



ISD Virtual Learning

# 8th Grade Social Studies

April 27th, 2020

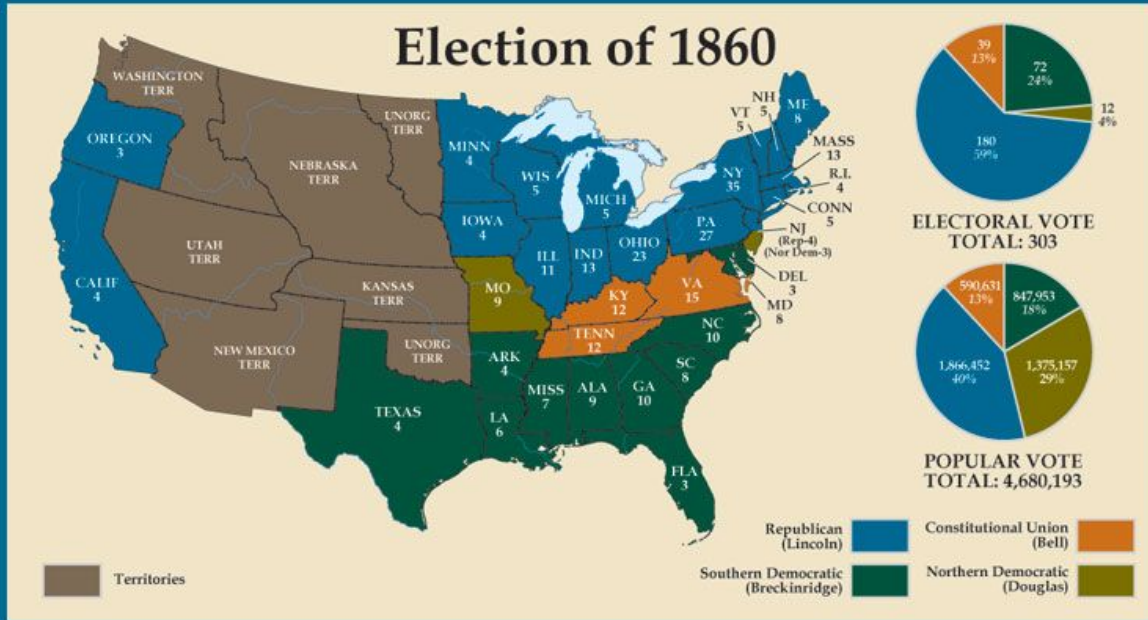


## 8th Grade Social Studies Lesson: 26, April 27th

### Objective/Learning Target:

I can understand the causes and justification of the South's secession from the Union.

# Connection to Previous Lesson



The sectional division of the Democratic party (between the northern Democrat candidate, Stephen A. Douglas, and the southern Democrat candidate, John C. Breckinridge) and the larger number of voters in the north helped Abraham Lincoln to win the election. The southern states were so angry at Lincoln's election that they began to take steps to secede from the union. South Carolina's legislature called a convention which unanimously adopted an ordinance of secession on December 20, 1860.

# Warm Up: Make a Prediction

Give one reason you think the South seceded from the Union?

Do you think the South had the right to secede from the Union?

Put your initial thoughts on a piece of paper.

Today, you will compare the arguments presented for secession with the ideals outlined in the Declaration of Independence and the Constitution and contrast with Abraham Lincoln's views. We will also go over the reasons for secession.

# Warm Up #2: What is freedom to you?

Think of an example of a political, economic, and social freedom you have.

Think about the different people who lived in the United States in 1860. Whether they were free, slave, black, white, immigrant, Native American, men or women, how was freedom defined and experienced in 1860 politically, economically, and socially?

## Analyzing Freedom

Political	Economic	Social
<b>Key Elements:</b> power, government, law, police, army	<b>Key Elements:</b> jobs, money, industry, agriculture, stores, ownership of property	<b>Key Elements:</b> people, race, class, gender, ethnic groups, immigration, marriage, family, religion, relationships between people
Examples of political freedoms:  Right of citizenship Right to vote Being equal to others before the law (police, judges, courts) Freedom of assembly Right to trial by a jury Freedom from torture	Examples of economic freedoms:  Freedom to own property (and no one can take it away from you) Equal opportunity in employment Control over personal labor and earnings	Examples of social freedoms:  Freedom from slavery Freedom to travel freely Freedom to leave one place and move to another place Freedom from discrimination based on race, color, ethnicity, or gender Freedom to marry anyone you wish Right to an education

Answer the prompt for a couple types of people, for each column. Put your answers on your piece of paper.

# Warm Up #2: What is freedom to you? – key

Think of an example of a political, economic, and social freedom you have. I can vote. I could teach in any state, and move to another state.

Think about the different people who lived in the United States in 1860. Whether they were free, slave, black, white, immigrant, Native American, men or women, how was freedom defined and experienced in 1860 politically, economically, and socially?

Possible answers provided in chart.

Political	Economic	Social
<ul style="list-style-type: none"> <li>• White men could vote, but slaves, women, and Native Americans could not vote.</li> <li>• Women could not vote</li> <li>• Native Americans were not citizens</li> <li>• Laws did not treat slaves, women and Native Americans equal to white men</li> <li>• Masters could punish slaves severely</li> <li>• Slaves had no right to trial by jury</li> </ul>	<ul style="list-style-type: none"> <li>• Freed blacks could only work in certain industries for low wages.</li> <li>• Slaves were considered property &amp; couldn't own property</li> <li>• Freed blacks and women could only work in certain industries for low wages</li> <li>• Native Americans lost their property (Trail of Tears)</li> <li>• Slaves had no control over their personal labor and their masters did not pay them wages</li> <li>• White men (native-born and immigrants) could own property (including slaves) &amp; they controlled their personal labor and earnings</li> </ul>	<ul style="list-style-type: none"> <li>• Immigrants freely entered the United States.</li> <li>• Slaves could not travel freely, or leave their masters, and slave marriages and families were often broken up through sale</li> <li>• Slaves, freed blacks, Native Americans, immigrants, and women suffered from discrimination</li> <li>• All non-slaves had freedom of religion</li> <li>• Women's ability to travel and move away from their families and husbands was more restricted than it is today</li> <li>• White people and Native Americans had freedom from slavery</li> <li>• Most southern states had laws prohibiting slaves or free blacks from learning to read or write</li> </ul>

# Overview: Causes of the Civil War



If you need more explanation on the causes of the Civil War, click each heading to learn more.

[Slavery](#)

[Sectionalism](#)

[States' Right](#)

If you feel you know how each of these took shape leading up to the Civil War read the summary on this slide, or listen to it read aloud.

Slavery was the main cause of the Civil War, because it connected to all other causes. Sectional differences in geography, climate and economy between the North and South also contributed to the division, as did the unsettled constitutional question of states' rights.

The South's desire to extend slavery into the western territories against the desires of the Northern majority reinforced regional differences and fueled the argument for states' rights.

States' Rights, was an underlying cause of the war. It was the argument used by Southern politicians to try to keep the institution of slavery.

Also at issue was how much power belonged to the states and how much power belonged to the federal government under the Constitution. This issue is one of the lasting constitutional questions raised again and again in American politics.

Using the argument for states' rights, individual states challenged federal authority in a series of events from the late 18th century through 1861. Tension increased with conflict over admitting free and slave states to the Union, the compromises attempting to solve those disagreements, and the conflict over slavery in the western territories.

Vocab Help: States' Rights - The belief that states had the authority to nullify (cancel) federal laws.  
Sectionalism: is loyalty to one's own region or section of the country, rather than to the country as a whole.

Create this chart on your piece of paper before beginning the Lesson Activity readings. As you go through the slides, add answers to your paper to complete the chart.

Supports Secession	Against Secession
<p><b>Declaration of Independence</b></p> <p>Evidence:</p>	<p><b>X</b></p>
<p><b>Constitution</b></p> <p>Evidence:</p>	<p><b>Constitution</b></p> <p>Evidence:</p>
<p><b>X</b></p>	<p><b>Abraham Lincoln</b></p> <p>Summary:</p>



# Lesson Activity – Is there justification for Secession?

“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 these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute a new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.”

Step 1: Listen to the excerpt of the Declaration of Independence being read [aloud by President John F. Kennedy.](#)

Start at :26 and listen until 1:19.

Step 2: Read through again, and look for evidence from the Declaration of Independence that the South could use as justification for breaking away from the North.

# Lesson Activity – continued

“New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or Parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress. 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 Claims of the United States, or of any particular State.”

Step 1: Listen to the excerpt of the Constitution being read aloud.



Step 2: Read through again, and look for evidence from the Constitution that the South could use as justification for breaking away from the Union.

Step 3: Also look for evidence to argue against secession.

# Lesson Activity – continued

**Abraham Lincoln had five categories of arguments against Secession.**

- **PHYSICALLY WE CANNOT SEPARATE**
- **SECESSION IS UNLAWFUL**
- **SECESSION EQUALS ANARCHY**
- **WE ARE FRIENDS**
- **SECESSION WILL DESTROY DEMOCRACY**

**We will look at three of these arguments.**

**[Click here to read three of his arguments.](#)**

Use at least one of Lincoln's arguments or a combination of arguments, and add a summary to use as evidence on your chart; that you created before beginning the Lesson Activity.

**Click each heading to listen to the arguments.**

- [Secession is unlawful](#)
- [Secession equals anarchy](#)
- [Secession will destroy democracy](#)

# Lesson Activity: Chart Answers for Declaration of Independence and The U.S. Constitution.

<b>Declaration of Independence</b>	Supports Secession	<ol style="list-style-type: none"> <li><u>1. It says that the people institute the government and the power of the government comes from the peoples' consent.</u></li> <li><u>2. If the government destroys the peoples' rights to life, liberty and the pursuit of happiness, they have the right to change or abolish it, and to institute a new government.</u></li> </ol>
	Does NOT support Secession	
<b>The U.S. Constitution</b>	Supports Secession	<u>Depending on the interpretation, the constitution could either support or not support secession.</u>
	Does NOT support Secession	<u>To support secession, the Constitution does not say that states cannot drop out of the union.</u>  <u>On the side of not supporting secession, the Constitution says that Congress creates new states and must consent to the formation of a new state within the jurisdiction of any other states, or by the junction of two or more states, or parts of states.</u>

# Lesson Activity: Potential Chart Answers for Abraham Lincoln.

You picked one of his arguments to summarize for your chart.

Argument #1 - Secession is unlawful.

Lincoln believed that the Constitution was never ending, perpetual. One state or a group of states could not destroy the Union on their own. The Constitution was meant to be amended not destroyed. Once the Union was created it was meant to last forever and could be altered only as allowed by the Constitution.

Argument #2 - Secession is Anarchy

Our government is based on the will of the majority. The majority is controlled by checks and balances, and limitations described in the Constitution. If the minority is always allowed to reject what the majority has decided, only anarchy (disorder, no authority) can result.

Argument #3 - Secession destroys democracy.

In this argument he is specifically referring to his election. According to the rules of our democracy he won the Presidency. The states that did not like the results of this election left the Union. Lincoln is asking, how will any democracy survive if “discontented individuals” threaten to destroy the democracy every time they don’t get their way? He also argues that saving the Union is saving the idea of freedom.

## Practice #1 – Make a conclusion.

Follow up question to the “What does freedom mean to you?” Warm Up.

Look over your answers to the Warm Up Questions.

Think about the Causes of the Civil War.

Answer this prompt on your piece of paper:

Was the Civil War a War for Freedom? Explain.

## Practice #2 – Make an Argument

Based on the evidence, let's return to one of the essential questions; Did the South have the right to secede from the Union?

- The Declaration of Independence gave evidence in support of the South.
- Abraham Lincoln argued against Secession
- The Constitution could be used by both sides.

Your turn, which side would you take and why?

Potential answers for Practice #1  
“ Was the Civil War a War for Freedom?”

For the North the war would end slavery and give freedom to slaves, but also make all Western territories free. This helped white settlers gain land of their own and establish small farms that didn't have to compete with large plantations and slave labor.

For the South it was the freedom to make their own decisions and preserve their way of life. Keep intact slavery, which had become the foundation of their economy and social structure.

Practice #2: Answers will vary. But, practice the RACE format you have been learning this year. [Click for RACE formatting help.](#)

Connection to Future Lessons:

The attack on Fort Sumter.



Watch these videos to learn about the official start of the Civil War.

# Reflection

Watch this video and answer the follow up questions on your piece of paper.

[Civil War Myth](#)

Why do Historians feel you cannot separate States' Rights from the issue of Slavery?

Why do Historians believe that after the war, some southerners argue that the war was not about slavery?