



ISD Virtual Learning

8th Grade Social Studies

April 14th, 2020



8th Grade Social Studies
Lesson #17: April 14th 2020

Objective/Learning Target:
Explain the Social causes of the Civil War

Warm Up - Analyzing a Quote

On a piece of paper, analyze the quote by following these steps.

Step 1: Read the Sourcing Information.

Step 2: Read the quote

Step 3: Answer these questions.

- 1. Who is the author?**
- 2. What is the date of the source?**
- 3. According to the sourcing information, what topic does the “wolf” represent?**
- 4. How does Jefferson feel about the topic?**

Sourcing Information: Jefferson discussing the Missouri question and slavery to John Holmes April 22, 1820. Ford, Paul Leicester, ed. *The Works of Thomas Jefferson, Volume 12*. New York: G.P. Putnam's Sons, 1905, p. 159.

"But as it is, we have the wolf by the ear, and we can neither hold him, nor safely let him go. Justice is in one scale, and self-preservation in the other."

Warm Up - Answer Key

1. Who is the author?

Thomas Jefferson

2. What is the date of the source?

April 22nd, 1820

3. According to the sourcing information, what topic does the “wolf” represent?

Slavery in general (and the expansion of it into Missouri)

4. How does Jefferson feel about the topic?

It is a difficult topic, that has consequences on both sides of the argument.

Sourcing Information: Jefferson discussing the Missouri question and slavery to John Holmes April 22, 1820. Ford, Paul Leicester, ed. *The Works of Thomas Jefferson, Volume 12*. New York: G.P. Putnam's Sons, 1905, p. 159.

"But as it is, we have the wolf by the ear, and we can neither hold him, nor safely let him go. Justice is in one scale, and self-preservation in the other."

Warm up - continued

Let's take a closer look...

Jefferson sets up a two-sided argument.

The wolf represents the question of slavery.

If it is let go, it will affect both sides.

Definitions to consider:

Justice - secure what is right.

Self-preservation - keep what is yours from harm.

Make a prediction on your piece of paper.

- If slavery is allowed to expand westward or allowed to continue to exist... What happens to Justice? What happens to Self Preservation?
- If slavery is abolished...What happens to Justice? What happens to Self Preservation?

"But as it is, we have the wolf by the ear, and we can neither hold him, nor safely let him go. Justice is in one scale, and self-preservation in the other."



What happens if one side "wins" as applied to the idea of slavery?

Background Information

Before beginning the Lesson Activities you may want to read some background information about Slavery in the United States, and the Abolition Movement.

It is not required, however if you struggle with analyzing the documents or cartoons during the activity come back to this slide to learn more about the topic and then return to the lesson.

[Guided Reading - Slavery in the United States](#)

[Guided Reading - Slavery in the United States Spanish Version](#)

[Guided Reading - The Movement to End Slavery](#)

[Guided Reading - The Movement to End Slavery Spanish Version](#)



Lesson Activity

You will be looking at political cartoons and quotes from the time period that are either pro-slavery or anti-slavery.

As you look at each source answer the questions provided on your piece of paper.

At the end of this lesson you will summarize the arguments for each side of the slavery issue.

Pro-Slavery Argument

“Slavery as it exists in America vs Slavery as it exists in England”

Click on the title to view the Political Cartoon.

Use the zoom in tool to read the dialogue on each section of the cartoon.

Look at this poster describing slavery in America and “slavery” in England. When looking at “slavery” in England, think about England as being very similar to the North in the United States.

After looking at the Political Cartoon, answer these questions on your piece of paper.

1. According to the cartoon, what is life like for slaves in America?
2. According to the cartoon, being a “slave” in England is being forced to do what type of work?

Although violent slave revolts were rare, southerners lived in fear of them.

The most violent slave revolt in the country occurred in 1831, as Nat Turner's Rebellion. Nat Turner, a slave from Southampton County, Virginia, believed that God had told him to end slavery. On an August night in 1831, Turner led a group of slaves in a plan to kill all of the slaveholders and their families in the county. First they attacked the family who held Turner as a slave. Soon they had killed about 60 white people in the community. More than 100 innocent slaves who were not part of Turner's group were killed in an attempt to stop the rebellion. After the rebellion many states passed more laws to strengthen their control on enslaved people.

Pro - Slavery Argument

Read about Nat Turner's Rebellion.

After reading the summary on the left about this event, answer the following questions on your paper.

1. What was the overall effect of Nat Turner's Rebellion?
2. How could slave revolts be used as an argument for keeping slavery in place?


Anti - Slavery Argument

[View the Anti-Slavery Poster.](#)

Then, answer the following questions on your piece of paper:

Vocab help: Dissolution means - the end to an official partnership.

Emancipation means - the freeing of someone from slavery

1. According to the poster what is the goal of the Anti-Slavery Society?
 2. According to the poster why should someone be against slavery?
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Anti - Slavery Argument

Read the source and answer the questions at the bottom.

Record your answers on your piece of paper.

Source: Frederick Douglass, "The Meaning of July Fourth for the Negro," a speech delivered in Rochester, New York, July 5, 1852.

Note: Douglass, a famous African-American abolitionist, was himself an escaped slave from Maryland. His audience was almost entirely white Northerners. Douglass was 34 at the time.

What, to the American slave, is your 4th of July? I answer, a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham; ... your sounds of rejoicing are empty and heartless; ... your shout of liberty and equality, hollow mockery; your prayers and hymns, ... are to him, mere bombast, fraud, deception, impiety, and hypocrisy – a thin veil to cover up crimes which would disgrace a nation of savages. There is not a nation on the earth guilty of practices more shocking and bloody than are the people of the United States, at this very hour.

1. What is the 4th of July supposed to represent in America?
2. What words does Frederick Douglass use to show that slavery goes against the idea of the 4th of July?

Practice

Now that you have looked over the Pro-Slavery sources and the Anti-Slavery sources summarize both sides of the argument using the prompts on the right.

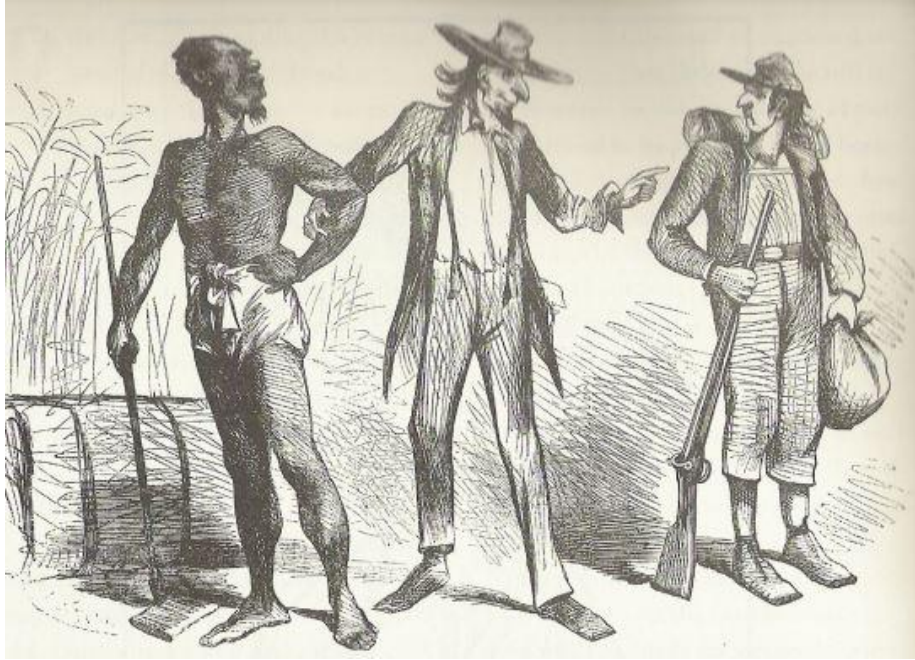
Based on the Warm Up, your background knowledge, your answers to the Lesson Activity Questions, and the sources...

What are the arguments for:

- Keeping slavery in place
- Abolition (getting rid) of slavery

Use evidence from the sources to support your writing.

Reflection - Make a Prediction



How does the cartoon show the value of slaves in Southern Society?

Yes, my Son, you must go to War. I can't spare POMP; he cost me Twelve Hundred Dollars, and he might get shot. Besides, you know, you couldn't stoop to work like a field-hand!

(Harper's Weekly, October 18, 1862)