



<b>Lesson Title</b>	How should we judge the past?	<b>Teacher</b>	Seeber
<b>Grade Level</b>	8	<b>Duration of Lesson</b>	2 class periods

<b>Lesson Topic</b>	Contextualizing Lincoln
<b>SC Standards and Indicators</b>	<p>The student will demonstrate and understanding of the multiple events that led to the Civil War</p> <p>8-4.2: Analyze how sectionalism arose from racial tension, including the Denmark Vesey plot, slave codes and growth of the abolitionist movement.</p> <p>8-4.3: Analyze key issues that led to South Carolina's secession from the Union, including the nullification controversy and John C. Calhoun, the extension of slavery and the compromises over westward expansion, the Kansas- Nebraska Act, the Dred Scott decision and the election of 1860</p> <p>8-4.4: Evaluate the arguments of unionists, cooperationists and secessionists on the issues of state's rights and slavery and the way these arguments contributed to South Carolina's secession.</p>
<b>Common Core Strategy(ies) addressed</b>	<p>Reading Standards:</p> <p>RH 1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH 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.</p> <p>RH 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.</p> <p>Writing Standards:</p> <p>WH 1: Write arguments focused on discipline specific content: introducing claims about the topic, support claims with logical reasoning, use words, phrases and clauses to create cohesion, establish and maintain a formal style, and provide a concluding statement that follows from and supports the argument presented.</p>
<b>Academic</b>	Sectionalism, endowed, orators, conscientious, posterity, enumerated, eternally degraded, heathenism, unionists, abolitionists, secessionists.

<b>Vocabulary</b>	
<b>Lesson Materials Needed (attached at end of lesson)</b>	<p>SAC Powerpoint (if it's students' first SAC)</p> <p>Copies of Lincoln Documents A-D</p> <p>Copies of Lincoln Guiding Questions</p> <p>Copies of SAC Graphic Organizer</p>
<b>Content Narrative</b> (What is the background information that needs to be taught to understand the context of the lesson? Be sure to include necessary citations)	<p>From South Carolina's SDE Support Documents:</p> <p>Sectionalism is loyalty to a particular region or section of a country instead of to the nation as a whole. Sectionalism developed in the period after the ratification of the Constitution as the economies, cultures and political interests of the North and the South became more and more different.</p> <p>Sectional differences first developed in the colonial period as a result of the different geographies of the regions. The North developed as a trading region of small farms and the South developed the plantation system. Although all regions had slavery prior to the American Revolution, after the war was over, Northern states passed laws to gradually emancipate their slaves. In the South, the invention of the cotton gin led the South to become even more economically dependent upon slave labor (8-4.1). Although both Northerners and Southerners supported the ratification of the Constitution, the different interests of the regions helped to create the two-party system. Southerners tended to be Democratic-Republican followers of Thomas Jefferson who called themselves Republicans (8-3.4). New Englanders tended to be Federalists (and later Whigs). [It is important not to confuse the Jeffersonian Republicans with the Republicans of Lincoln. Jefferson's Republicans became Jackson's Democrats. Lincoln Republicans are the ideological descendants of the Federalists.] The political parties and the regions increasingly took different positions on the issues of the day.</p> <p>Sectionalism intensified as a result of the growing slave population in the South. In South Carolina, by the 1720's, the black population surpassed the white population and there was an African American majority in most Southern states. Although the international slave trade was outlawed in 1808, the numbers of slaves grew due to higher birth rates and smuggling. This growing population increased the fear of slave revolts. The Denmark Vesey plot caused South Carolinians to become even more fearful of their slaves. Slave codes that had been developed as a result of the Stono rebellion during colonial times were strengthened to better protect white society. The General Assembly passed laws that prohibited slaves from meeting, learning to read and write and that regulated all aspects of slaves' lives. A similar uprising in Virginia, the Nat Turner Rebellion, further increased tension throughout the region. Southerners feared that if slavery could not expand into the territories eventually the national government would be in the hands of the North, slavery would be outlawed and Southerners would have among them a large African American population that they could not control.</p>

	<p>Tension also arose as a result of the growing abolitionist movement. The goal of the Abolitionist Movement was to outlaw slavery throughout the United States. Although abolitionism grew in the North, it was effective in South Carolina only in making slave owners more determined to hold onto their 'peculiar institution.' Abolitionists were active in South Carolina prior to the uncovering of the Denmark Vesey plot. However, after the plot was uncovered, abolitionists such as Sarah and Angelina Grimke were forced to either leave the state or keep silent. It is important for students to understand that the abolitionist movement was not popular among most northerners. The abolitionist movement grew with the publication of antislavery newspapers such as <i>The Liberator</i> by William A Garrison. Postmasters across South Carolina removed from the mails what they considered inflammatory materials including anti-slavery newspapers. However they could not keep abolitionists from reaching a larger and larger Northern audience. Southerners responded to abolitionists' criticism by claiming that slavery was a 'positive good,' because slaves were cared for throughout their lives, unlike northern laborers that they termed 'wage slaves.' Abolitionists manned the Underground Railroad with limited impact in South Carolina since the state was too far from the border with "free states" to make this escape route effective. Abolitionists played a role in all of the incidents that furthered tension between the North and the South (8-4.3).</p> <p>Sectionalism was furthered by changes in the Northern economy and politics. The development of industry in the North attracted European immigrants to jobs there. The resulting growth of population allowed the Northern states to have a larger representation in the House of Representatives. Another political party that supported a strong national government, called the Whigs, emerged to compete with Democrats, many of whom were southerners, for control of the presidency and Congress. Concern over the North's greater voice in Congress led the South to compete rigorously for the admission of new states as slave states in order to maintain the balance of slave and free states in the Senate.</p>
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## Lesson Set

<b>Content Objective(s)</b>	The sources used in this lesson span a period from 1841-1863, a time of significant change in American history. The three decades preceding the Civil War saw Nat Turner's Rebellion, the newspaper <i>The Liberator</i> , legislative acts meant to settle question of slavery in the territories, the Dred Scott decision and the riots of 'Bloody Kansas'. Different groups adopted extreme positions: abolitionists called for the immediate end to slavery and pro-slavery factions praised slavery as a blessed institution sanctioned by the bible. It is in this context that these sources should be considered.
<b>Literacy Objective(s)</b>	Students will analyze evidence, arguments, claims and beliefs. Students will evaluate multiple points of view or biases, and attribute the

	perspectives to the influences of individual experiences, societal values and cultural traditions.
<b>Lesson Importance</b>	It is important for students to be able to understand historical phenomena – speeches, people and events as they existed in their original words in order to understand them on their own terms rather than through a modern lens. Students will also understand that although Illinois was a Northern free state, racial superiority was a firmly held belief and that racial prejudice was not limited to the South.
<b>Connections to prior and future learning</b>	Students have learned about the decades long events that led to secession and the Civil War. Students will understand how the Emancipation Proclamation and the 13 <sup>th</sup> Amendment changed the course of the Civil War.
<b>Anticipatory Set/ Hook (Engage)</b>	What does the word ‘racist’ mean to you? Is what we consider racist today the same as what might be racist 100 years ago? Why or why not?

## Skill Development

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.

<b>Introduce content components</b>	Students will be engaged in a structured academic controversy as they analyze documents in order to answer the focus question and develop a warranted conclusion.
<b>“I do” Skill from objective introduce/explain/model</b>	I explain we are going to look at a number of primary source documents and together will address the idea of racism in history – How do we judge the past?

## Guided Practice

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as *Explore*.

<b>“We do” Activity Description</b> Include student “explore” components and opportunities for them to explain their learning.	<p>The lesson opens with Lincoln’s words from Springfield in which the identifying information has been omitted. Students are asked how they would describe the passage and what else they would want to know about it. Would they describe it the same way regardless of the speaker, the time and the place? Then share the identifying information. Are they surprised to find out these are Lincoln’s words?</p> <p>Tell students they will be investigating the question, Was Lincoln a racist? Review the structure of the activity (Tool 3.1). Organize students into groups of 4 and assign one pair Side A( Yes, Lincoln was a racist) and the other Side B (No, Lincoln was not a racist). Pass out the document packets (Documents A-D) and the document analysis chart (Tool 3.2). In pairs students work through</p>
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	the documents, finding and recording evidence for their assigned position. They should also record any questions that arise during this process. After pairs have gathered evidence for their position, they will convene in groups of 4. The first pair share their position and the supporting evidence while the other pair listens in order to restate that position. Then reverse the roles. Remind students that in this listening and restating activity, students are not debating. Following this, students give up their assigned position and discuss the best answer to the question, that is, the one best supported by evidence and other background knowledge.
<b>Checking for Understanding- "Informal" Assessment</b>	As students are in their discussion groups, I am moving around the room, monitoring conversations and clarifying information as needed.

## Closure

Teacher will re-visit content and answer students' questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

<b>Content Solidified</b>	In a whole class setting we will summarize the material and the opposing viewpoints and reach a consensus.
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## Independent Practice

<b>"You Do"</b>	Students will write independent answers to the question, using their documentary evidence to support their answers.
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## Summative/ "Formal" Assessment

<b>Assessment</b>	Students will write a separate 6 line paragraph explicitly addressing the question: How should we judge the past?
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## Differentiation

<b>During Lesson</b>	Students are guided through the primary source documents as I model by reading and 'talking aloud'. Extra time is given to complete writing assignments.
<b>Assessment</b>	Differentiate the depth of analysis and evidence based arguments presented.

## Reflection

<b>Lesson Reflection</b> (What went well in the lesson? What might you do differently the next time you teach it? Evaluate the success of the lesson)	<p>This lesson was a challenge. I ended up using three 55 minute class periods to cover the material. The opening 'hook' generated a lot of relevant conversation about the term <u>racist</u>. Next I gave them Lincoln's speech without any identifying information. After a class discussion about the text, students offered who they thought might have authored the piece. I had notables range from George Washington, Thomas Jefferson to the KKK or 'somebody from the 50's or 60's' (?). Students were generally shocked to find out it was written and spoken by Lincoln. We spent a lot of time on how to look at the past and to make sure we did it through the eyes of the time period and not our modern lens.</p> <p>I had the students first skim the document and make note of the source, title and any other information outside of the text. I then read the document aloud, with emphasis on specific parts. Finally we did a close reading of the document so I could clear up any misunderstanding or vocabulary issues. I repeated this process with each document and it was quite time consuming, but I had to keep in mind, that for many this was their first exposure to an indepth analysis of a primary source.</p> <p>Next, students were assigned a position and independently and then in pairs, worked to find and cite evidence to support their position. This part went pretty smoothly. Students then paired up with an opposing side and stated evidence and argument for their own side. It was hard to make sure this did not become a debate. I explained that they did not 'own' their side, it was a random selection and their job was find the side that had the strongest supporting evidence and reach a consensus.</p> <p>Following this, students wrote an in-class essay answering the question: Was Lincoln a racist?</p>
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## Materials Needed for Lesson

<b>Lesson Materials and Handouts</b>	See attached handouts, essay rubric and Power Point
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This lesson was adapted and modified from Reading Like a Historian,  
[www.sheg.org](http://www.sheg.org)

## Document A (ORIGINAL)

*In 1858, Abraham Lincoln ran against Stephen A. Douglas for a seat in the U.S. Senate. The two engaged in a series of seven public debates, which attracted national attention. Although Lincoln lost the election, he became widely known for his views on slavery.*

If you desire negro citizenship, if you desire to allow them to come into the State and settle with the white man, if you desire them to vote on an equality with yourselves, and to make them eligible to office, to serve on juries, and to adjudge your rights, then support Mr. Lincoln and the Black Republican party, who are in favor of the citizenship of the negro. For one, I am opposed to negro citizenship in any and every form. I believe this government was made on the white basis. I believe it was made by white men, for the benefit of white men and their posterity forever, and I am in favor of confining citizenship to white men, men of European birth and descent, instead of conferring it upon negroes, Indians, and other inferior races.

Mr. Lincoln, following the example and lead of all the little Abolition orators who go around and lecture in the basements of schools and churches, reads from the Declaration of Independence that all men were created equal, and then asks how can you deprive a negro of that equality which God and the Declaration of Independence award to him? He and they maintain that negro equality is guaranteed by the laws of God, and that it is asserted in the Declaration of Independence. If they think so, of course they have a right to say so, and so vote. I do not question Mr. Lincoln's conscientious belief that the negro was made his equal, and hence is his brother; but for my own part, I do not regard the negro as my equal, and positively deny that he is my brother or any kin to me whatever.

**Source:** *An excerpt from Stephen A. Douglas's argument in the first Lincoln-Douglas debate at Ottawa, Illinois, August 21, 1858.*



## Document B (ORIGINAL)

I have no purpose, either directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so. I have no purpose to introduce political and social equality between the white and the black races. There is a physical difference between the two, which, in my judgment, will probably forever forbid their living together upon the footing of perfect equality; and inasmuch as it becomes a necessity that there must be a difference, I, as well as Judge Douglas, am in favor of the race to which I belong having the superior position. I have never said anything to the contrary, but I hold that, notwithstanding all this, there is no reason in the world why the negro is not entitled to all the natural rights enumerated in the Declaration of Independence-the right to life, liberty, and the pursuit of happiness. I hold that he is as much entitled to these as the white man. I agree with Judge Douglas he is not my equal in many respects-certainly not in color, perhaps not in moral or intellectual endowment. But in the right to eat the bread, without the leave of anybody else, which his own hand earns, he is my equal and the equal of Judge Douglas, and the equal of every living man.

**Source:** *From Abraham Lincoln's reply to Stephen A. Douglas at Ottawa, Illinois, August 21, 1858.*

Document C (ORIGINAL)

BLOOMINGTON, ILL., September 27, 1841.  
MISS MARY SPEED, Louisville, Ky.

*My Friend:* Having resolved to write to some other's family, and not having the express permission of any one of them to do so, I had some little difficulty in determining which to inflict the task of reading what I feel must be a most dull and silly letter; when I remembered that you and I were something of cronies while I was at Farmington and that while there I was under the necessity of shutting you up in a room to prevent your committing an assault and battery upon me, I decided that you should be the devoted one....By the way, a fine example was presented on board the boat for contemplating the effect of condition upon human happiness. A gentleman had purchased twelve negroes in different parts of Kentucky, and was taking them to a farm in the South. They were chained six and six together. A small iron clevis was around the left wrist of each, and this was fastened to the main chain by a shorter one, at a convenient distance from the others, so that the negroes were strung together precisely like so many fish upon a trotline. In this condition they were being separated forever from the scenes of their childhood, their friends their fathers and mothers and brothers and sisters, and many of them from their wives and children, and going into perpetual slavery, where the lash of the master is proverbially more ruthless and unrelenting than any other where; and yet amid all these distressing circumstances, as we would think them they were the most cheerful and apparently happy creatures on board. One whose offense for which he had been sold was an over-fondness for his wife, played the fiddle almost continually, and the others danced, sang, cracked jokes, and played various games with cards from day to day. How true it is that "God tempers the wind to the shorn lamb," or in other words, that he renders the worst of human conditions tolerable while he permits the best to be nothing better than tolerable....

Your sincere friend,  
A. LINCOLN.

**Source:** *Abraham Lincoln, writing in a letter to Mary Speed, a personal friend, September 27, 1841.*

## Document D (ORIGINAL)

God himself has made them for usefulness as slaves, and requires us to employ them as such, and if we betray our trust, and throw them off on their own resources, we reconvert them into barbarians, and we shall be compelled to atone for our sin towards them through all time.

Our Heavenly Father has made us to rule, and the negroes to serve, and if we, through a pretended sympathy, or a false philanthropy, right in the face of all common sense and reason, set aside his holy arrangements for the good of mankind and his own glory, and tamper with his laws, we shall be overthrown and eternally degraded, and perhaps made subjects of some other civilized nation. This will be our doom as sure as God lives. Then, will you persevere in such foolery, right in the face of truth and righteousness, with your heaven-daring schemes of wickedness, that will as assuredly overthrow this great and glorious Union as the scheme shall be adopted, or bring about the extermination of the whole negro race in this country? The laws of nature and nature's God prohibit the mixing of the two colors into one blood, which ends that plan. Colonization in their native land of all the negroes would be so nearly impracticable, that it will never be done, and no other spot on this green earth will do for them. It would be the height of cruelty and barbarism to send them anywhere else. If they could all be colonized on the coast of Africa, they would fall back into heathenism and barbarism in less than fifty years....

**Source:** *From Pictures of Slavery and Anti-Slavery: Advantages of Negro Slavery and the Benefits of Negro Freedom Morally, Socially, and Politically Considered by John Bell Robinson, a White pro-slavery spokesperson, Pennsylvania, 1863, p. 42.*

## Argumentative Essay Evaluation Rubric

Criteria	Level 4	Level 3	Level 2	Level 1	Unacceptable
<b>Essay</b>					
<b>Assignment</b>	Student completely fulfills assignment requirements -Process Complete -Due Dates Met -Final Copy Submitted -Format Correct -Works Cited Incl.	Student completely fulfills assignment requirements	Student partially fulfills assignment requirements (almost all)	Student partially fulfills assignment requirements (almost all)	Student's work in no way relates to assignment
<b>Thesis</b>	Student's thesis is a clear, arguable, well developed, and definitive statement of position. It answers a why or how question	Student's thesis is a clear and arguable statement of position that answers a why or how question	Student's thesis is a clear, arguable statement of position	Student's thesis is an outline of points; it is not an arguable statement of position	Student's work does not have a thesis
<b>Development</b>	Student's paper demonstrates a logical, mature, and thorough development of points that support the thesis	Student's paper demonstrates adequate development of points that support the thesis	Student's paper demonstrates an adequate development of points that support the thesis	Student's paper presents a superficial development of points, many of which do not support the thesis	Student's paper does not present any evidence of development of points that support the thesis
<b>Evidence: Analysis Synthesis</b>	Student presents relevant and fully analyzed textual evidence to support the thesis following the evidence formula-16-17pts. Student synthesizes textual evidence and points back to thesis statement	Student presents relevant and adequately analyzed textual evidence to support the thesis-14pts. Student makes an attempt at synthesis	Student presents relevant and partially analyzed textual evidence to support the thesis-13pts. Student makes an attempt at synthesis	Student's textual evidence is irrelevant and is not analyzed-11pts. Student makes no attempt at synthesis	Student provides no textual evidence to support the thesis—under 11 pts. Student makes no attempt at synthesis
<b>Opposition/Refutation</b>	Student clearly and fully explains opposition and persuasively refutes it	Student explains opposition and gives refutation	Student explains opposition and gives refutation	Student does not include op./ref. in paper	Student does not include op./ref. in paper
<b>Citation</b>	Student follows citation format with meticulous care. Includes proper footnoting technique, along with a complete works cited list.	Student follows citation format with care. Includes proper footnoting technique, along with a complete works cited list.	Student follows citation format with meticulous care. Includes proper footnoting technique, along with a partial/mediocre works cited list.	Student does not follow citation format. Does not include proper footnoting technique, works cited list is missing.	Incomplete or Missing

Comments:


# Structured Academic Controversy (SAC)



## What?

- Working in pairs, and then teams, you will explore an issue through opposing positions and try to reach a consensus, or, at least, clarify where your differences lie.



Today's Question:

Was Lincoln Racist?



# Discussion Norms

- Active listening
- Challenge ideas, not persons
- Try your best to understand other position
- Share the floor: each person in pair MUST have an opportunity to speak
- No disagreeing until consensus-building



# Sequence

- Form into teams (partner prep)
- Team A Presentation
  - Team A presents
  - Restatement (by Pair B)
- Team B Presentation
  - Team B presents
  - Restatement (by Pair A)
- Consensus-Building