

Activity Page 1.1

Use with Chapter 1

Letter to Family

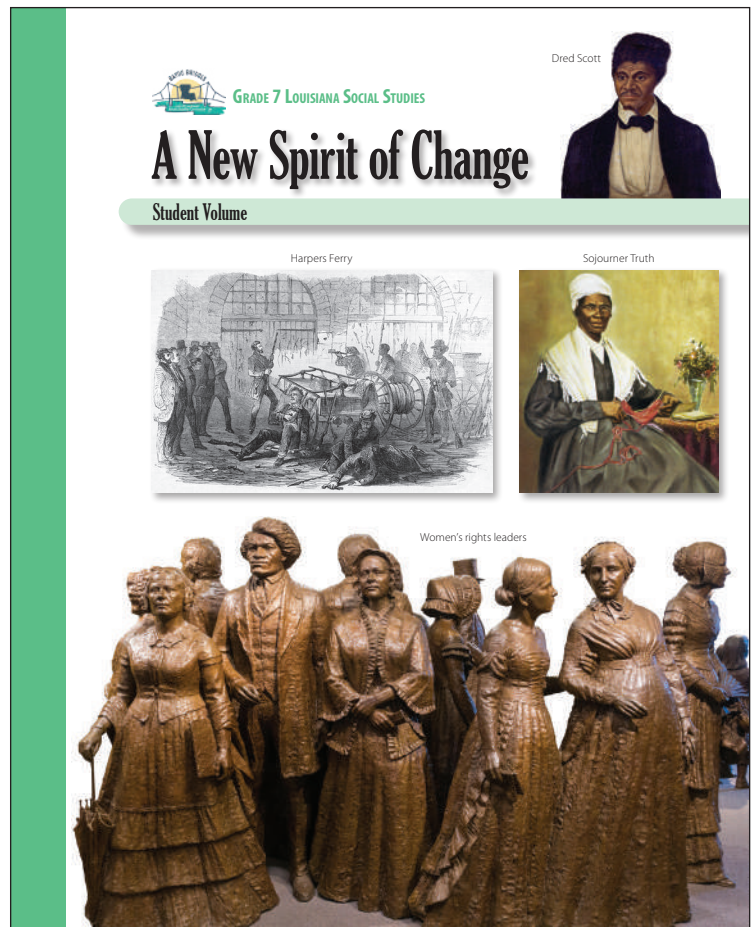
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the history of the United States leading up to the Civil War. They will learn about nineteenth-century reform movements for women's suffrage, abolition, public health, and public education, as well as the growing tension between the North and South over the issue of slavery.

In this unit, students will explore key events and ideas that shaped the nation's development during this period of rapid change. They will read and analyze primary sources, examine maps and charts, and respond to questions that deepen their understanding of this period of United States history.

As part of their exploration, students will also learn about the lives of enslaved people and about slavery as a source of conflict between states. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture or group. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–2

Primary Source Analysis

SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate to the context? How does it relate to what you already know?	
CONSIDERATION What point of view is being expressed? What examples of bias or judgment does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

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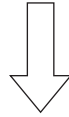
Use with Chapters 1–2

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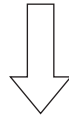
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Claims and Evidence

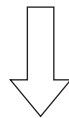
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have?
What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Activity Page 2.1

Use with Chapter 2

Two African American Spirituals

<p>The Wayfaring Stranger</p> <p>I'm just a poor wayfaring stranger A-travelin' through this land of woe. But there's no sickness, Toil, nor danger In that bright world to which I go.</p> <p>I'm goin' there to see my mother. I'm goin' there no more to roam. I'm just a-goin' over Jordan, I'm just a-goin' over home.</p>	<p>Sometimes I Feel Like a Motherless Child</p> <p>Sometimes I feel like a motherless child, Sometimes I feel like a motherless child, Sometimes I feel like a motherless child, A long ways from home, A long ways from home, True believer, A long ways from home, A long ways from home.</p> <p>Sometimes I feel like I'm almos' gone, Sometimes I feel like I'm almos' gone, Sometimes I feel like I'm almos' gone, Way up in the heav'nly land, Way up in the heav'nly land, True believer, Way up in the heav'nly land, Way up in the heav'nly land.</p> <p>Sometimes I feel like a motherless child, Sometimes I feel like a motherless child, Sometimes I feel like a motherless child, A long ways from home, There's praying everywhere.</p>
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Activity Page 2.1 (continued)

Use with Chapter 2

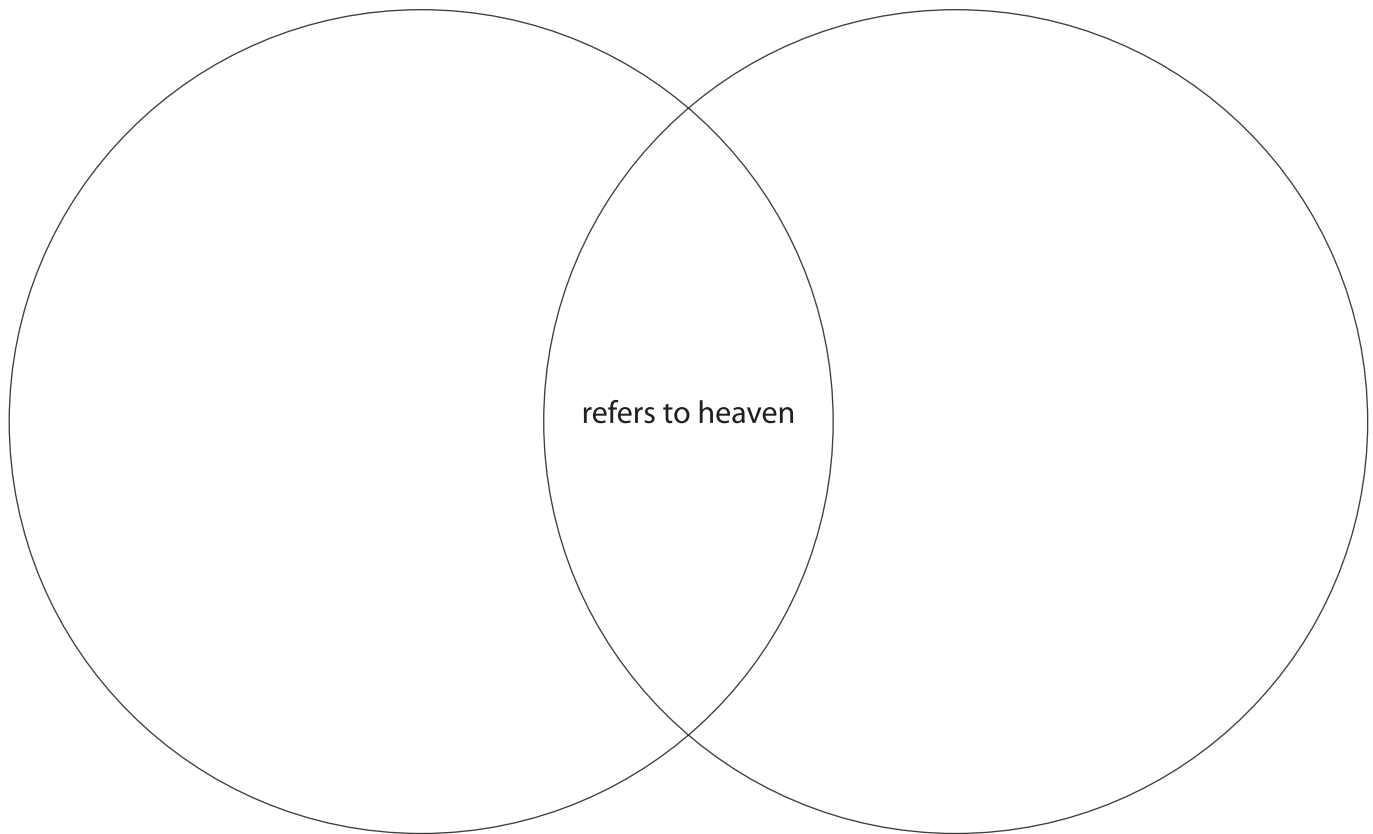
Two African American Spirituals

Read the lyrics of both spirituals. As in other spirituals that enslaved African American people sang, the reference to the Jordan River in "The Wayfaring Stranger" could refer to the way to heaven. Similarly, "Sometimes I Feel Like a Motherless Child" refers to heaven. Use the Venn diagram below to examine more similarities and differences, comparing attributes such as language, tone, poetic elements or techniques, and the feelings being expressed.

The Wayfaring Stranger

Both

**Sometimes I Feel Like
a Motherless Child**

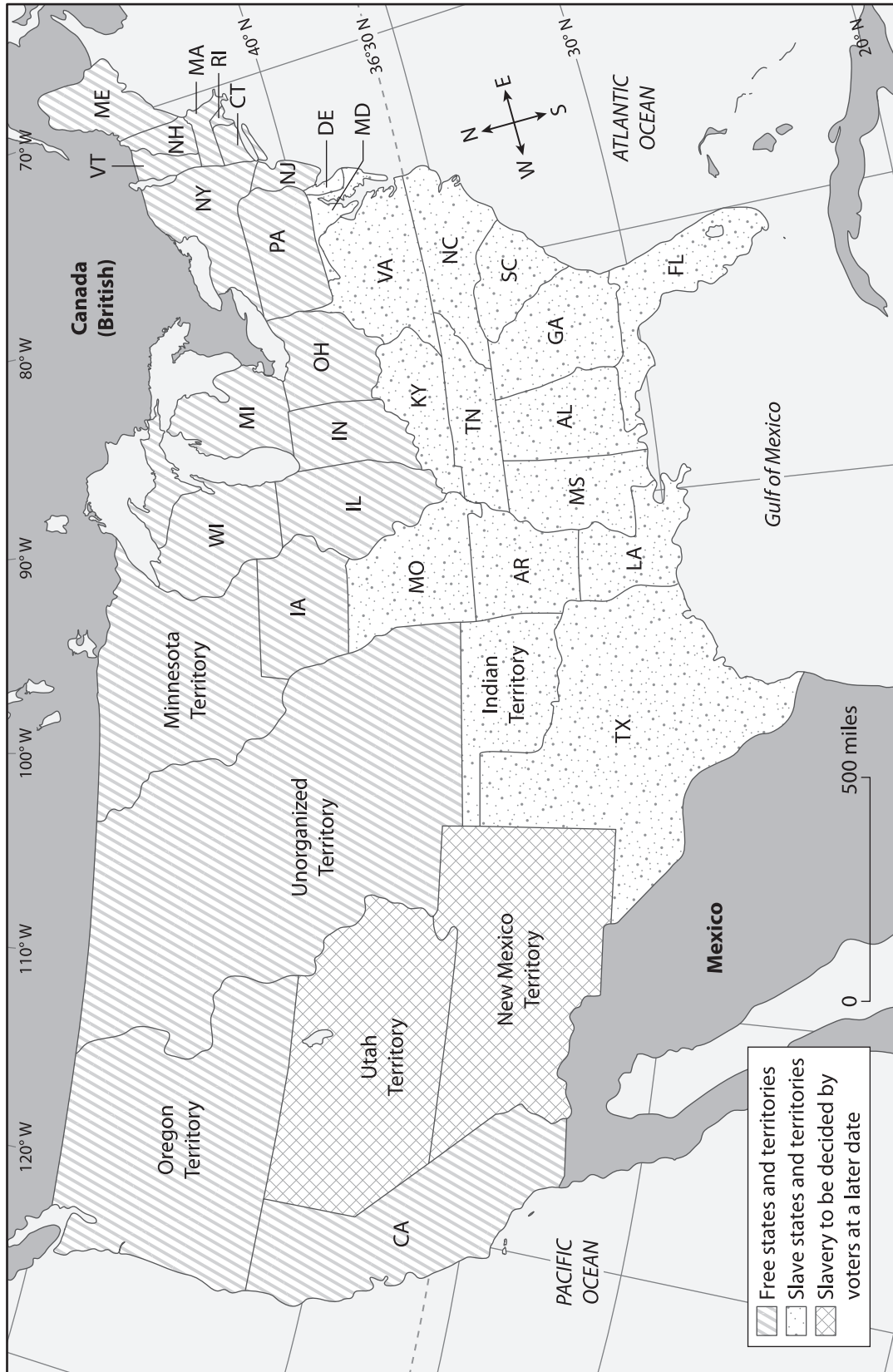


Activity Page 2.2

Use with Chapter 2

The Compromise of 1850

Examine the map, and then answer the questions that follow.



Name _____

Date _____

Activity Page 2.2 (continued)

Use with Chapter 2

The Compromise of 1850

- 1. List one free state, one slave state, and one territory where slavery was to be decided by voters at a later date.

- 2. What can you observe from the map about the locations of free states, slave states, and territories where slavery was yet to be decided?

- 3. Compare the number of free states to the number of slave states shown on the map. What patterns or trends do you see?

- 4. Consider the numbers of free and slave states. How might the representation of each type of state in Congress have influenced debates and decisions related to slavery?

- 5. Why might territories where slavery was to be decided later have been a source of tension between free and slave states? How could the outcome of these decisions affect the balance of power in the country?

Name _____

Date _____

Activity Page 2.3

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

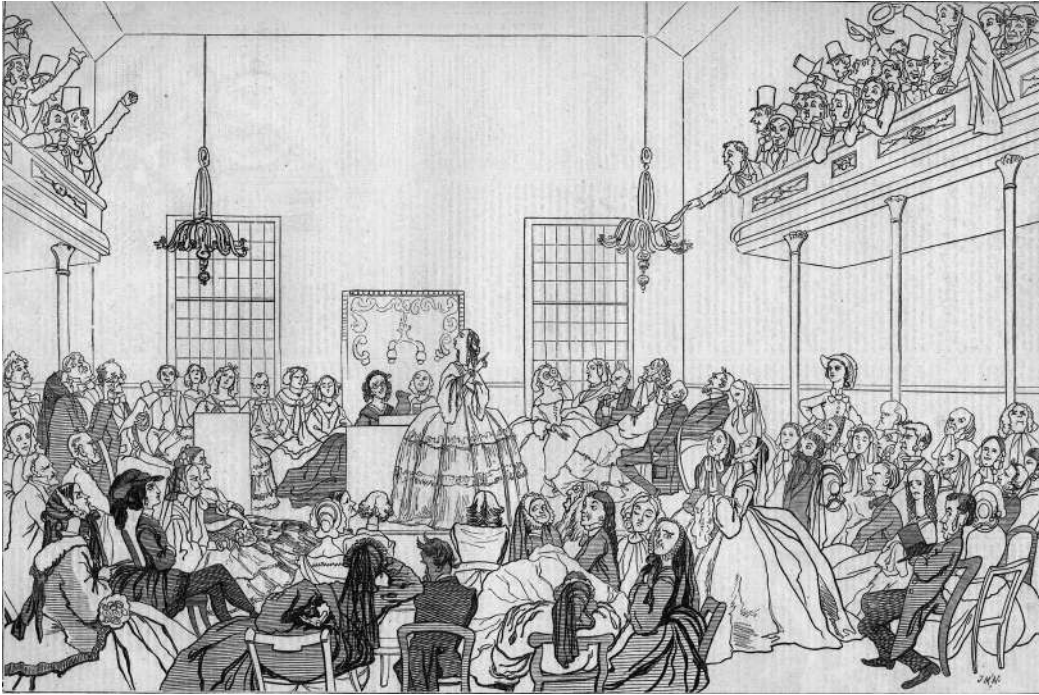
Using your own paper, write the letter that matches the definition of each term.

- | | |
|-----------------|--|
| 1. convention | a) a place where weapons and other military equipment are stored |
| 2. abolitionist | b) a person who worked to end slavery during the 1700s and 1800s |
| 3. suffrage | c) the act of keeping something under control or within limits |
| 4. asylum | d) to formally withdraw membership |
| 5. sectionalism | e) a formal gathering of people for a purpose |
| 6. secede | f) devotion to the interests of a region over those of a country |
| 7. containment | g) moderation in or refraining from the consumption of alcoholic beverages |
| 8. incumbent | h) holding a position or political office |
| 9. arsenal | i) a hospital for people with mental illness |
| 10. temperance | j) the right to vote |

Assessment: Chapter 1—Reform Movements

A. On your own paper, write the letter(s) that provides the best answer.

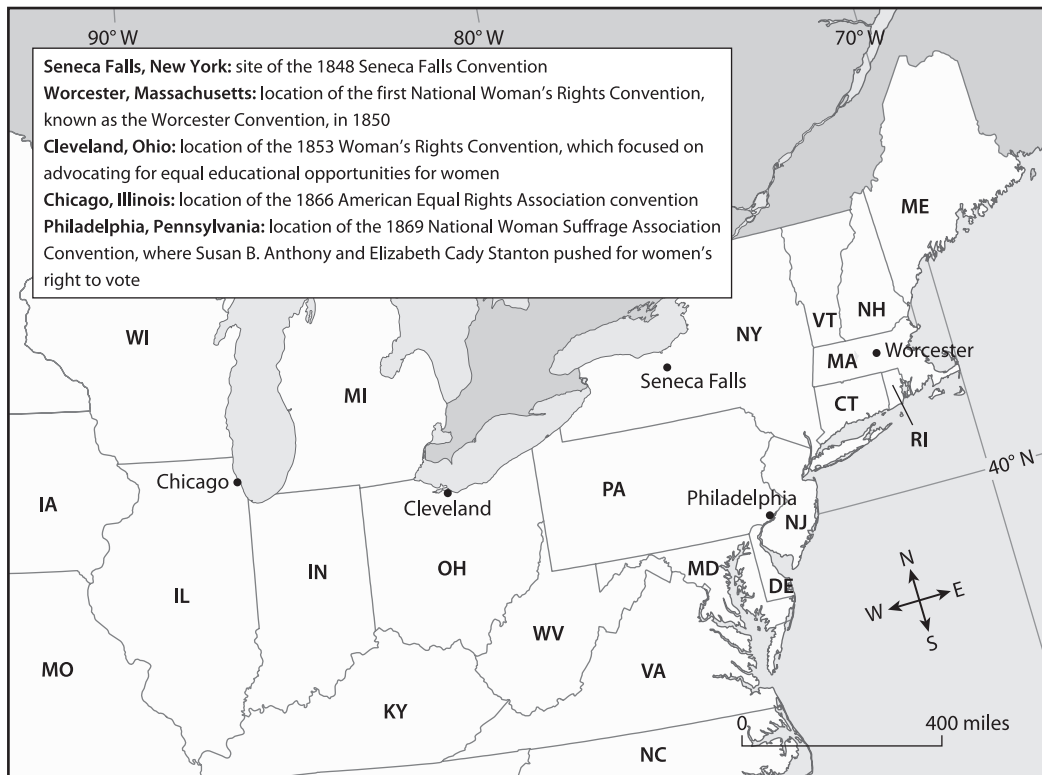
1. Use the image to answer the question.



What does this image show about the Seneca Falls Convention? (7.11.a)

- a) It was a violent gathering.
- b) It was supported by all Americans.
- c) It was a significant event in women's history.
- d) It was an event that was mocked and viewed negatively.

2. Use the map to answer the question.



Which of the following locations hosted the first National Woman's Rights Convention? (7.4, 7.5, 7.11.a)

- a) Cleveland, Ohio
 - b) Chicago, Illinois
 - c) Seneca Falls, New York
 - d) Worcester, Massachusetts
3. How did the World Anti-Slavery Convention lead to a fight for women's rights? Select the **two** correct answers. (7.11.a, 7.11.c)
- a) The convention declared that women also experienced a form of enslavement.
 - b) Reformers were outraged by the treatment of women at the convention.
 - c) Women were denied equal access to the convention despite being active abolitionists.
 - d) The convention expelled women from the abolitionist movement.
 - e) Representatives insisted on admitting women as leaders of the abolitionist movement.
4. Use the quote from the Declaration of Sentiments to answer the question.
"We hold these truths to be self-evident: that all men and women are created equal."
Which belief does this quote emphasize? (7.6.a, 7.11.a)
- a) Men do not want women to be equal.
 - b) Men and women should have equal rights.
 - c) Women should have more rights than men.
 - d) Women should be treated differently from men.

5. Use the image to answer the question.



What was the primary focus of this newspaper? (7.11.c)

- a) advocating for the abolition of slavery
- b) supporting political campaigns
- c) reporting on general news
- d) promoting women's rights

6. Use the image to answer the question.



What is Sojourner Truth known for? (7.11.c)

- a) her escape on the Underground Railroad
- b) her work in the field of education reform
- c) her role in the prison reform movement
- d) her advocacy for women's rights and abolition

7. Use the excerpt to answer the question.

I am constrained to say, both from experience and observation, that their education is miserably deficient; that they are taught to regard marriage as the one thing needful, the only avenue to distinction; hence to attract the notice and win the attentions of men, by their external charms, is the chief business of fashionable girls.

—Sarah Grimké, *Letters on the Equality of the Sexes and the Condition of Woman*

According to the excerpt, what does Sarah Grimké say women are taught to do attract the attention of men? (7.11.a)

- a) focus on their appearance
- b) get a strong education
- c) enter into a marriage
- d) start a business

8. Use the excerpt to answer the question.

I, on the other hand, deny that the constitution guarantees the right to hold property in man, and believe that the way to abolish slavery in America is to vote such men into power as will use their powers for the abolition of slavery. This is the issue plainly stated, and you shall judge between us.

—Frederick Douglass, “The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?”

According to the excerpt, what is Frederick Douglass’s belief regarding the U.S. Constitution and slavery? (7.11.c, 7.11.d)

- a) The Constitution does not say people can be held as property.
- b) The Constitution supports the right to enslave people.
- c) The Constitution is neutral on the issue of slavery.
- d) The Constitution fully abolishes slavery.

9. Which problem did Horace Mann seek to address through his work as a reformer? (7.2, 7.3, 7.11.b)

- a) Slavery was an institution in the South.
- b) Women did not have equal rights with men and were not allowed to vote.
- c) Public schools were not commonplace, and the ones that existed were not very good.
- d) Effective treatments for mental illness were nonexistent in the era, and many people who were unwell were housed in prisons rather than hospitals or asylums.

10. Why was Dorothea Dix inspired to fight for mental health reform? (7.11.b)

- a) She experienced mental health struggles of her own.
- b) She believed alcohol was the cause of many social problems and mental illnesses.
- c) She discovered that poor children were more likely to end up in asylums than wealthy children.
- d) She witnessed the dire conditions of prisoners who had not committed crimes but were mentally ill.

- B. On your own paper, write a well-organized paragraph in response to the following prompt:**

What did the reform movements of the early 1800s have in common? Use evidence from the chapter to support your claim. (7.2, 7.3, 7.7, 7.7.a, 7.7.b, 7.11)

Assessment: Chapter 2—Growing Sectionalism and the Experiences of Enslaved People

A. On your own paper, write the letter(s) that provides the best answer.

1. Use the image to answer the question.



What type of event does this image depict? (7.12.d)

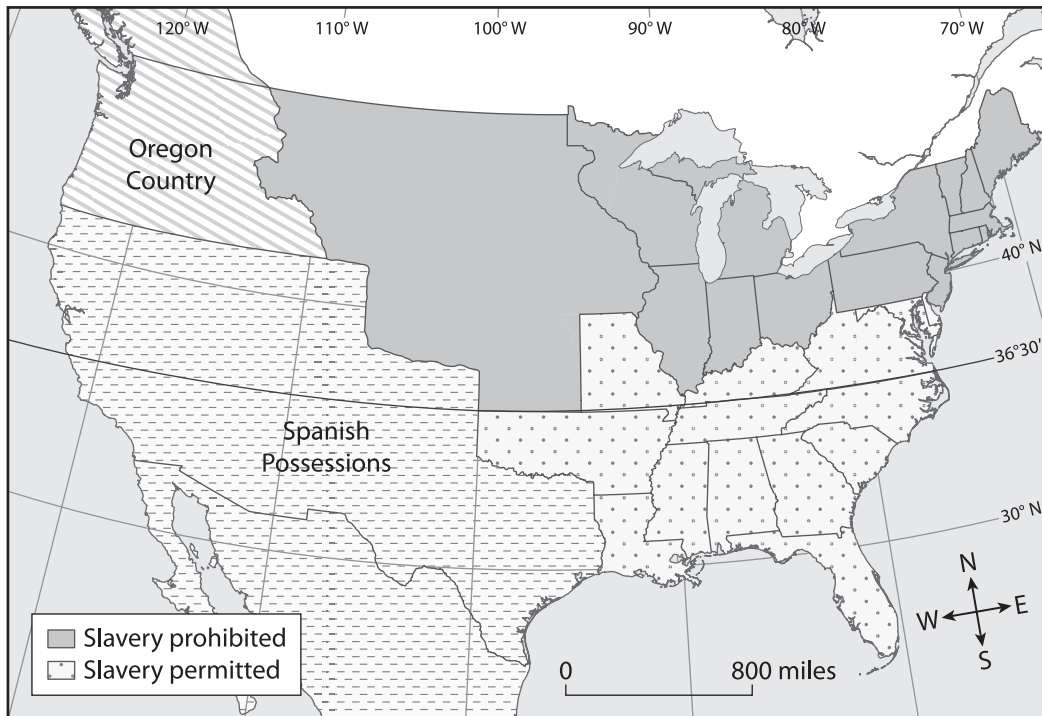
- a) an escape on the Underground Railroad
 - b) the daily lives of enslaved people
 - c) a rebellion of enslaved people
 - d) a religious gathering
2. Use this excerpt from a slave spiritual to answer the question.

Nobody knows the trouble I've been through
Nobody knows my sorrow
Nobody knows the trouble I've seen
Glory hallelujah!

What is the primary theme of this spiritual? (7.6, 7.6.a)

- a) celebration
- b) resistance
- c) hardship and struggle
- d) escape on the Underground Railroad

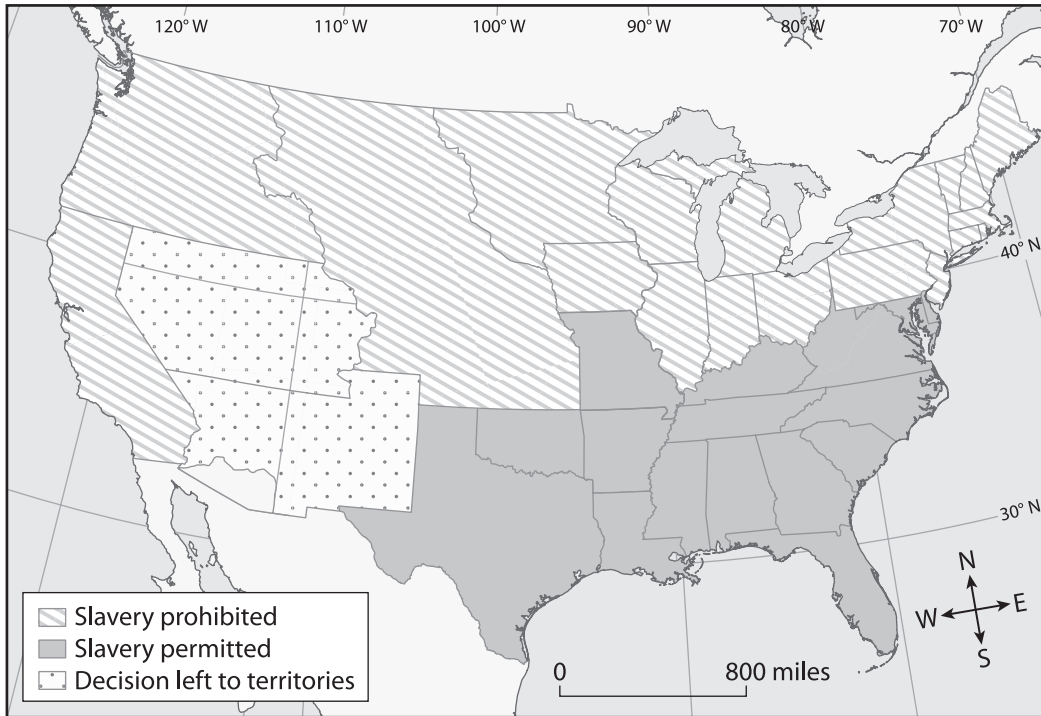
3. Use the map to answer the question.



What was the primary purpose of the Missouri Compromise? (7.4, 7.5, 7.12, 7.12.a)

- a) to allow the spread of slavery into western territories
- b) to balance the numbers of slave and free states
- c) to declare all new states as free states
- d) to end slavery in all states

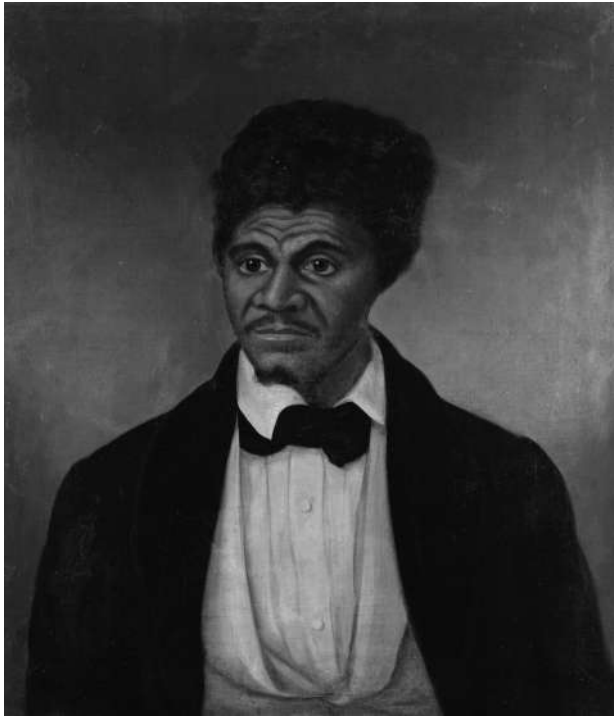
4. Use the map to answer the question.



What was a significant outcome of the Compromise of 1850? (7.4, 7.5, 7.12, 7.12.a)

- a) It allowed for the potential spread of slavery into some western territories.
- b) It completely abolished slavery in all western territories.
- c) It established the Underground Railroad.
- d) It sparked the Civil War.

5. Use the image to answer the question.



What was significant about the ruling of the *Dred Scott* decision in 1857? (7.12, 7.12.a)

- a) Enslaved people were officially granted freedom.
 - b) Enslaved people were stripped of all remaining rights.
 - c) Enslaved people were considered citizens with full rights.
 - d) Enslaved people were not considered citizens with constitutional rights.
6. Which changes were direct results of the Compromise of 1850? Select the **two** correct answers. (7.12, 7.12.a)
- a) The Fugitive Slave Law was repealed.
 - b) The slave trade was banned in Washington, D.C.
 - c) California was admitted to the Union as a free state.
 - d) The federal government banned slavery in all new territories.
 - e) The people of each territory would decide the issue of slavery for themselves.
7. How did enslaved people resist slavery? Select the **two** correct answers. (7.12.d)
- a) organized rebellions
 - b) speaking in code language
 - c) silent protests and hunger strikes
 - d) written petitions to the government
 - e) breaking tools and working slowly

8. Use the excerpt to answer the question.

When the slave ceases to perspire, as he often does when taxed beyond his strength, he falls to the ground and becomes entirely helpless. It is then the duty of the driver to drag him into the shade of the standing cotton or cane, or of a neighboring tree, where he dashes buckets of water upon him, and uses other means of bringing out perspiration again, when he is ordered to his place, and compelled to continue his labor.

—Solomon Northup, *Twelve Years a Slave*

What does this excerpt suggest about the lives of enslaved people? (7.11.c, 7.12)

- a) They were well cared for by the drivers.
 - b) They were often pushed beyond their limits.
 - c) They were given quality medical care when needed.
 - d) They were allowed rest breaks to regain their strength.
9. Use the excerpt to answer the question.

We are now far into the fifth year since a policy was initiated with the avowed object and confident promise of putting an end to slavery agitation. Under the operation of that policy, that agitation has not only not ceased, but has constantly augmented. In my opinion, it will not cease until a crisis shall have been reached and passed. "A house divided against itself cannot stand." I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved; I do not expect the house to fall; but I do expect it will cease to be divided. It will become all one thing, or all the other. Either the opponents of slavery will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction; or its advocates will push it forward, till it shall become alike lawful in all the States, old as well as new, North as well as South.

—Abraham Lincoln, speech to the Illinois Republican Convention, 1858

What did Lincoln believe about the future of the United States in relation to slavery? (7.12.c)

- a) The government would enforce stricter laws on free states.
 - b) The government would dissolve due to the issue of slavery.
 - c) The nation would become either entirely free or entirely slaveholding.
 - d) The nation would remain divided between free states and slave states.
10. What was the outcome of John Brown's raid at Harpers Ferry in 1859? (7.12.d)
- a) the successful capture and permanent control of the arsenal by John Brown's group
 - b) the peaceful negotiation and resolution of the conflict without any casualties
 - c) a large-scale slave revolt that spread throughout the South
 - d) the capture and execution of John Brown and associates

- B. On your own paper, write a well-organized paragraph in response to the following prompt:**

Identify a piece of legislation or court decision between 1800 and 1861, and explain how it contributed to sectional tensions. (7.12.a)

