



THE CIVIL WAR:

A NATION DIVIDED



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Video Page



The Civil War: ***A Nation Divided***

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Suggested Lesson Plan

These materials may be used in a variety of ways. For maximum benefit, we suggest the following lesson plan:

- As a class, discuss the Preview Questions & Key Terms.
- Distribute copies of the Viewing Guide for students to use as a note-taking tool during the video.
- Play the video, pausing if needed to facilitate understanding and note-taking.
- Review and discuss answers to the Viewing Guide using Answer Key as a guide.
- Use Discussion Questions to spark class discussion or assign these questions as homework.
- As a class or in small groups, complete the *Who Chooses* Activity
- Replay the video as preparation for the Quiz.
- Administer and grade the Quiz using Answer Key as a guide.
- Optional: Assign one or more Enrichment Activities as homework.

If you got this guide from a DVD, please **check this video's product page** on izzit.org. There could be an updated Teacher's Guide with additional/revised material.

The Civil War: ***A Nation Divided***

Preview Questions

1. How might a citizen tell if their country is getting ready to go to war? What might they do to prepare?
2. How can disagreements be settled without going to war?
3. What does freedom mean to you? What can you do to protect it? Would you do the same to protect someone else's freedom? Why or why not?
4. What do you think started the American Civil War?
5. What role does the Supreme Court have in protecting the rights of citizens?

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Key Terms & Definitions

13th Amendment: Abolished slavery and involuntary servitude, except as punishment for a crime

14th Amendment: Made former slaves citizens and ensured equal protection and rights

15th Amendment: Granted African-American men the right to vote

Abolish: Formally put an end to (a system, practice, or institution)

Alliance: A union or association formed for mutual benefit, especially between countries or organizations

Appeal: Apply to a higher court for a reversal of the decision of a lower court or make a serious or urgent request, typically to the public

Black Codes: Laws passed in 1865 and 1866 by Southern States in the United States after the American Civil War to restrict African-Americans' freedom and compel them to work in a labor economy based on low wages or debt.

Civil Liberties: Individual rights protected by law from unjust governmental or other interference

Civil Rights: The rights to political and social freedom and equality

Civil War: A war between factions in the same country

Confederate: Of or having to do with the Southern Confederacy during the American Civil War

Confederation: A union of countries with some or most political power vested in a central authority

Dred Scott v. Sandford: A landmark 1857 Supreme Court decision (7–2) that African-Americans were not and could never be citizens of the United States; and that the Missouri Compromise (1820), which had declared free all territories west of Missouri and north of latitude 36°30', was unconstitutional. "Invented" a constitutional right to own slaves.

Emancipation Proclamation: A presidential proclamation issued by Abraham Lincoln that nominally freed all slaves in areas of rebellion

Executive Order: A rule or order issued by the president which has much the same power as a law except it can be overturned by congressional order

Fundamental: Serving as an essential component

Incompatible: Two (or more) things so opposed in character as to be incapable of existing together

Indicted: Formally accused of or charged with a serious crime

Institution: An established law, practice, or custom

Jurisprudence: A legal system

Kick the can down the road: Put off confronting a difficult issue or making an important decision

Liberate: Set free from a situation, especially imprisonment or slavery, in which their liberty is severely restricted

Liberty: The state of being free within society from oppressive restrictions imposed by authority on one's way of life, behavior, or political views

Pardoned: Release an offender from the legal consequences of an offense or conviction, and often implicitly from blame

Secede: To withdraw from a union or alliance

Slavery: Condition in which one human being is owned by another. A slave is considered property by law and is deprived of most of the rights ordinarily held by free persons.

Treaty: A formally concluded and ratified agreement between countries

Union: The United States

Name: _____

Date: _____

The Civil War: ***A Nation Divided*** **Viewing Guide**

1. The vast majority, including Southern slave owners, recognized that slavery was _____ with the values of the American Revolution.
2. Missouri had a law that stated once _____ always _____.
3. If a slave holder was to live in the North, their slave would be _____.
4. After Dred Scott and his wife Harriet were set free by a jury, his owner _____ the verdict.
5. Most of the Northern states were _____ to let the Southern states be Southern states until the _____.
6. Between December 1860 and the following June, _____ states _____ from the Union.
7. The Civil War will settle two great constitutional questions, _____ and _____.
8. "No state shall enter into any _____, _____, or _____."
9. The executive order that 3 million slaves will be freed is known as the _____.
10. Robert E Lee was _____ and _____ for treason after the war.
11. Lincoln's proclamation freed slaves only on _____ land.
12. The _____ Amendment _____ slavery forever.

13. The _____ and _____ Amendments guaranteed _____
for all Americans.

14. The Civil War and the constitutional amendments ended the
_____ of slavery but they did not make the enslaved people or their
descendants truly free.

15. Southern states nullified the rights of freedmen by passing laws known as
_____.

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Viewing Guide Answer Key

1. incompatible
2. free, free
3. liberated
4. appealed
5. content, Dred Scott case
6. 11, seceded
7. secession, slavery
8. treaty, alliance, confederation
9. Emancipation Proclamation
10. indicted, pardoned
11. rebel or Confederate
12. 13th, abolished
13. 14th, 15th, rights
14. institution
15. Black Codes

The Civil War: ***A Nation Divided*** **Discussion Questions**

(These can be used for discussion after the film. Or use them as essay questions and have students respond in writing.)

1. What caused the Civil War?
2. Was the Civil War inevitable? Why or why not?
3. Who do you think was more at fault for the Civil War, the North or the South? Explain your answer.
4. How did the institution of slavery contradict the foundations of American society?
5. Why did it take so long for slavery to become an issue in the United States?
6. What was the importance of the Dred Scott v. Sandford ruling?
7. What does “the court was stacked against Scott” mean?
8. What did “once free, always free” mean? Why did Dred and Harriet Scott believe that applied to them?
9. Why does Brett Kavanaugh say the Scott case was “an example of the Supreme Court doing what it thought was right and not adhere to the text of the Constitution as it was written”?
10. Why did most Northern soldiers fight to begin with? How did that change after the Emancipation Proclamation?
11. Why did the Emancipation Proclamation only free slaves on rebel soil?
12. What is a Watch Night Service?
13. Did the Civil War truly set the slaves free? Explain your answer.
14. What was the impact of Black Codes?
15. What do you think would have happened if the North just agreed to leave the South and slavery alone?

16. What would you risk your life for? (A person, a place, a thing, an idea?) Why? What people have made sacrifices for you in your life? How do you honor them?
17. If we are supposed to learn from history, why are we still fighting civil rights issues today?
18. Does Abraham Lincoln deserve to be called the “Great Emancipator?”
19. Can legislative compromises solve moral issues? Why or why not?
20. Does racial equality depend upon government action?
21. What is the difference between civil rights and civil liberties?
22. Why does Judge Ginsburg call the Civil War “the worst constitutional crisis in American history?”
23. Do you agree with the soldier reenactor’s statement that the Civil War was the most important war we ever fought, and that it made us a nation? Why or why not?
24. Do you agree that states’ rights take second place to the federal government’s? Why or why not?

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Activity: Who Chooses? Who Benefits? Who Pays? What's Fair?

The four questions above can be a useful tool for evaluating any policy or system. Posing the questions is a great way to stimulate critical thinking. As a class, or in small groups, discuss the following:

(For each question, think broadly about all the possible people or groups of people who may be affected, and remember there may be non-monetary costs and benefits.)

1. Who chose the system of slavery? (Think beyond - and *before* - the United States as well.) Why? Who chose which people(s) to enslave? Why did they choose those people(s)?
2. Who benefited from slavery? (Think broadly and beyond the United States itself. Also think of the United States at the time as a whole.) How did they benefit?
3. Who paid for slavery? How? (Again, think broadly and beyond just monetary costs.) Who paid for ending slavery at the time of the Civil War? How?
4. Thinking of the Dred Scott decision, was the Supreme Court's decision fair? Why or why not?
5. Is slavery completely ended in the world? Why or why not? If not, who benefits from modern-day slavery? Who pays for it?

Name: _____

Date: _____

The Civil War: A Nation Divided

Quiz

1. What court case brought the issue of slavery to the forefront of American politics?
 - a. Marbury v. Madison
 - b. McCulloch v. Maryland
 - c. Dred Scott v. Sandford
 - d. Plessy v. Ferguson

2. Why did Dred Scott claim he was free?
 - a. His owner got a new slave.
 - b. His slave contract expired.
 - c. His owner died.
 - d. Because he had lived in free territory.

3. What did the court decide regarding Dred Scott's right to sue in federal court?
 - a. He was not a citizen therefore, he could not sue in federal court.
 - b. He could sue in federal court even without citizenship.
 - c. He was allowed to sue but couldn't sue his owner because he was his owner's property.
 - d. He was allowed to sue in federal court.

4. The ruling in the Dred Scott case said _____.
 - a. freed slaves could file lawsuits
 - b. Dred and Harriet Scott were free
 - c. all men are created equal
 - d. black people could never be U.S. citizens.

5. What does Article 1 Section 10 of the Constitution say?
 - a. No state shall enter into any treaty, alliance, or confederation.
 - b. No state shall have slavery.
 - c. No state shall infringe on the rights of the individual.
 - d. The federal government may not infringe on state's rights.

6. What was the Emancipation Proclamation?
 - a. An executive order by President Lincoln
 - b. Abolished slavery in the rebel states
 - c. Took effect on January 1st
 - d. All the above

7. What two constitutional questions were decided by the Civil War?
 - a. Slavery and Women's Right to Vote
 - b. Slavery and Right to Bear Arms
 - c. Slavery and Secession
 - d. Slavery and Civil Rights

8. What did the 13th Amendment do?
 - a. Gave states the power to determine who can vote
 - b. Abolished slavery
 - c. Provided federal power to prevent states from violating individual rights
 - d. Allowed states to secede

9. What did the 14th Amendment do?
 - a. Gave states the power to determine who can vote
 - b. Abolished slavery
 - c. Provided federal power to prevent states from violating individual rights
 - d. Allowed states to secede

10. What legislation was passed by Southern states to limit the rights of freedmen?
 - a. 15th Amendment
 - b. Statutory Law
 - c. Civil Law
 - d. Black Codes

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Quiz Answer Key

1. c
2. d
3. a
4. d
5. a
6. d
7. c
8. b
9. c
10. d

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Enrichment & Integration Activities

Research Projects: Work independently or in small groups. Choose one or more of the topics below to learn more about. Gather information from multiple sources to help answer the questions. Create a report that includes both written and visual elements such as pictures, charts, and graphs. Be sure to cite your sources. Share your findings with the class in a presentation.

A. Research the various conflicts between the Northern states and the Southern states that ultimately resulted in the Civil War. Focus research upon how the two main issues of slavery and the conflict over states vs. federal rights led the two parts of the country to war. Design two opposing multimedia campaigns, one for the North and one for the South, advocating for those two positions' points of view. Choose one or two from the ideas below for your campaign:

A propaganda poster

A theme song (lyrics and music)

A commercial (this can be an iMovie or a live presentation in front of the class)

A bumper sticker

Any additional pieces that you feel fit your campaigns

B. Our third President, Thomas Jefferson, wrote the Declaration of Independence. In the Preamble, he wrote, " We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty and the pursuit of happiness." Jefferson was a slave owner himself. Research Thomas Jefferson and his writings on slavery. Write an essay answering the following questions: In your opinion, what was Jefferson's attitude toward slavery? Did his attitude change over time? How would you describe Jefferson's treatment of his slaves? Did he believe they were his equals? Why or why not? Did Thomas Jefferson free any of his slaves during his lifetime? Were any of his slaves freed upon his death? Explain your

answers by giving details found in your research. Does the fact that Thomas Jefferson owned slaves lessen your opinion of him? Explain your answer.

Use izzit.org's video, [Becoming Equal Under the Law](#), to help begin your research.

- C. Students write a short response essay to the prompt “...with liberty and justice for all.” What does this phrase mean to them? How has this changed over time? Ask students to switch papers with a neighbor to discuss the short essays. As students read each other's paper, they may ask the writer questions they have about it and share what new ideas his or her paper gave them.
- D. Have students pretend that they are a soldier for either the North or South. They have just received the news about the Emancipation Proclamation. Have them write a letter home focusing on their individual reaction to the executive order.
- E. Have students pretend that they are a slave in the South and just received news about the Emancipation Proclamation. Have them write a journal entry focusing on their individual reaction to the executive order. (Make sure students understand the irony of this assignment in that very few slaves could read and write.)
- F. More Writing Activities
Put yourself in the position of a free African-American living in Jefferson's times. Write a personal letter to Thomas Jefferson expressing your concern about the institution of slavery. You may choose to include questions for Jefferson's response.

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Civil Liberties Lesson Plan

Time to Complete:	50 mins
Materials/ Technology/ Resources:	<ul style="list-style-type: none"> * <i>The Civil War: A Nation Divided</i> video (can be streamed from izzit.org with no login required.) * Presentation Method (smartboard, projector, etc.) * Viewing Guide * Discussion Questions – one set for teacher only * Internet browser * Large piece of butcher paper for each group.
Standards:	Use our free and easy-to-use Standard Alignment tool to align this lesson with the standards in your school district.
Learning Objectives:	<i>Students will articulate that civil liberties are personal guarantees and freedoms that the government cannot abridge, either by law or by judicial interpretation. Students will articulate what personal freedom is, how it defines life activity, and what life might be without our essential rights, which the government is supposed to protect.</i>
Topics:	Constitution, Bill of Rights, Civil Liberties, Civil War
Absorb: (TIME of video)	<u>Watch:</u> <i>The Civil War: A Nation Divided</i> video streamed from izzit.org with no login required.
Overall guiding question(s):	What are civil liberties? Who decides which groups are included in the civil liberties? How does the government protect civil liberties?

<p>Lesson Procedures: (Approx. Time)</p>	<ol style="list-style-type: none"> 1. Watch video: <i>The Civil War: A Nation Divided</i> 2. ACTIVITY: <ol style="list-style-type: none"> a. Divide your class into groups of four. b. Provide students time to search the history of civil liberties (not rights) in the United States. Alternatively, students can view the history of civil liberties from other countries, such as Iran, France, South Africa, and so on to compare and contrast with the history of civil liberties in the United States. c. Each group will answer the following questions <ol style="list-style-type: none"> i. Have we succeeded in adequately preserving our liberties and freedoms, or have we lost ground? ii. Do you feel we need such protections or can we simply trust our government to do the right thing? Explain your answer. iii. Are the current rights comprehensive enough to protect our liberties or should we consider a new set of Amendments/ rights to add (if so, what would they be)? iv. Does the media do a good job of watch-dogging our government? d. (Strategy is Chalk Talk). Give each group a large piece of butcher paper. Have the groups write their questions in the middle of the paper. Each group will create a concept web of the information they research answering their questions. e. Once each group has completed their research and paper, give the class time to circulate and read each other's work. Provide markers at each table for students to write reflections or additional questions for each group to think about. <p>At the end of the activity, have a class discussion about the students' overall impression of what they learned. Ask the students to write a brief reflection on the activity.</p>
<p>Summary & Assessment:</p>	<p>Assessment is based on the group work and the reflection of what students learned from their experiences interacting with others.</p> <p>Bring students back together to discuss their findings. Summary discussions may include the different perspectives the class members shared regarding the research around civil liberties.</p>
<p>Reflection: (5 minutes)</p>	<p>Select a current event, either from izzit.org or a news site, regarding civil liberties. Discuss the article (or video, text, visual, etc.). What civil liberty is being challenged or supported? What solution is there to ensure that civil liberty?</p>

The Civil War: *A Nation Divided*

Impact of the Supreme Court Lesson Plan

Time to Complete:	90 minutes to extended time, depending on how much writing time students need.
Materials/ Technology/ Resources:	<ul style="list-style-type: none">* <i>The Civil War: A Nation Divided</i> video (can be streamed from izzit.org with no login required.)* Presentation Method (smartboard, projector, etc.)* Viewing Guide* Copies of the Preamble and Article I, Section 9, Clause 1 of the Constitution* Copies of the Majority Decision and the Dissenting Opinion of <i>Dred Scott v. Sandford</i> ruling.
Standards:	Use our free and easy-to-use Standard Alignment tool to align this lesson with the standards in your school district.
Learning Objectives:	<i>Students will investigate the Dred Scott decision's issues and discuss the impact that the Dred Scott decision had on the United States.</i>
Topics:	Civil Rights, Civil Liberties, Supreme Court, Dred Scott v. Sandford, Citizenship, Civil War
Absorb: (15 Minutes)	<u>Watch:</u> <i>The Civil War: A Nation Divided</i> video streamed from izzit.org with no login required.
Overall guiding question(s):	How does the interpretation of the Constitution by the Supreme Court impact individual rights and American society? Can the Supreme Court settle moral issues?

**Lesson
Procedures:
(Approx. Time)**

1. Have students look at the Preamble and Article I, Section 9, Clause 1 of the U.S. Constitution. Give students time to compare these documents. How are these documents in conflict with one another? What do you think the phrase "We the people of the United States" means? Explain to students that the Dred Scott decision revolved around interpreting this constitutional phrase. Students should keep this in mind during the lesson.

2. PROCEDURES:

a. Watch video: ***The Civil War: A Nation Divided***

b. Divide the class into groups of four.

c. Pass out the excerpts of the "Majority Opinion" and "Dissenting Opinion" to each group. Have the students read both documents and answer the following questions (This can be done the night before as a pre-reading homework assignment).

- What were the major legal issues considered in the Dred Scott decision?
- According to the "Majority Opinion," how and why does the Constitution protect slavery?
- According to the "Majority Opinion," why were slaves not considered to be people?
- Based on the "Dissenting Opinion," what historical evidence does the author use to support the claim that "colored persons" were citizens?
- What are the differences in interpretation of "We the people" in these two documents?

Have each group share their findings and create a class comparison on the board.

Utilize a reading strategy such as "[Marking the Text](#)" to help students understand the primary documents.

d. Have students write an editorial on the Supreme Court's decision in Dred Scott v. Sandford case. The editorial should be written from the point of view of either an abolitionist or a slave owner at the time of the ruling

e. Lead a class discussion on the following questions:

- What problems would you have if you had no rights?
- How do you believe that Northern abolitionists responded to the case?
- How do you believe that Southern slave owners responded to the case?

Summary & Assessment:

Have students write an editorial on the Supreme Court's decision in the Dred Scott v. Sandford case. The editorial should be written from the point of view of either an abolitionist or a slave owner at the time of the ruling.

**Reflection:
(5 minutes)**

Students complete an exit ticket answering the following question: Why can a court ruling have such a huge impact on a political/social issue?



The Civil War: *A Nation Divided*

Primary Documents

Name: _____

Date: _____

Primary Doc Text

Notes

Preamble to the Constitution

“We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”

Article 1, Section 9, Clause 1

“Section 9
1: The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a Tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.”



Impact of the Supreme Court Lesson

Primary Documents

Primary Doc Text

Notes

DRED SCOTT V. SANFORD (1857)
Majority Opinion (Chief Justice Taney)

Retrieved from <https://supreme.justia.com/cases/federal/us/60/393/>

“The question before us is whether the class of persons described in the plea in abatement compose a portion of this people, and are constituent members of this sovereignty? We think they are not, and that they are not included, and were not intended to be included, under the word “citizens” in the Constitution, and can therefore claim none of the rights and privileges which that instrument provides for and secures to citizens of the United States. On the contrary, they were at that time considered as a subordinate and inferior class of beings who had been subjugated by the dominant race, and, whether emancipated or not, yet remained subject to their authority, and had no rights or privileges but such as those who held the power and the Government might choose to grant them....

The language of the Declaration of Independence is equally conclusive: It begins by declaring that, “[w]hen in the course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth the separate and equal station to which the laws of nature and nature’s God entitle them, a decent respect for the opinions of mankind requires that they should declare the causes which impel them to the separation.”

It then proceeds to say: “We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among them is [sic] life, liberty, and the pursuit of



Impact of the Supreme Court Lesson

Primary Documents

Primary Doc Text

Notes

DRED SCOTT V. SANDFORD (1857)
Majority Opinion (Chief Justice Taney)

happiness; that to secure these rights, Governments are instituted, deriving their just powers from the consent of the governed.”

The general words above quoted would seem to embrace the whole human family, and if they were used in a similar instrument at this day would be so understood. But it is too clear for dispute that the enslaved African race were not intended to be included, and formed no part of the people who framed and adopted this declaration, for if the language, as understood in that day, would embrace them, the conduct of the distinguished men who framed the Declaration of Independence would have been utterly and flagrantly inconsistent with the principles they asserted, and instead of the sympathy of mankind to which they so confidently appealed, they would have deserved and received universal rebuke and reprobation....

Upon these considerations, it is the opinion of the court that the act of Congress which prohibited a citizen from holding and owning property of this kind in the territory of the United States north of the line therein mentioned is not warranted by the Constitution, and is therefore void, and that neither Dred Scott himself nor any of his family were made free by being carried into this territory, even if they had been carried there by the owner with the intention of becoming a permanent resident....

Upon the whole, therefore, it is the judgment of this court that it appears by the record before us that the plaintiff in error is not a citizen of Missouri in the sense in which that word is used in the Constitution.”



Impact of the Supreme Court Lesson

Primary Documents

Primary Doc Text

Notes

DRED SCOTT V. SANDFORD (1857)
Dissenting Opinion (Justice Benjamin
Curtis)

Retrieved from <https://billofrightsinitiative.org/e-lessons/dred-scott-v-sanford-1857-excerpts-from-majority-and-dissenting-opinions>

One mode of approaching this question is, to inquire who were citizens of the United States at the time of the adoption of the Constitution...

At the time of the ratification of the Articles of Confederation, all free native-born inhabitants of the States of New Hampshire, Massachusetts, New York, New Jersey, and North Carolina, though descended from African slaves, were not only citizens of those States, but such of them as had the other necessary qualifications possessed the franchise of electors [the right to vote], on equal terms with other citizens...

I dissent, therefore, from that part of the opinion of the majority of the court, in which it is held that a person of African descent cannot be a citizen of the United States; and I regret I must go further, and dissent both from what I deem their assumption of authority to examine the constitutionality of the act of Congress commonly called the Missouri compromise act, and the grounds and conclusions announced in their opinion...

[T]he Constitution has not failed to make an express provision for [the authority of Congress to legislate for the territories] and ... it is found in the third section of the fourth article of the Constitution. [The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so construed as to Prejudice any



Impact of the Supreme Court Lesson

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DRED SCOTT V. SANDFORD (1857)
Dissenting Opinion (Justice Benjamin
Curtis)

Claims of the United States, or of any
particular State.]

It will not be questioned that, when the
Constitution of the United States was framed
and adopted, the allowance and the
prohibition of negro slavery were recognised
subjects of municipal legislation; every State
had in some measure acted thereon; and the
only [federal] legislative act concerning the
territory – the ordinance of 1787, which had
then so recently been passed — contained a
prohibition of slavery. The purpose and object
of the clause being to enable Congress to
provide a body of municipal law for the
government of the settlers, the allowance or
the prohibition of slavery comes within the
known and recognised scope of that purpose
and object...

If it can be shown, by anything in the
Constitution itself, that when it confers on
Congress the power to make all needful rules
and regulations respecting the territory
belonging to the United States, the exclusion
or the allowance of slavery was excepted; or if
anything in the history of this provision tends
to show that such an exception was intended
by those who framed and adopted the
Constitution to be introduced into it, I hold it to
be my duty carefully to consider, and to allow
just weight to such considerations in
interpreting the positive text of the
Constitution. But where the Constitution has
said all needful rules and regulations, I must
find something more than theoretical
reasoning to induce me to say it did not mean
all...



Impact of the Supreme Court Lesson

Primary Documents

Primary Doc Text

DRED SCOTT V. SANDFORD (1857)
Dissenting Opinion (Justice Benjamin Curtis)

Notes

Slavery, being contrary to natural right, is created only by municipal law. This is not only plain in itself, and agreed by all writers on the subject, but is inferable from the Constitution, and has been explicitly declared by this court. The Constitution refers to slaves as “persons held to service in one State, under the laws thereof.” ...

It was certainly understood by the Convention which framed the Constitution, and has been so understood ever since, that, under the power to regulate commerce, Congress could prohibit the importation of slaves; and the exercise of the power was restrained till 1808. A citizen of the United States owns slaves in Cuba, and brings them to the United States, where they are set free by the legislation of Congress. Does this legislation deprive him of his property without due process of law? If so, what becomes of the laws prohibiting the slave trade? If not, how can a similar regulation respecting a Territory violate the fifth amendment of the Constitution? ...

For these reasons, I am of opinion that so much of the several acts of Congress as prohibited slavery and involuntary servitude within that part of the Territory of Wisconsin ... were constitutional and valid laws.

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The Causes of the Civil War Lesson Plan

Time to Complete:	60 minutes
Materials/ Technology/ Resources:	<ul style="list-style-type: none">* <i>The Civil War: A Nation Divided</i> video (can be streamed from izzit.org with no login required.)* Presentation Method (smartboard, projector, etc.)* Viewing Guide* Copies of Timeline of Causes of Civil War* Copies of Map for each student
Standards:	Use our free and easy-to-use Standard Alignment tool to align this lesson with the standards in your school district.
Learning Objectives:	<i>Students will summarize the causes, course, and consequences of the Civil War and identify the division of the United States at the outbreak of the Civil War.</i>
Topics:	Causes of the Civil War, Supreme Court, Dred Scott v. Sandford, State's Rights, Federalism
Absorb: (15 Minutes)	<u>Watch:</u> <i>The Civil War: A Nation Divided</i> video streamed from izzit.org with no login required.
Overall guiding question(s):	What were the main causes of the American Civil War?

<p>Lesson Procedures: (Approx. Time)</p>	<ol style="list-style-type: none"> 1. Ask students “What do you think were the main causes of the American Civil War?” Create a brainstormed list of their answers on the board. 2. PROCEDURES: <ol style="list-style-type: none"> a. ACTIVITY: Watch <i>The Civil War: A Nation Divided</i> video b. Divide the students into groups of 3 to 5 c. Give copies of the State’s Rights Timeline and the map to each group or student. <p>Students will work together to complete the map and analyze the timeline.</p>
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<p>Summary & Assessment:</p>	<p>Assessment can be on completion of the group work or reflection.</p> <p>Bring students back together to discuss their discoveries after viewing the documents. Did their list of causes change? Why or Why not?</p>
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<p>Reflection:(5 minutes)</p>	<p>Have students reflect on their work for the day and write a short response to the following prompt: Reflect on the causes of the Civil War that we looked at today. Rank in order of what you think is the biggest cause of the Civil War. Justify your rankings.</p>
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Timeline - The Causes of the Civil War

Name: _____

Date: _____

Class Period: _____

1791 - The 10th Amendment: Says that if the Constitution does not give power directly to the federal government, the power goes to the state.

1798 - Alien and Sedition Act: The Alien Act made it more difficult for immigrants to live in the U.S. The Sedition Act made it a crime for anyone to write or say anything bad or false about the government.

1799 - The Virginia and Kentucky Resolutions: Says that the Alien and Sedition Acts were unconstitutional, so Virginia and Kentucky were not going to follow those Acts.

1814 - Hartford Convention: A group of Federalists met during the War of 1812 to discuss the economic impact of the British Blockade on the trading industry. New England states suggested that they should secede from the Union.

1820 - The Missouri Compromise: Missouri entered the Union as a slave state and Maine entered as a free state. Slavery was prohibited in any new territories or states formed north of the 36 30' latitude line.

1832 - The Tariff of 1832: Congress passed a tariff tax on iron, textiles, and other manufactured goods which hurt the Southern economy.

1832 - Nullification Crisis: South Carolina called a state convention to nullify the tariff. They warned the federal government not to use force to collect the taxes or they would secede from the Union. Many Southern leaders feared that if the federal government could pass and enforce the tariffs, they could try to end slavery.

1850 - Compromise of 1850: California joined the Union as a free state. Slavery in all other territories would be decided by popular sovereignty.

1854 – Kansas-Nebraska Act: The issue of slavery would be decided by popular sovereignty in Kansas and Nebraska Territories.

1857 - Dred Scott v. Sandford: The Supreme Court ruled that African-Americans, whether free or slave, were not considered citizens, and that the Missouri Compromise was unconstitutional. Even if slaves were moved to a free state, they would still be slaves.

1860 - Abraham Lincoln is Elected and Secession Begins: Lincoln was against the extension of slavery to new states but did not say that slavery should be abolished in the South. Fearing that Lincoln's government would abolish slavery, South Carolina was the first state to secede from the Union.

1. Using the timeline, rank in order of importance, the events that you feel were the biggest causes of the Civil War. Why?

2. How did legislation lead to the expansion of slavery? Why did compromise not work? What other solutions might have been proposed?

3. Why was there conflict between the states and the federal government? Could this have been avoided? How?

Map Activity - The Causes of the Civil War

Name: _____

Date: _____

Class Period: _____

United States in 1850 Outline Map



1. Color the free states purple.
2. Color the slave states orange.
3. Color the Territories yellow
4. Draw a green line to show the Missouri Compromise line

Name: _____

Date: _____

Class Period: _____

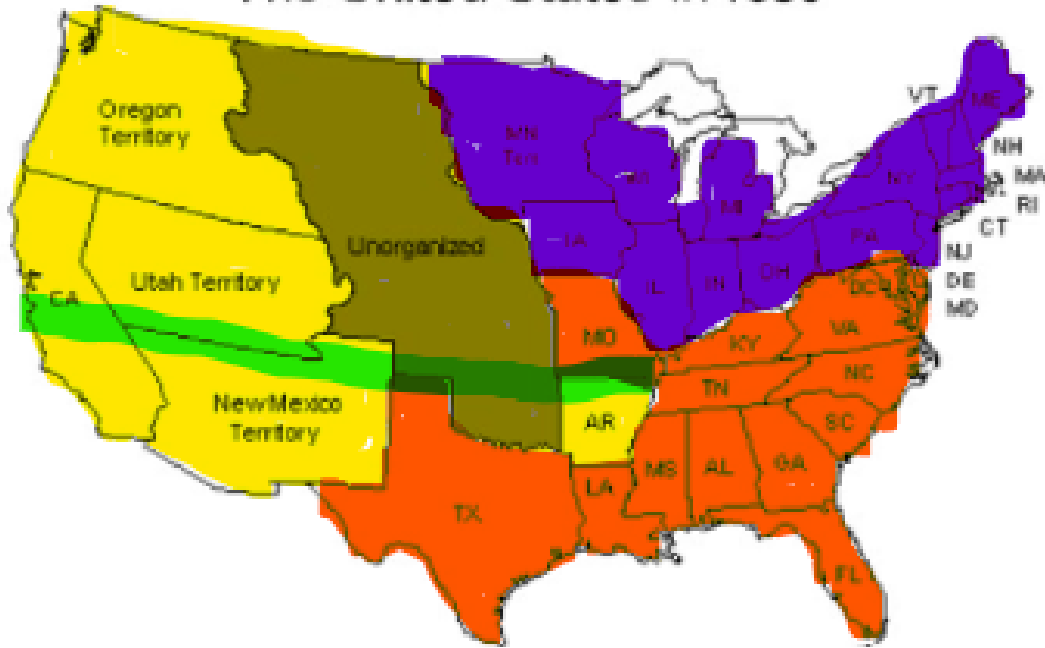
The United States in 1865



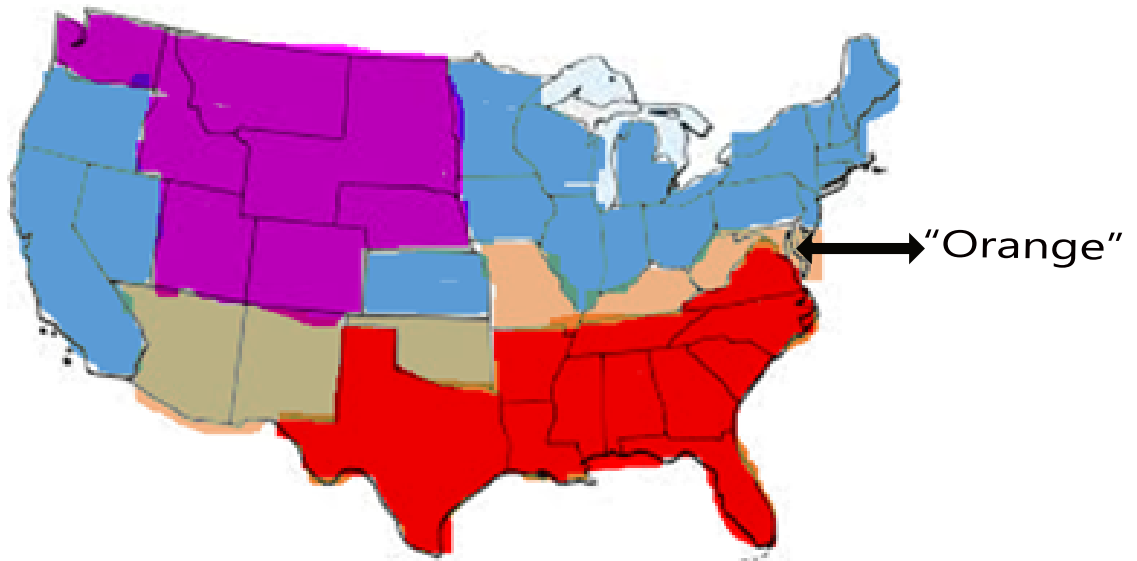
1. Color the Union states blue.
2. Color the Confederate states red.
3. Color the Union Territories that did not allow slavery purple.
4. Color the Border Union Territories that allowed slavery orange.

Answer Key Map Activity - The Causes of the Civil War

The United States in 1850



The United States in 1865



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