

Day 5: Dred Scott v. Sanford (Lesson Plan)

Students will be examining original source documents: the Dred Scott Case and Articles III and IV of the Constitution of the United States.

Materials:

Narrative Resource Bank Teacher's Guide:

Historical Document:

Dred Scott case: the Supreme Court decision 1857

People and Events Dred Scott's fight for freedom 1846-1857

Abstract Dred Scott v. Sanford

Students Materials:

Articles III and IV of the Constitution of the United States

Dred Scott case: The Supreme Court decision

Task:

Students individually are to read the case and answer the following questions. You will be graded on your answers to the following four questions. Use the documents to answer the questions.

1. How did Judge Taney use Articles III and IV to argue his case against Scott?
2. Did the Circuit Court of the United States have the jurisdiction to hear and determine the case between these parties? Explain your answer.
3. If you were on the Supreme Court how would you have decided the case? Defend your answer.

Who is a citizen and who is not a citizen according to this case?

Day 11: African-Americans and Reconstruction: Promise vs. Reality

This is an activity that will use primary documents and images to explore political, economic and social conditions of African Americans after the war.

Question: How were the lives of African-Americans affected by Reconstruction policies in the short-term (1865-1877) and in the long-term (1878-1900)?

Materials: Group assignment packets containing different sets of primary source documents and political cartoons of the period. Documents to use include:

- The Mississippi Black Code of 1865
- The Story of a Negro Preacher, 1871
- Teacher summaries of reports on the Election of 1875
- Account of 1866 Riot in Memphis, TN
- Oration of a Negro Leader (Frederick Douglass) 1880
- Lynch Law in Georgia (news report by Ida B. Wells), selected sections
- Time line of African-American history
- Compromise of 1877 and removal of federal troops from the South.

Cartoons/illustrations (from MindSparks booklet, “The Era of Reconstruction in Illustration and Art” #40289 (4384):

- Lesson 1, illustration 3
- Lesson 2, illustration 1
- Lesson 3, illustration 3
- Lesson 4, illustration 1

Group role sheets

Document analysis sheets (one per group)

Overhead transparency of Illustration 2 from Lesson 2 of MindSparks booklet, “The Era of Reconstruction in Illustration and Art”

Optional for HS: Supreme Court Decisions

- 1876: U.S. v Cruikshank (said federal govt. couldn’t punish individuals who violated the civil rights of African-Americans; only the states had that power)

- 1876: U.S. v Reese (said the 15th amendment did not give everyone the right to vote; it only listed grounds on which states could not deny the vote)

Anticipatory Set/Opening Activity:

1. Show Illustration 2, Lesson 2 on Overhead and have students answer the following questions about it in their notebooks:

What do these illustrations tell you about the effect on African-Americans of the North's victory in the Civil War? Explain.

Brainstorm on your own: What problems Civil War formerly enslaved African-Americans at the end of the Civil War might have faced?

2. Meet with a partner and share your lists, placing each problem in one of three categories: social (how to fit into society); political (how to participate in government and procure civil rights); or economic (how to get the basic necessities of life; how to make a living).
3. **Whole group:** List problems on the board; give each pair a chance to share one problem from each category until the major problems have all been identified. Point out that this will probably not be a complete list, but it will get us started.
4. **Teacher:** "The war is over, the Union has won, and as of December 1865, former slaves are officially free; the 13th amendment is ratified and slavery is abolished. We're going to take a closer look at what actually happened in the lives of African-Americans after the end of the Civil War. We'll hear stories from African-Americans of the time; look at some of the laws passed by Southern governments and attempts by the national government to address some of the same problems you've identified here."

Main Activity:

Students will work in their groups (as assigned for this unit) to review packets of materials (documents and political cartoons/illustrations). They will select one document or illustration to review in depth, filling out a document analysis sheet for the document they choose.

Each group will answer the following questions and be ready to share their conclusions with the class:

1. What problem (or problems) is/are being addressed by these documents?
2. What did the U.S. government do to try and address the problem?
3. Assess the effectiveness of the government's policies. Did they work? Explain your answer.

Close:

Debrief. Small groups share their conclusions. Discuss.

Homework:

Based on what you've read and heard today in class, answer the following question: How did the actions of the federal government during Reconstruction affect African-Americans in the short-term and in the long-term? What changes occurred after federal troops left in 1877? Why do you think these changes occurred? What could the federal government have done differently to get a different result?

Day 12: Assassination

This lesson about Abraham Lincoln's Assassination is intended to initially grab student's interest as it is a tale of intrigue and to a certain degree speculation. By using storytelling in History we can engage students and then ask them to critically assess the information they have been presented. This activity will be primarily teacher directed but will end with discussion questions to engage students and a critically thinking and writing exercise for homework.

Materials: Attached there are a number of pictures that would be engaging as overheads. They will supplement the Lecture/Discussion and provide students with a visual representation of Ford's theatre, the accused conspirator's and the mourning after Lincoln's death.

Anticipatory Set: At the beginning of class, an overhead of comparisons between Lincoln and Kennedy's Assassination will be presented. Students will be asked about the credibility of these seemingly bizarre coincidences. They will be further asked to assess the Empirical evidence that supports these bits of information. As such, students will already begin to question the material presented to them, and to assess the credible from the fantastic.

Questions: Student's will be asked the following questions to consider for discussion as the lecture progresses: (These questions will be types out and handed out to students)

1. Who would you consider to be the conspirator's in the Assassination of Abraham Lincoln?
2. Is there any validity to Abraham Lincoln's premonition of his own death? If so, What? Explain.
3. Was the federal Government right in their decision to hang one or all of the alleged conspirator's?
4. Was John Wilkes Booth a hero for the South?

Activity: This Lecture/Discussion will be separated into smaller Sections, they will be given a guideline to collect evidence for each individual's part in the alleged conspiracy. (see attached sheet)

As the story of the evening of April 14, 1865 unfolds, students will be asked to writing evidence with for or against those conspirator's listed on their handout. They can also add to those responsible for Lincoln's death (i.e. Secretary of War Edwin Stanton, Lincoln's bodyguard, etc.)

The story will close with the capture of John Wilkes Booth.

Discussion: Students will be asked to discuss the evidence they have collected over the course of the Lecture. We will collectively put together evidence for all figures on the board as well as evidence against those individuals students have added to their handouts.

Close: Students will be told of those who were found guilty in the plot to assassinate Lincoln and we will compare this evidence to the evidence collected in class.

Homework: Students will be asked to write a response to the following question for homework:

* What does Lincoln's death mean for the future of the South?

Modified Plan: If time allows an extra day on the Assassination, students could hold a trial for those accused of conspiring to kill Abraham Lincoln, and present evidence for both sides.

Resources: **There are an abundance of resources available on the Assassination of Abraham Lincoln, please see our resource page for a number of suggested readings.**

Day 14: Reconstruction Plan

Students will work in their cooperative groups to create a Reconstruction Plan from the perspective of: Abraham Lincoln; Andrew Johnson; A Radical Republican; A Free Black Person. The following are things to think about as the plans are developed.

- . Give basic provisions in each plan.
- . Who would be pleased or upset by the plan? Explain
- . Which of the problems that started the Civil War would be addressed by the plan?
- . What should be done to the Southern States that succeeded from the Union?
- . What should be done for the former slaves?