

PRODUCE THE PODCAST: TELL US HISTORY

Lesson Plan

Lesson 16

WEEKLY WORK:

Length: One or two approximately 5-10 -minute asynchronous video with virtual instructor each week, homework will be assigned for the rest of the week. The video will drop on Sunday nights.

LESSON 16: 1850 – 1860: The Pre-Civil War

Weekly Homework:

- Read about this time-period.
- Review the videos/materials
- Make a podcast episodes plan
- Worksheet: Podcast Episode 1850 – 1860 The Pre Civil War

Watch the Weekly Video:

- <https://logcabinschoolhouse.com/course-catalog>

Materials:

- Your own curriculum
- Lesson Plan
- Worksheet: Podcast Episode: 1850-1860: The Pre Civil War War
- Podcast Episodes Planner Worksheet – from Lesson 15

LESSON TRANSCRIPT:

Hey, Trailblazers!

Welcome back to another wild ride through history! Today, we're strapping in and hitting the road to the 1850s—an era so tense, you could cut the air with a butter knife. Seriously, the United States was like a dysfunctional family road trip, arguing over which way to go, with North and South bickering in the backseat. So, let's dive in and see how things went *so wrong* they teetered on the edge of a Civil War.

The Compromise of 1850: “Let’s Agree to Disagree”

Picture this: It's 1850. California just rolled up, all gold-rushed and ready to join the Union. But here's the catch: Would it be a free state or a slave state? The North and South were already eyeing each other like boxers before a title fight. Enter Henry Clay, aka the “Great Compromiser,” with the Compromise of 1850—a bundle of laws designed to keep everyone semi-happy.

The deal? California became a free state, but the South got a stricter Fugitive Slave Act. This law forced Northerners to return escaped slaves or face legal consequences. Spoiler alert: People in the North were *not* thrilled about playing bounty hunter. It was like trying to stick a Band-Aid on a volcano—good luck with that.

Dred Scott: “Can’t Catch a Break”

Fast forward to 1857 and meet Dred Scott, an enslaved man with one of the most famous court cases in U.S. history. He argued, “Hey, I lived in a free state for years. Shouldn't that make me free?” Logical, right?

Well, the Supreme Court thought otherwise. In a decision that sent shockwaves through the nation, they ruled that Dred Scott wasn't free, that African Americans weren't even citizens, and—get this—Congress couldn't ban slavery in any territory. It was like pouring gasoline on an already smoldering fire.

Northern abolitionists were outraged, while Southerners were basically high-fiving. The message was clear: the divide was getting deeper than the Grand Canyon.

John Brown’s Raid: “One Man’s Freedom Fighter...”

Now let's talk about John Brown—an abolitionist with zero chill. In 1859, he hatched a plan to raid the federal armory at Harpers Ferry, Virginia. His goal? Arm enslaved people and start a rebellion to end slavery.

Bold? Definitely. Successful? Not so much. The raid failed, and Brown was captured, tried for treason, and executed. But here's the twist: While Southerners saw him as a terrorist, many Northerners called him a martyr. His death became a rallying cry for abolitionists, cranking up the tension to *11*.

The Nation Splits: “Can’t We All Just Get Along?”

By 1860, the United States was like a ticking time bomb. The North was becoming more industrial and anti-slavery, while the South doubled down on cotton and its “peculiar institution.” Both sides were pointing fingers, blaming each other for everything from economic woes to moral decay.

The press fueled the flames, with newspapers taking sides like it was a Twitter feud. And politicians? They were more divided than ever. It was clear that compromise wasn’t going to cut it anymore.

Reflect and Imagine

So, Trailblazers, here’s the big question: If you were alive in the 1850s, which side would you be on? Could you have found a way to cool the tensions, or would you have been swept up in the rising storm?

Until next time, keep asking questions, keep exploring, and remember: History isn’t just about the past—it’s about learning how we got here. Who knows? Maybe one day, you’ll be the one making history!

See you next week, Trailblazers!

Things to Think About: Pre-Civil War Era (1850–1860)

Part 1: The Growing Divide

1. The Spark of Conflict

- What events or actions led to the increasing tension between the North and South?
- How did the Compromise of 1850 and the Fugitive Slave Act contribute to the friction?

2. Economic and Cultural Differences

- How did the Northern industrial economy and the Southern agricultural economy lead to different views on slavery and governance?
- What role did media, literature, and speeches (like “Uncle Tom’s Cabin”) play in shaping public opinion on both sides?

Part 2: Key Events and Turning Points

1. The Dred Scott Decision

- How did this landmark Supreme Court ruling escalate sectional tensions?
- In what ways did the decision challenge the principles of equality and freedom?

2. John Brown’s Raid on Harpers Ferry

- What was John Brown’s goal, and why was his raid significant?
- How did reactions to his actions differ between the North and South?

Part 3: Leaders and Their Impact

1. Figures Who Defined the Era

- Who were the key leaders in the pre-Civil War period, such as Frederick Douglass, Harriet Beecher Stowe, Abraham Lincoln, and Jefferson Davis?
- How did their speeches, writings, or actions influence public opinion?

2. Leadership Styles and Goals

- How did Northern and Southern leaders differ in their visions for the country?
- In what ways did these differing leadership styles contribute to the rising conflict?

Part 4: Conflict and Society

1. Impact on Everyday Life

- How did the Fugitive Slave Act and the abolitionist movement affect people in the North and South?
- How were enslaved people and free Black Americans impacted by growing tensions?

2. A Nation Divided

- How did the Kansas-Nebraska Act and “Bleeding Kansas” symbolize the nation’s divide?
- What role did debates over new territories and slavery play in polarizing the country?

Part 5: Reflection and Modern Connections

1. Legacy of the Pre-Civil War Period

- How do the events of the 1850s continue to shape conversations about justice, equality, and federal versus state power?
- What lessons can be drawn from this period about addressing deeply rooted divisions?

2. Unfinished Business

- How did unresolved issues from this time—like debates over race, identity, and regional power—carry over into the Civil War and beyond?
- What parallels can be drawn between the challenges of the pre-Civil War era and modern issues of division and reconciliation?

Part 6: In-Person Discussion Activities

1. Debate: Was Compromise Possible?

- Argue whether the North and South could have found a peaceful resolution or whether war was inevitable.

2. Role-Playing: Perspectives of the Era

- Take on the role of an abolitionist, a Southern plantation owner, or an enslaved person. Share how the events of the 1850s affected your life and outlook.

3. Gallery Walk: The Road to War

- Display images of key events like “Bleeding Kansas,” the Dred Scott case, and Harpers Ferry. Discuss how each visual symbolizes the growing divide.

4. Simulation: Political Conventions

- Imagine you’re part of a national convention in the 1850s. What proposals would you suggest to address the issues of slavery, state rights, and national unity?

Socratic Discussion Questions: The Pre-Civil War Era (1850–1860)

1. **Was the Compromise of 1850 an effective solution to sectional tensions?**
 - **Pro:** It balanced interests by admitting California as a free state while addressing Southern concerns with a stricter Fugitive Slave Act.
 - **Con:** It only delayed the inevitable conflict and intensified divisions by angering Northerners and emboldening the South.
2. **Did the Fugitive Slave Act undermine democracy?**
 - **Pro:** Supporters argued it enforced existing laws and protected property rights as established by the Constitution.
 - **Con:** Critics claimed it violated individual freedoms by forcing Northern citizens to participate in the enforcement of slavery.
3. **Did the Dred Scott decision strengthen or weaken the United States?**
 - **Pro:** It clarified legal interpretations of slavery and property rights, aligning with the Constitution’s original framework.
 - **Con:** It denied African Americans citizenship, deepened the North-South divide, and made a peaceful resolution nearly impossible.
4. **Was John Brown’s raid on Harpers Ferry a justified act of resistance?**
 - **Pro:** His actions were a bold stand against slavery, sparking national attention and inspiring abolitionist movements.
 - **Con:** It was an act of violence and treason that escalated tensions, making war more likely.
5. **Was the Kansas-Nebraska Act a step toward resolving sectional disputes?**
 - **Pro:** It allowed popular sovereignty, giving people in each territory the power to decide on slavery.
 - **Con:** It led to “Bleeding Kansas,” where violence erupted, showing that popular sovereignty could not resolve deeply rooted issues.
6. **Did Manifest Destiny play a positive role in U.S. expansion during this period?**
 - **Pro:** It unified Americans with a shared vision of progress and growth, strengthening the nation’s identity and economy.
 - **Con:** It disregarded the sovereignty of Native peoples and Mexico, contributing to conflicts that exacerbated sectional tensions.
7. **Did the addition of new territories from the Mexican-American War intensify sectionalism?**
 - **Pro:** The new territories provided opportunities for settlement and economic growth.
 - **Con:** Debates over whether these territories would permit slavery worsened divisions between the North and South.
8. **Should abolitionists like Frederick Douglass and Harriet Beecher Stowe be celebrated as national heroes?**
 - **Pro:** Their work raised awareness of the horrors of slavery and inspired millions to support abolition.
 - **Con:** Some argued their writings and speeches inflamed tensions and deepened the North-South divide.
9. **Was the Civil War inevitable by 1860?**

- **Pro:** The Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision created irreconcilable differences between the North and South.
- **Con:** With more diplomacy and compromise, it might have been possible to avoid war and preserve the Union.

10. Did the pre-Civil War period's benefits outweigh its costs?

- **Pro:** The debates and events of the 1850s set the stage for abolishing slavery and modernizing the U.S. economy.
- **Con:** The political turmoil, loss of lives in violent confrontations like "Bleeding Kansas," and deepening divisions led to an incredibly costly war.

CCSS:

The Common Core State Standards (CCSS) do not have specific standards for U.S. History alone. However, U.S. History can be taught within the framework of the **Common Core Standards for Literacy in History/Social Studies** for grades 6-12. These standards focus on developing students' abilities to read, analyze, and write about historical texts.

Here's a breakdown of the relevant Common Core Literacy Standards for History/Social Studies for grades 6-12:

Grades 6-8:

1. Key Ideas and Details

- **RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **RH.6-8.3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

2. Craft and Structure

- **RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **RH.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **RH.6-8.6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

3. Integration of Knowledge and Ideas

- **RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.
- **RH.6-8.9:** Analyze the relationship between a primary and secondary source on the same topic.

4. Range of Reading and Level of Text Complexity

- **RH.6-8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Grades 9-10:

1. Key Ideas and Details

- **RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

- **RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
 - **RH.9-10.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 2. Craft and Structure**
- **RH.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
 - **RH.9-10.5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
 - **RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 3. Integration of Knowledge and Ideas**
- **RH.9-10.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
 - **RH.9-10.8:** Assess the extent to which the reasoning and evidence in a text support the author's claims.
 - **RH.9-10.9:** Compare and contrast treatments of the same topic in several primary and secondary sources.
- 4. Range of Reading and Level of Text Complexity**
- **RH.9-10.10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Grades 11-12:

- 1. Key Ideas and Details**
- **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.
 - **RH.11-12.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
 - **RH.11-12.3:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 2. Craft and Structure**
- **RH.11-12.4:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
 - **RH.11-12.5:** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
 - **RH.11-12.6:** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

3. **Integration of Knowledge and Ideas**

- **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.
- **RH.11-12.8:** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
- **RH.11-12.9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

4. **Range of Reading and Level of Text Complexity**

- **RH.11-12.10:** By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

These literacy standards help guide the integration of U.S. History content within the Common Core framework by ensuring students develop critical reading, writing, and analytical skills relevant to understanding historical texts and contexts.

AP US History by the College Board:

Yes, there are standards for Advanced Placement (AP) U.S. History (APUSH). However, these standards are developed by the College Board, not the Common Core State Standards. The AP U.S. History course framework outlines the skills and knowledge students should acquire to be successful on the AP exam and in future college-level history courses.

AP U.S. History Course Framework:

The APUSH framework is organized into nine historical periods, each with key concepts, themes, and historical thinking skills:

1. **Historical Thinking Skills:**

- **Analyzing Evidence:** Ability to analyze and interpret primary and secondary sources.
- **Argument Development:** Crafting coherent historical arguments using evidence.
- **Contextualization:** Placing historical events within a broader context to understand their significance.
- **Comparison:** Comparing historical developments across time, geography, and cultures.
- **Causation:** Understanding cause-and-effect relationships in history.
- **Continuity and Change Over Time:** Identifying patterns of continuity and change over time.
- **Synthesis:** Connecting insights from different historical events or processes to develop new understandings.

2. **Thematic Learning Objectives:** APUSH is structured around seven themes that help students make connections between different historical periods:

- **American and National Identity (NAT)**
- **Work, Exchange, and Technology (WXT)**

- **Geography and the Environment (GEO)**
 - **Migration and Settlement (MIG)**
 - **Politics and Power (PCE)**
 - **America in the World (WOR)**
 - **American and Regional Culture (ARC)**
 - **Social Structures (SOC)**
3. **Key Concepts by Period:**
- **Period 1 (1491-1607):** The development of indigenous societies in North America before European contact and early European exploration and colonization.
 - **Period 2 (1607-1754):** European colonization, regional differences, and conflicts with indigenous peoples.
 - **Period 3 (1754-1800):** The American Revolution, the creation of the U.S. Constitution, and the early Republic.
 - **Period 4 (1800-1848):** The rise of American democracy, market economy, and social reforms.
 - **Period 5 (1844-1877):** Manifest Destiny, the Civil War, and Reconstruction.
 - **Period 6 (1865-1898):** Industrialization, urbanization, and the Gilded Age.
 - **Period 7 (1890-1945):** The Progressive Era, World Wars, and the Great Depression.
 - **Period 8 (1945-1980):** The Cold War, civil rights movements, and postwar prosperity.
 - **Period 9 (1980-present):** Contemporary U.S. history, including globalization, technological change, and shifts in social and political dynamics.

AP U.S. History Exam Format:

The APUSH exam assesses students' understanding of these periods, their ability to think critically, and their skills in analyzing historical evidence. The exam includes multiple-choice questions, short-answer questions, a document-based question (DBQ), and a long essay question (LEQ).

APUSH Skills and Practices:

- **Practice 1:** Analyzing and interpreting primary and secondary sources.
- **Practice 2:** Making historical arguments.
- **Practice 3:** Using historical evidence.
- **Practice 4:** Contextualization.
- **Practice 5:** Making connections across periods, regions, and themes.

These standards ensure that AP U.S. History students are prepared to engage in college-level historical analysis and develop a deep understanding of U.S. history across different periods and themes.