

COMMON CORE
Lessons & Activities

Road to the **CIVIL WAR**

Reading for Information

Higher-Order Thinking

Writing Prompts

Primary Source Analysis

Vocabulary

Graphic Organizers

Map Activities

& More!

REPRODUCIBLE

One teacher is allowed to make copies for use in her/his classroom!



About this Book

This Common Core Lessons and Activities Book allows you to immediately meet new Common Core State Standards for English Language Arts, as well as Literacy and Writing in History/Social Studies. It is designed to supplement your Social Studies resources, adding new Common Core rigor, analysis, writing, inference, text-dependent questions, and more into your daily instruction.

How to Use this Book:

- Work through the lessons and activities as a class to teach your students higher-order thinking, analysis, and 21st century skills necessary to meet new Common Core expectations.
- Allow students to work through the lessons independently to build and practice these new skills.
- Include technology, collaboration, presentation, and discussion in the activities as you desire—you can decide how in-depth to go.
- Watch your class develop new abilities to meet the rigor of Common Core State Standards, right before your eyes!

Tips:

- Use some of the pages—or use them all—based on your grade, your students, your curriculum, and your needs.
- Use the pages at their current size, or if you prefer them to be 8-1/2" x 11", enlarge them 125% on your copy machine.
- Download graphic organizers labeled “GO” in the Table of Contents by going to: www.gallopade.com/client/go
- Use the correlations grid to easily see which Common Core standards are covered in each lesson.

Common Core Lessons & Activities: Road to the Civil War

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G: Includes Graphic Organizer

GO: Graphic Organizer is also available 8½" x 11" online
download at www.gallopade.com/client/go
(numbers above correspond to the graphic organizer numbers online)

Fugitive Slave Act of 1850

Read the text and answer the questions.

Before the Fugitive Slave Act of 1850, many Southerners were suffering financial losses because their slaves were escaping to the North. When slaves escaped, it was up to the Southern owners to find them and bring them home. It was expensive and time-consuming for Southern slave owners to search for their runaway slaves. Slave owners often hired slave hunters to help them retrieve their "property."

A Fugitive Slave Act had been in place since 1793, but Northern states rarely enforced it. Most Northerners were against slavery, and they did not help Southern slave owners find their escaped slaves. In fact, they often hid escaped slaves, making capturing them even more difficult. They disliked the slave hunters and did not want them in their free northern states. Some Northern states passed laws that made it even harder for slave owners to return their escaped slaves back to the Southern states.

The Fugitive Slave Act of 1850 required that escaped slaves be captured and returned to their proper owners. Police, marshals, and other law enforcers in Northern states became obligated to enforce the act. Citizens became obligated to assist or be faced with fines and jail time. Steep fines and harsh punishments were also enacted on anyone who aided runaway slaves. No longer could people help slaves without significant risk to themselves!

The Fugitive Slave Act of 1850 had no statute of limitations, so even slaves who had escaped and lived free for a long time had to be returned to their owners. The act also allowed slave hunters to assume someone was a runaway slave based solely on appearance. Free blacks were scared by the new risk that they could be captured and sent south before they had a chance to prove they were free!

While the Fugitive Slave Act of 1850 helped the South preserve slavery for another 10 years, in the long run, it would eventually lead to the end of slavery.

PART A: Use the text to infer whether each statement is **true** or **false**.

1. _____ Before the Fugitive Slave Act of 1850, abolitionists who helped runaway slaves faced minimal punishment if caught.
2. _____ Slave hunters had an essential role in returning runaway slaves to their owners.
3. _____ Most free blacks supported the Fugitive Slave Act of 1850.
4. _____ The Fugitive Slave Act of 1850 caused an immediate increase in Northerners helping runaway slaves escape to freedom.

PART B: Analyze each statement and identify whether it **most likely** expresses the point of view of a Southern slave owner, a Northern abolitionist, or a runaway slave.

5. _____ "It's the duty of citizens to report a runaway slave."
6. _____ "I feel sorry for slaves because they lead a horrible life."
7. _____ "If a slave manages to escape to a free state, he should not be forced to return to the South."
8. _____ "The Underground Railroad is my route to a better way of life."

PART C: Analyze each statement and identify it as either a **cause** or **effect** of the Fugitive Slave Act of 1850.

9. _____ Runaway slaves sought freedom in Northern states.
10. _____ Northern abolitionists hid runaway slaves, making the process of capturing slaves difficult.
11. _____ The Underground Railroad became even more dangerous.
12. _____ Free blacks were captured and sent south before they had a chance to prove they were free.

PART D: Many abolitionists called the Fugitive Slave Act of 1850 the "Kidnap Law." Look up the definitions of fugitive and kidnap. Write the definition of each, and explain why abolitionists used the word kidnap instead of fugitive when referring to the law.

BONUS: A slave could not testify on his or her own behalf and was not entitled to a court trial. Why not?

Fugitive Slave Act of 1850

Look at the poster and answer the questions.



Courtesy of Wikipedia

1. Summarize the primary message of this poster.
2. What can you infer about the person who created this poster? Cite evidence from the poster to support your conclusions.
3. In your opinion, is this poster effective? Cite evidence from the poster to support your answer.
4. Write a response to this poster from the perspective of an abolitionist, a slave owner, or an enslaved person. Read your response aloud. Can your audience accurately determine your point of view?

COMPARISON OF PRIMARY SOURCES

Lincoln/Douglas Debates

Abraham Lincoln and Stephen Douglas debated many issues facing the country during the 1850s and 1860s. These political rivals were two of the most powerful men of the time.

Read the quotes and answer the questions.

“A house divided against itself cannot stand. I believe this government cannot endure, permanently, half slave and half free. I do not expect the Union to be dissolved; I do not expect the house to fall; but I do expect it will cease to be divided.”

—Abraham Lincoln
July 16, 1858, Springfield, Illinois

“There are only two sides to this question. Every man must be for the United States or against it. There can be no neutrals in this war; only patriots and traitors.”

—Stephen A. Douglas
May 1, 1861, Chicago, Illinois

1. What is the common theme between these two quotes?
2. Do you agree or disagree with the quote by Abraham Lincoln? Why or why not? Support your opinion with logical reasoning.
3. Do you agree or disagree with the quote by Stephen Douglas? Why or why not? Support your opinion with logical reasoning.
4. As a class, discuss and debate your responses to the questions. Expand your answers to the questions based on the discussion.