

**CIVIL WAR PERSPECTIVES**  
**LESSON PLAN 4**

**1. Title**

Jigsaw Readings: *Causes of the Civil War*

**2. Overview**

Students will read about the 4 major causes of the Civil War in small groups. Each small group will read about 1 major cause together. Then, students will move into mixed groups & share what they have learned with their peers. Students will keep track of knowledge gained by using a Jigsaw Article Organizer.

**3. Goal**

Students will read, summarize & retell information from articles in order to gain a deeper understanding of the causes of the Civil War.

**4. Objectives**

- Identify important details within the text.
- Summarize the major causes of the Civil War.

**5. Time Required (0-10)**

1-2 class period (90 min)

**6. Recommended Grade Range**

Grades 7-8

**7. Differentiated Instruction**

Struggling readers will receive support by reading their article with a small group of peers before being asked to summarize & retell the information within a mixed group. Readings may also be modified by the teacher according to the reading level of various groups of students.

**8. Subject / Sub-Subject**

Social Studies

Reading/Language Arts

**9. Common Core Standards**

- CC.7.R.I.3 – Key Ideas and Details: *Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).*
- CC.6-8.R.H.2 – Key Ideas and Details: *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.*

**10. Credits**

Aubrey Smith

Daniel Wilk

## PREPARATION

### 11. Materials Used

Jigsaw Articles

- John Brown
- The Election of Lincoln
- Antebellum America
- State Rights

Jigsaw Article Organizer

### 12. Resources Used

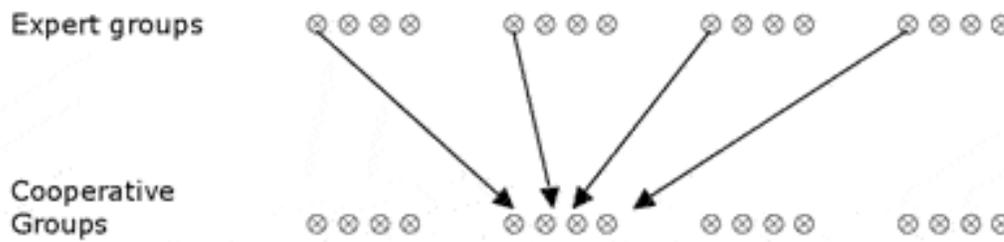
See Appendix

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## PROCEDURE

### 13. Description of Procedure

- As a class, ask students to recall the causes of the Civil War that were identified by the class in Lessons 1 & 2.
- After reviewing these causes, tell students that we will be learning more about these causes today & trying to answer some of the questions that we've recorded on the class KWL chart.
- Place students in groups of 3-4 and pass out jigsaw readings & organizers. These are their "Expert Groups".
- Tell students that each group will receive a different article to read together (See Materials). Together, they will need to summarize the important information using their Jigsaw Article Organizer. Once they have finished reading & summarizing the information, they will be asked to move into mixed groupings and share what they have learned with their peers. Tell students that it is important that they ask questions if they have trouble understanding their article, because they will be summarizing the information for their classmates on their own in their mixed groups.



- Give students 15 – 20 minutes to read their articles and complete their organizer *for their article only*. (You may want to do a count down. Let students know when they have 10 minutes left... 5 minutes left... 1 minute left. This may help keep students focused on their task.)
- Next, have students move into mixed groups to begin sharing what they've learned. (*The teacher may use his/her own discretion on the most efficient way to have students move into new groups.*)
- Ask students to have one person in their group begin sharing & move clockwise. Remind students to fill in their organizer for each article as their classmates are sharing. By the end of the class, the organizer should be completely filled in. Give students 15 – 20 to share their information with their new group. (The teacher should circulate the classroom to monitor & guide student sharing.)

- After groups have finished sharing, ask students to sum up what they have learned about each cause. Add this to the “Learned” column of your class KWL chart. (You may also add any new questions.)

### **The Inquiry Cycle:**

**Connect** - Students connect new insights to self or previous knowledge; gain background and context; observe, experience

**Wonder** - Students develop questions and create hypotheses or predictions

**Investigate** - Find and evaluate information to answer questions; test hypotheses; think about information to illuminate new questions and hypotheses

**Construct** - Construct new understandings connected to previous knowledge; draw conclusions about questions and hypotheses

**Express** - Apply understandings to a new context, new situation; express new ideas to share learning with others

**Reflect** - Reflect on own learning; ask new questions

## **EVALUATION**

### **14. Evaluation**

- Jigsaw Article Organizer
  - KWL chart
-

Name \_\_\_\_\_

## What Were the Major Causes of the Civil War?

### *Jigsaw Article Organizer*

Article Title	Who was involved?	What happened? ( <i>Summarize</i> )	What was the Setting? ( <i>When &amp; Where</i> )	Why was this event/issue important?

# John Brown

Late on the night of October 16, 1859, John Brown and twenty-one armed followers stole into the town of Harper's Ferry, Virginia, as most of its residents slept. The men--among them three free blacks, one freed slave, and one fugitive slave--hoped to spark a rebellion of freed slaves and to lead an "army of emancipation" to overturn the institution of slavery by force. To these ends the insurgents took some sixty prominent locals as hostages and seized the town's United States arsenal and its rifle works.

The upper hand which nighttime surprise had afforded the raiders quickly eroded, and by the evening of October 17, the conspirators who were still alive were holed-up in an engine house. In order to be able to distinguish between insurgents and hostages, marines under Colonel Robert E. Lee waited for daylight on October 18 to storm the building.

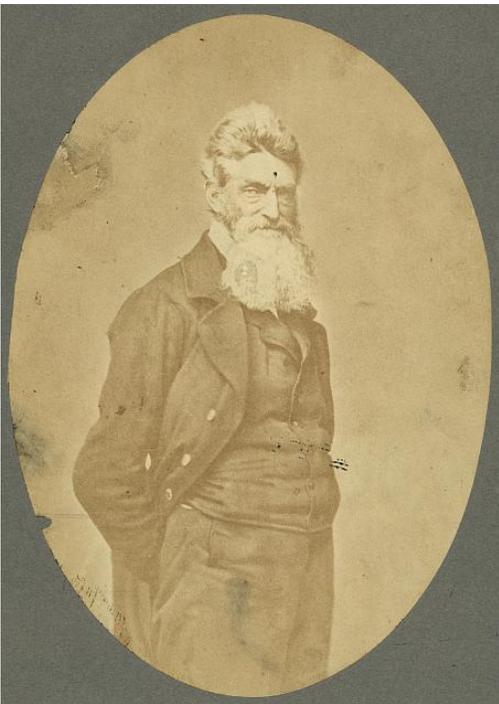
Brown and most of his men were veteran foes of slavery. In 1849, he and his family had settled at a black community at North Elba in New York State. Brown had become increasingly militant during the 1850s in his quest to eradicate slavery. In 1855, he had migrated to the Kansas Territory to become the leader of a band of anti-slavery guerrillas. He led a nighttime raid in retaliation for the sack of Lawrence, Kansas, by pro-slavery forces and helped to liberate slaves and to transport them safely to Canada.

In 1858, Brown drafted a constitution for a provisional United States government of which he was elected president. He intended to establish an effective means of freeing the slaves of Maryland and Virginia. Most of his raiders held commissions in the government's army. Apparently, only the black conspirators held no commissions. Even the ill-conceived plan for the raid had been germinating in Brown's thoughts for some time; he had moved to nearby Kennedy Farm in July to prepare for the raid.

Brown claimed he, "knew the proud and hard hearts of the slave-holders, and that they would never consent to give up their slaves, till they felt a big stick about their heads," and that a slave-holding community was, by its nature, in a state of war and, thus drastic actions were necessary and justified. His supporters felt they had a moral imperative to take action. The raid enflamed the emotions of parties on both sides of the conflict while Northern and Southern press fanned the flames that had been smoldering hotter and hotter with the publication of *Uncle Tom's Cabin*, the Dred Scott

decision, and the Kansas-Nebraska Act. Fear and anger totally eclipsed any other motivations that had been factors in the battle over slavery.

For his actions, Brown was quickly tried and convicted of murder, slave insurrection, and treason against the state and sentenced to death by hanging. The simplicity and sincerity of Brown's address after his sentencing astounded listeners on both sides of the issue. While awaiting his fate in the Harper's Ferry jail, he received a sympathetic letter from Massachusetts' writer and abolitionist Lydia Maria Child. "I think of you night and day," she wrote, "bleeding in prison, surrounded by hostile faces, sustained only by trust in God and your own heart. I long to nurse you--to speak to you sisterly words of sympathy and consolation."



John Brown's actions made him a martyr to abolitionists. Of the five conspirators who escaped from the engine house and were never caught, four served in the Union Army during the Civil War (only Brown's son Owen did not.) The Harper's Ferry raid remains one of the more controversial events of the country's history. Frederick Douglass sums up his assessment of his friend's actions:

*"Did John Brown fail? He certainly did fail to get out of Harper's Ferry before being beaten down by United States soldiers; he did fail to save his own life, and to lead a liberating army into the mountains of Virginia. But he did not go to Harper's Ferry to save his life. The true question is, Did John Brown draw his sword against slavery and thereby lose his life in vain? and to this I answer ten thousand times, No! No man fails, or can fail who so grandly gives himself and all he has to a righteous cause."*

References:

"Today in History: October 16." *American Memory*. Web. 2 Aug. 2011.  
<<http://memory.loc.gov/ammem/today/oct16.html>>.

**Title:** John Brown

**URL:** <http://www.loc.gov/pictures/item/2009633569/>

**Creator:** Black, James Wallace, 1825-1896, photographer

**Date:** c1859 December 12.

# The Election of 1860

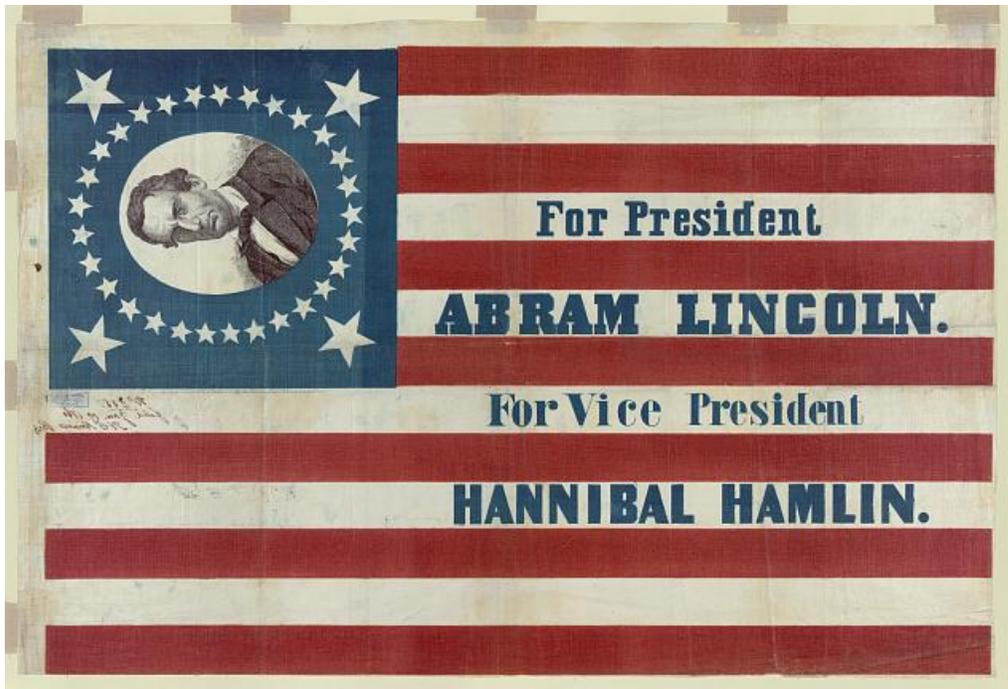
The Election of 1860 set the stage for the Civil War in the United States. The 1850s were a struggle for the free and slave states and arguments had gone on for a while about slavery in new western states, well before the election in 1860.

Industrialization had taken hold in the north and in the south with the cotton gin allowing for greater cotton production. This also meant that in the north, more jobs were opening in free states and in the states, slaves were more valuable to keep up with more cotton being produced. Railroads were to be built to the west with people moving west to create new homes in the new states that were forming. The new states were still open to be either slave states or free states.

By the time for the election of 1860, four political parties were formed, with the Democratic Party (which had now the Northern and Southern divisions), a new Constitutional Union Party, and the Republican Party of the North. Each party had its own ideas for the country at the time. Each party nominated their own candidate for the office of President of the United States. The Northern Democratic Party nominated Stephen Douglas from Illinois (a free state), whose platform was to allow slavery in the western new states as settlers needed. The Southern Democratic Party nominated John C. Breckenridge, a Kentuckian, pro-slavery candidate who was holding the current position as Vice-President under President James Buchanan. The Constitutional Union Party nominated John Bell, former senator from Tennessee (a slave state). This party did not last beyond the 1860 election. They wanted to keep the Union and Constitution of the United States intact. The last party was the Republican Party who nominated inexperienced Abraham Lincoln of Illinois (a free state). Lincoln argued against slavery in his debates with Douglas.

The Republican Party of the North eventually won the electoral

vote with Abraham Lincoln. The southern states did not have a strong enough effect on the electoral votes, which led to President Lincoln's election to office in 1860. Before President Lincoln was inaugurated, the state of South Carolina wanted to secede from the United States.



The president at that time, President James Buchanan, would not allow it on the grounds of secession as illegal. Before Lincoln took office, several other southern states did end up seceding with South Carolina, these included Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas. These states then began their own Confederacy with their own government.

#### References:

Armento, Nash, Salter and Wixson. (1991). *A More Perfect Union*. Boston, MA: Houghton Mifflin Pubs.

*America: The Story of Us: Division*, (episode four)(DVD). (2010). The History Channel: A&E Television Networks.

Wagner, M., Gallagher, G. and Finkelman, P. Eds. (2002). *The Library of Congress Civil War Desk Reference*, New York: Simon and Schuster pubs.

Title: For president, Abram Lincoln. For vice president, Hannibal Hamlin

URL: <http://www.loc.gov/pictures/item/2003656570/>

Creator: Howard, H. C.,

Date: 1860

# Slavery in the United States

Since the 17<sup>th</sup> century, African American slavery had existed in the colonies, later named the United States of America. Laws were made to keep slaves from being free. Slaves were treated differently. In South Carolina, "slaves were treated barbarically; where in Puritan states, like Quaker Pennsylvania, slaves were treated mildly" (Wagner, Gallagher, & Finkelman, Eds, p. 78). Slaves were property in all the colonies. It was legal to have slaves in all thirteen colonies.

By the time of the American Revolution, slaves were not needed for work and production in the northern colonies. In the south, slaves were essential to all types of work and hard labor. After the Revolutionary War, slavery was dying out in the north, but still well alive in the south.



With its invention in 1793, the cotton gin further changed the need for many slaves in the south. Southern plantation owners grew very wealthy with cotton and slaves to work their fields. Southern people who did not own slaves hoped one day to own their own like owning more property for a house. Slaves were also rented from slave owners to do jobs in the south. Slaves were the most important property to own in the south.

Slaves were traded in the south like cattle and pigs at a market. Scars of lashings meant a bad or unruly slave that should not be taken lightly if purchased at market. Slaves were property and not considered to be treated as whites were, as human beings.

However, this was not true in the north. Soon to come was the Abolitionist Movement (1810-1860), which meant there were people who were against slavery and wanted to end, or abolish it. Many Quakers joined this fight. It was a huge struggle since many southern slave owners were

also involved in politics and held seats in the national government. The southern politicians would not end slavery, because they felt slaves were needed in their states.

In 1831, William Lloyd Garrison, a white man, started the abolitionist paper, *The Liberator*. This helped form the America Anti-Slavery Society, which spread their movement "across the nation in mail, lectures, and petitions to Congress"\* (p. 321.). In 1841, Frederick Douglass, an escaped and well-read slave, spoke at one of the Anti-Slavery Meetings. In 1845, he released the first of his two auto-biographies, *Narrative of the Life of Frederick Douglass*. Meanwhile, Harriet Tubman, an escaped slave, and Sojourner Truth, also a former slave, helped many slaves find their way north to freedom.

During this time, *Cotton was King*, and by 1850 the southern states produced nearly three-fourths of the world's cotton. This made slaves necessary for production of cotton in the south. This increased profits for the southern slave owners, who owned more slaves than ever in the past; and the northern textile industry also profited from the cotton that the north turned into garments. Overproduction of cotton eventually destroyed soil in the southern states, so eyes starting looking to the new states forming in western territories, west, beyond Louisiana. (*America: The Story of Us: Division*, 2010). In this same year, another Fugitive Slave Law was enacted; northerners were again to return slaves to their owners. Slaves had no rights to plea their case in court, free or not. Often free slaves were even taken to the south. This law, and the Compromise of 1850, which opened debates about new western territories use as free or slave states, further enraged the anti-slavery movement. Abolitionists grew in numbers and the Underground Railroad was used more now than ever.

In 1854, Harriet Beecher Stowe published a book, *Uncle Tom's Cabin*. This best-selling book told of a slave, Tom, and his painful life as a slave in the south. Read by over a million, this book rallied more Northerners against slavery; while southerners saw the book as an insult to their way of life.

Fights in the western territories raged of if slavery should be allowed in the new states. The election of 1860 was coming and the political parties involved took different stands on slavery. A big question of the time: should the new states be free or slave? Slavery was still alive in the southern states, but it was different in the north. Slavery became the biggest concern for many by 1860.

References:

*America: The Story of Us: Division, (episode four)(DVD).* (2010). The History Channel: A&E Television Networks.

\*Armento, Nash, Salter and Wixson. (1991). *A More Perfect Union.* Boston, MA: Houghton Mifflin Pubs.

Wagner, M., Gallagher, G. and Finkelman, P. Eds. (2002). *The Library of Congress Civil War Desk Reference,* New York: Simon and Schuster pubs.

Title: "Auction & Negro Sales," Whitehall Street

URL: <http://www.loc.gov/pictures/item/cwp2003000884/PP/>

Creator: Barnard, George N., 1819-1902, photographer

Date: 1864

# States Rights

## Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

State's Rights were given with the Tenth Amendment of the Constitution of the United States of America. This amendment made it difficult at times to decide what laws to follow, the states' laws or the country's federal, bigger laws. There were many arguments in the United States then and the Northern and Southern states had different ideas about what each wanted to be a law in the states and in the country as a whole. Sometimes these disagreements meant going to the U.S. Supreme Court to try to figure out what laws are to be used in the different states or, sometimes, in all the states together. One of the biggest arguments from the Northern and Southern states was about Slavery.=

## Nullification

Nullification (U.S. Constitution) is a legal idea that a U.S. State has the right to nullify, or undo, any federal law that a state has considered unconstitutional.

Nullification was part of several arguments between federal laws and state laws. For example, there were arguments in U.S. Congress that states should not have to enforce, or carry out, federal laws in each state. For many years leading up to the Civil War, the states, both free and slave, were arguing to keep their own state rights as granted by the Tenth Amendment to the U.S. Constitution. This amendment was interpreted to mean that each state could use their own powers in the states. This also meant that states could use nullification with federal laws the state/s did not agree with.

In July of 1833, South Carolina State Representative, James L. Petigru wrote in a letter, "Nullification has done its work; it has prepared the minds of men for a separation of the States, and when the question is mooted again, it will be distinctly union or disunion" (p. 108). As time passed, more territories were bought in the west and more states were to be formed by pioneers. Each new territory could decide if the state was a free to slave state. This made more people traveling west concerned

about their own ideas of slavery and how to live the way they wanted to, or were used to.

### **Kansas-Nebraska Act (1854)**

The Kansas-Nebraska Act said that the issue of slavery would be decided by the people living in these territories, this was called *popular sovereignty*. After the bill passed on May 30, 1854, violence broke out in Kansas between pro-slavery and anti-slavery settlers in these territories. Nebraska was a free state and Kansas people could decide if they wanted to be a slave or a free state. The slave owners from Missouri went to Kansas and illegally voted to make Kansas a slave state and added it in the Kansas State Constitution. This angered the anti-slave farmers and people of Kansas who lived there and did not want Kansas to be a slave state. The anti-slave people of Kansas came together to form their own majority government. Kansas ended up with two opposing governments, all ready to fight each other. Kansas' new name was "Bleeding Kansas." The free and slave states' views on rights were changing and many people were angry on both sides.

### **Secession**

Southern states had slavery as a way of life and building wealth for their states, they wanted slavery to remain and expand into new territories and new states. Northern states did not need slaves for their wealth and labor, and many northerners were against slavery and wanted it to end. Emotions and anger ran high and across the nation. The upcoming election of 1860 had several political views being represented were *for, against, and neutral*, the issue of slavery in new territories. This also applied to current state's rights to make their own laws for slavery in each old and new state in the union. Again, some states in the south, like South Carolina, were already threatening to secede from the United States (the Union).

When Republican candidate, Abraham Lincoln, won the election of 1860, and before he took office, South Carolina seceded from the union. Other southern states soon followed.

References:

Armento, Nash, Salter and Wixson. (1991). *A More Perfect Union*. Boston, MA: Houghton Mifflin Pubs.

Library of Congress (online) (2011). *Collection Connections, The Teachers' Page*. Found at <http://www.loc.gov/teachers/classroommaterials/connections/slaves-court/history4.html>).

\*Wagner, M., Gallagher, G. and Finkelman, P. Eds. (2002). *The Library of Congress Civil War Desk Reference*, New York: Simon and Schuster pubs.