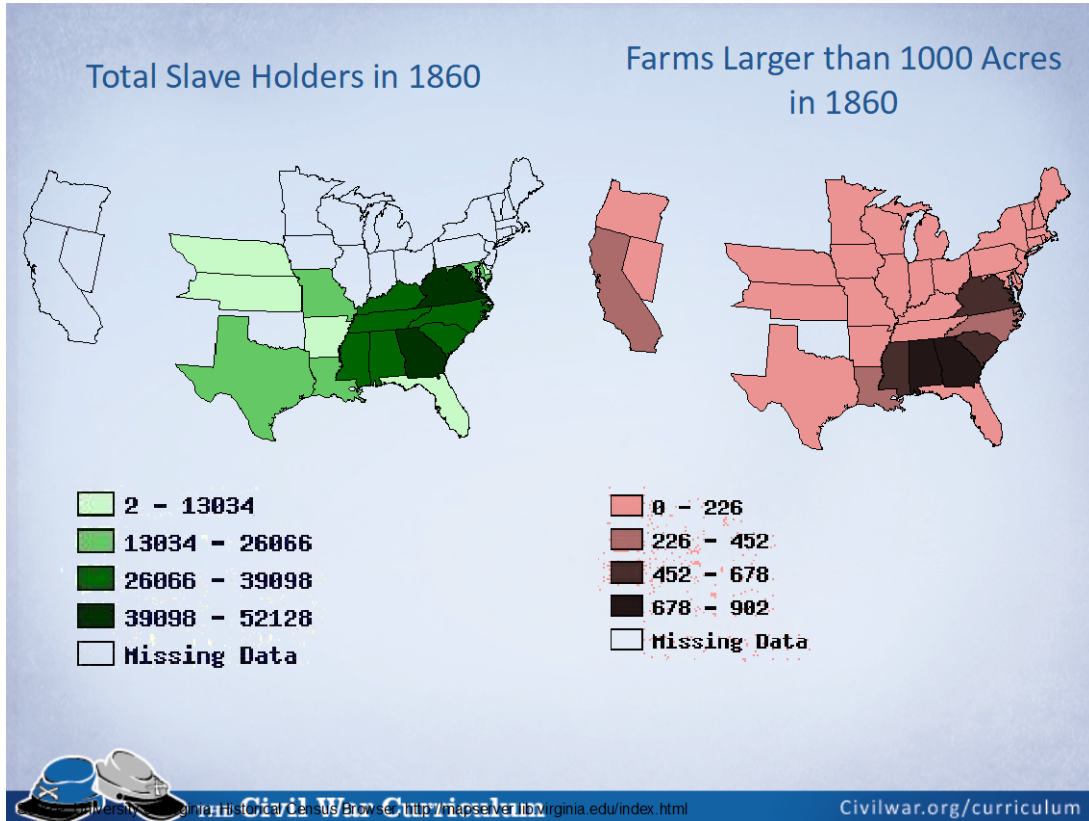
State _____

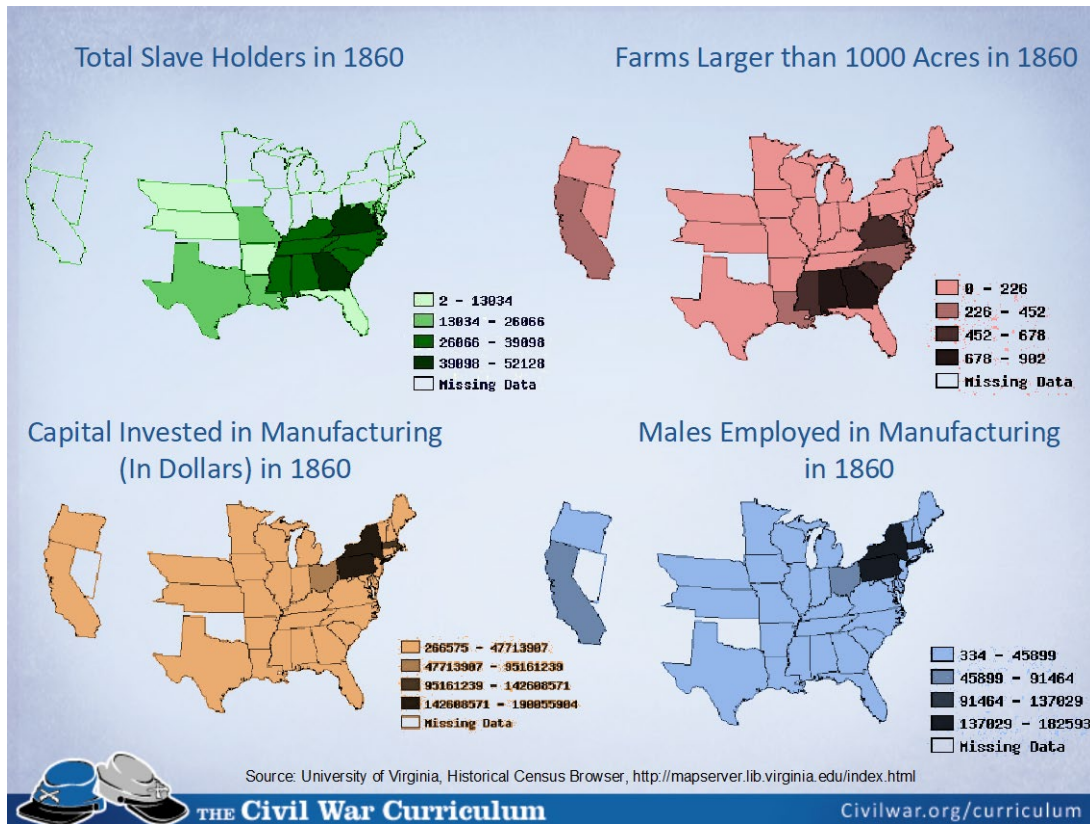
Do you think that John Brown is a Martyr or Terrorist? Why?



Comparing the North and South

Free States	Slave States
Geography	
<ul style="list-style-type: none"> • Climate favors smaller family farms • Short growing season • Abundance of Natural resources: coal, timber, iron, gold, water power 	<ul style="list-style-type: none"> • Climate favors larger farms and plantations • Long growing season • Soil and climate to grow crops including: tobacco, cotton, rice, sugar
Culture	
<ul style="list-style-type: none"> • 1/4 population lived in urban areas • Larger population that was growing rapidly due to immigration • High literacy rate (95%) 	<ul style="list-style-type: none"> • 1/10 population lived in urban areas along rivers or coasts (shipping ports) • Smaller population • Lower literacy rate (50% among blacks & whites)
Economy	
<ul style="list-style-type: none"> • Free labor (created monopolies – 5% of population owned 70% of total property) • Industrial (mass production) • Farming • Canals and roads financed by states and banks • 2/3 of all railroad lines 	<ul style="list-style-type: none"> • Slave labor (created class system 2/3 population did not own slaves) • Some industry • Agrarian (mass production) • Exported raw material to free states & Europe • 35% of railroad lines, transportation difficult
Political Beliefs	
<ul style="list-style-type: none"> • Opposed the expansion of slavery • Favored government intervention in economy and social issues • States' rights (Personal Liberty Laws) 	<ul style="list-style-type: none"> • Favored expansion of slavery • Opposed government interference in economy or social issues • States' rights (citizens have a right to take property <slaves> anywhere)
Dominant Political Parties	
<ul style="list-style-type: none"> • Democrat (1800–) National party - favored slavery • Whig (1834–1854) 2 wings: loyal to Union & antislavery / loyal to region & slavery • Free Soil (1848–1854) – opposed slavery • Republican (1854–) Sectional party – opposed expansion of slavery 	<ul style="list-style-type: none"> • Democrat (1800–) National party - favored slavery • Whig (1834–1854) 2 wings: loyal to Union & antislavery / loyal to region & slavery





CULTURE AND ECONOMICS - 1860		
	NORTH PERCENTAGE	SOUTH PERCENTAGE
POPULATION	71%	29%
RAILROAD MILEAGE	72%	18%
SLAVE POPULATION (% of total slave population)	11%	89%
FACTORIES	85%	15%
WEALTH	75%	25%
BUSINESS EXECUTIVES (12% born abroad)	85%	3%
LARGE FARMS (500+ ACRES)	16%	84%
IRON / STEEL PRODUCTION	92%	8%
VALUE OF EXPORTS	68%	32% ¹

¹ Historical Census Browser. Retrieved August, 2010, from the University of Virginia, Geospatial and Statistical Data Center: <http://fisher.lib.virginia.edu/collections/stats/histcensus/index.html>.

Letter to John Holmes

Thomas Jefferson

April 22, 1820

I thank you, dear Sir, for the copy you have been so kind as to send me of the letter to your constituents on the Missouri question. It is a perfect justification to them. I had for a long time ceased to read newspapers, or pay any attention to public affairs, confident they were in good hands, and content to be a passenger in our bark to the shore from which I am not distant. But this momentous question, like a fire bell in the night, awakened and filled me with terror. I considered it at once as the knell of the Union. It is hushed, indeed, for the moment. But this is a reprieve only, not a final sentence. A geographical line, coinciding with a marked principle, moral and political, once conceived and held up to the angry passions of men, will never be obliterated; and every new irritation will mark it deeper and deeper. I can say, with conscious truth, that there is not a man on earth who would sacrifice more than I would to relieve us from this heavy reproach, in any *practicable* way. The cession of that kind of property, for so it is misnamed, is a bagatelle which would not cost me a second thought, if, in that way, a general emancipation and *expatriation* could be effected; and, gradually, and with due sacrifices, I think it might be. But as it is, we have the wolf by the ears, and we can neither hold him, nor safely let him go. Justice is in one scale, and self-preservation in the other. Of one thing I am certain, that as the passage of slaves from one State to another, would not make a slave of a single human being who would not be so without it, so their diffusion over a greater surface would make them individually happier, and proportionally facilitate the accomplishment of their emancipation, by dividing the burthen on a greater number of coadjutors. An abstinence too, from this act of power, would remove the jealousy excited by the undertaking of Congress to regulate the condition of the different descriptions of men composing a State. This certainly is the exclusive right of every State, which nothing in the constitution has taken from them and given to the General Government. Could Congress, for example, say, that the non-freemen of Connecticut shall be freemen, or that they shall not emigrate into any other State?

I regret that I am now to die in the belief, that the useless sacrifice of themselves by the generation of 1776, to acquire self-government and happiness to their country, is to be thrown away by the unwise and unworthy passions of their sons, and that my only consolation is to be, that I live not to weep over it. If they would but dispassionately weigh the blessings they will throw away, against an abstract principle more likely to be

effected by union than by scission, they would pause before they would perpetrate this act of suicide on themselves, and of treason against the hopes of the world. To yourself, as the faithful advocate of the Union, I tender the offering of my high esteem and respect.

Source: *Thomas Jefferson: Writings*, ed. Merrill D. Peterson (New York: Library of America, 1984), 1433-1435.



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Analyze a Written Document

Meet the document.

Type (check all that apply):

- | | | | | |
|---|------------------------------------|--|--|--|
| <input type="checkbox"/> Letter | <input type="checkbox"/> Speech | <input type="checkbox"/> Patent | <input type="checkbox"/> Telegram | <input type="checkbox"/> Court document |
| <input type="checkbox"/> Chart | <input type="checkbox"/> Newspaper | <input type="checkbox"/> Advertisement | <input type="checkbox"/> Press Release | <input type="checkbox"/> Memorandum |
| <input type="checkbox"/> Report | <input type="checkbox"/> Email | <input type="checkbox"/> Identification document | | <input type="checkbox"/> Presidential document |
| <input type="checkbox"/> Congressional document | | <input type="checkbox"/> Other | | |

Describe it as if you were explaining to someone who can't see it.

Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?

Observe its parts.

Who wrote it?

Who read/received it?

When is it from?

Where is it from?

Try to make sense of it.

What is it talking about?

Write one sentence summarizing this document.

Why did the author write it?

Quote evidence from the document that tells you this.

What was happening at the time in history this document was created?

Use it as historical evidence.

What did you find out from this document that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?





Disunion Essay

Discuss a major event (can be a compromise, a territorial expansion, an election, a raid, etc.) that contributed to the beginning of the American Civil War.

1. Describe the event in detail including dates, places, and those individuals involved. You may do additional research to complete this portion.
2. Discuss how the nation reacted to this event, addressing at least two different viewpoints.
3. Discuss how this event served as a major contributor to the start of the American Civil War.



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