

Flandreau Middle School

Distance Learning Plan



3/23/2020 - 3/27/2020

8th grade History

Daily Checklist

- Guardian please initial upon completion
- Return this cover sheet with work

___ Module 16 Social Studies Information and Propaganda

___ A Divided Nation Lesson 1 Packet

___ A Divided Nation Lesson 2 Packet

Flandreau Middle School: Distance Learning Plan

Unit/Lesson: Middle East Unit Subject/Grade: 7th Grade Geography

Dates: March 23-27

What tasks do I need to complete?	<ul style="list-style-type: none"> • Mon, 3/23: Module 16 Social Studies Skills Information and Propaganda <ul style="list-style-type: none"> ○ 1. Read the Information and Propaganda Sheet ○ 2. Next view the backside of the sheet: Complete Module 16 Social Studies Skills Questions #1-5 • Tues, 3/24: A Divided Nation Lesson 1 <ul style="list-style-type: none"> ○ 1. Read the A Divided Nation Packet pg. 208-209 ○ 2. Complete the tasks in the boxes as you read • Wed, 3/25: A Divided Nation Lesson 1 <ul style="list-style-type: none"> ○ 1. Complete the Questions on A Divided Nation Lesson 1 found on pg. 210 #1-9 (Do not need to complete the Challenge Activity on pg. 209) • Thur, 3/26: A Divided Nation Lesson 2 <ul style="list-style-type: none"> ○ 1. Read A Divided Nation Lesson 2 Packet pg. 211-212 ○ 2. Complete the tasks in the boxes as you read • Fri, 3/27: A Divided Nation Lesson 2 <ul style="list-style-type: none"> ○ 1. Complete the Questions on A Divided Nation Packet found on pg. 213 #1-8 (Do not need to complete the Challenge Activity on pg. 212)
What will I need to bring back to school?	<ul style="list-style-type: none"> - Please return the entire history packet
What standards am I learning?	<ul style="list-style-type: none"> - 8.H.2.3 Analyze the major sources of conflict that led to the Civil War - 8.H.2.4 Associate key individuals with their roles in the Civil War - 8.H.4.8 Draw conclusions on how the reform movements of the mid-nineteenth century affected the U.S.
What materials do I need?	<ul style="list-style-type: none"> - History packet, Pencil
What can I do if I finish early?	<ul style="list-style-type: none"> - View Resources on your American History Class in Google Classroom (if available)
Who can I contact if I have questions?	<ul style="list-style-type: none"> - Josh Biever - josh.biever@k12.sd.us
Notes from my teachers:	<ul style="list-style-type: none"> - All assignments can be completed on worksheets, please contact me if you have any questions.

Read →

Reading Social Studies

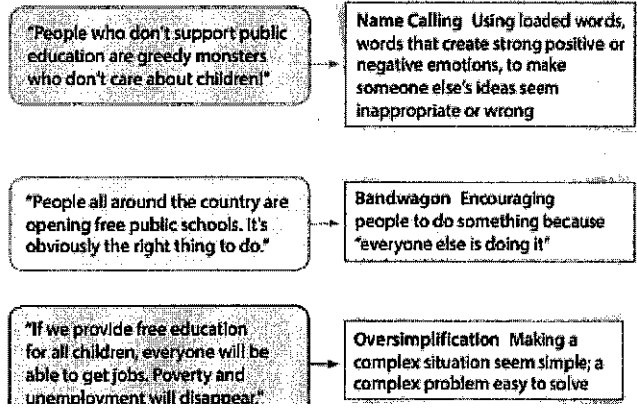
THEME FOCUS:
Society and Culture

The mid-1800s was a time of change in America. Society and culture changed for several reasons: thousands of immigrants arrived in America; women began to work hard for equal rights; and the North and South debated more and more over the slavery issue. Religious beliefs helped shape people's views toward abolition—the move to end slavery—and women's suffrage—the move to give women the right to vote. This module discusses these issues.

READING FOCUS:
Information and Propaganda

Where do you get information about historical events and people? One source is this textbook and others like it. You can expect the authors of your textbook to do their best to present the facts objectively and fairly. But some sources of historical information may have a totally different purpose in mind. For example, advertisements in political campaigns may contain information, but their main purpose is to persuade people to act or think in a certain way.

Recognize Propaganda Techniques Propaganda is created to change people's opinions or get them to act in a certain way. Learn to recognize propaganda techniques, and you will be able to separate propaganda from the facts.



Name _____

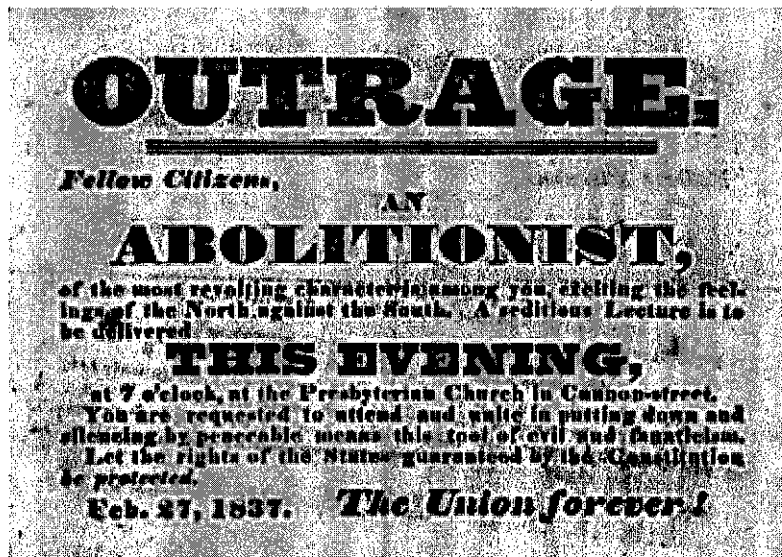
Reading Social Studies- Information and Propaganda

Focus on Reading- Read pg. 506 in textbook and answer the question below-

1. What is propaganda?
2. What are different propaganda techniques?

You Try It- View the flyer below to answer questions #3-5

Flyer from 1837



3. What is the purpose of this flyer?
4. Who do you think distributed this flyer?
5. Is this flyer an example of propaganda? Why or Why not?

A Divided Nation

Lesson 1



MAIN IDEAS

1. The addition of new land in the West renewed disputes over the expansion of slavery.
2. The Compromise of 1850 tried to solve the disputes over slavery.
3. The Fugitive Slave Act caused more controversy.
4. Abolitionists used antislavery literature to promote opposition.

Key Terms and People

Wilmot Proviso suggested bill that would outlaw slavery in new U.S. territory
sectionalism situation in which people favor the interests of one region over those of the entire country

popular sovereignty the idea that political power belongs to the people

Free-Soil Party third political party that formed to support abolition

secede formally withdraw

Compromise of 1850 law that maintained America's slave-state/free-state balance

Fugitive Slave Act law that made it a crime to aid runaway slaves

Anthony Burns fugitive slave from Virginia whose attempted rescue from a Boston jail ended in violence

Harriet Beecher Stowe author of the antislavery novel *Uncle Tom's Cabin*

Uncle Tom's Cabin antislavery novel written by Harriet Beecher Stowe

Lesson Summary

NEW LAND RENEWS SLAVERY DISPUTES

The nation's debate over slavery continued as the country got bigger. Many northerners supported the **Wilmot Proviso**. That bill would outlaw slavery in new parts of the country. Many southerners did not support the bill. Arguments about the Wilmot Proviso demonstrated how **sectionalism** was dividing the country.

Some favored the idea of **popular sovereignty**. They thought each region's voters should decide the question of slavery for that region. The

Why do you think southerners were opposed to the Wilmot Proviso?

Lesson 1, *continued*

debate was so intense that a third political party, the **Free-Soil Party**, formed to support abolition.

COMPROMISE OF 1850

Henry Clay had a plan to keep the balance between slave and free states. John C. Calhoun thought the plan would lead to a civil war. He asked that slave states be allowed to **secede**. To solve the dispute, both sides gave up something and created the **Compromise of 1850**. California would be a free state. The issue of slavery would be decided by popular sovereignty in Utah and New Mexico.

What made Henry Clay's plan a compromise?

FUGITIVE SLAVE ACT

Part of the Compromise of 1850 required passage of the **Fugitive Slave Act**. This act made it a crime to help runaway slaves. Abolitionists reacted in anger to the compromise. Sometimes that anger turned to violence. This was true when abolitionists tried to rescue Virginia fugitive **Anthony Burns** from a Boston jail.

How can you tell that Anthony Burns was a slave?

ANTISLAVERY LITERATURE

Many abolitionists expressed their antislavery feelings in speeches. Others used the written word to influence people on the issue of slavery. One effective author was **Harriet Beecher Stowe**. Stowe's antislavery novel, *Uncle Tom's Cabin*, was published in 1852. The book showed some of the consequences of slavery. It sold more than 2 million copies and influenced many to support the end of slavery.

How did Harriet Beecher Stowe impact the issue of slavery in America?

CHALLENGE ACTIVITY

Critical Thinking: Explain Write a paragraph about a time when you had to give up something to get something else you wanted. Explain how your compromise worked.

Lesson 1, *continued*

DIRECTIONS Read each sentence and fill in the blank with the word in the word pair that best completes the sentence.

1. The _____ proposed that slavery be outlawed in new parts of the country. (Fugitive Slave Act/Wilmot Proviso)
2. When people favor the interests of one region over those of the entire country, this is called _____. (popular sovereignty/sectionalism)
3. _____ would occur if voters in a new territory were able to decide if they wanted to ban or allow slavery. (Popular sovereignty/Sectionalism)
4. _____ was the author of an antislavery novel called _____. (Anthony Burns/Harriet Beecher Stowe); (Compromise of 1850/*Uncle Tom's Cabin*)
5. _____, a Virginia fugitive, was arrested in Boston and eventually returned to slavery in Virginia. (Anthony Burns/Daniel Webster)
6. Antislavery northerners formed a third party called the _____. (Free-Soil Party/Wilmot Proviso)
7. A plan by _____ led to the _____, which allowed California to enter the Union as a free state, while the question of slavery in Utah and New Mexico would be decided by popular sovereignty. (Anthony Burns/Henry Clay); (Compromise of 1850/Wilmot Proviso)
8. _____ of South Carolina was against the Compromise of 1850 and thought slave states should be allowed to secede. (John C. Calhoun/Harriet Beecher Stowe)
9. The _____ made it a crime to help runaway slaves. (Fugitive Slave Act/Wilmot Proviso)

A Divided Nation

Lesson 2



MAIN IDEAS

1. The debate over the expansion of slavery influenced the election of 1852.
2. The Kansas-Nebraska Act allowed voters to allow or prohibit slavery.
3. Pro-slavery and antislavery groups clashed violently in what became known as "Bleeding Kansas."

Key Terms and People

Franklin Pierce Democratic candidate who won the presidential election of 1852

Stephen Douglas senator who introduced what would become the Kansas-Nebraska Act

Kansas-Nebraska Act the law that divided the rest of the Louisiana Purchase into two territories—Kansas and Nebraska

Pottawatomie Massacre the murder of five pro-slavery men at Pottawatomie Creek by John Brown and several other abolitionists

Preston Brooks South Carolina representative who used a cane to beat Charles Sumner on the Senate floor for his criticisms of pro-slavery leaders

Charles Sumner Massachusetts senator who was an outspoken critic of pro-slavery leaders

Lesson Summary

ELECTION OF 1852

In the presidential election of 1852, the Democrats nominated **Franklin Pierce**. He was not a well-known politician, but his promise to honor the Compromise of 1850 assured him many southern votes. Pierce ran against Whig candidate Winfield Scott. He was a candidate Southerners did not trust because he had failed to support the Compromise of 1850. Pierce won the election by a huge margin.

Why was Franklin Pierce a popular candidate in the South?

THE KANSAS-NEBRASKA ACT

The slavery issue continued to plague the country. In 1854 **Stephen Douglas** introduced the **Kansas-Nebraska Act**, which addressed slavery in the

Lesson 2, continued

Louisiana Territory. It got its name from the two territories into which it divided the rest of Louisiana—Kansas and Nebraska. In each territory, popular sovereignty would determine the slavery question. The act ended the restriction placed on slavery by the Missouri Compromise. Northern abolitionists were upset about the act’s implications.

To make sure Kansas voted in favor of slavery, pro-slavery voters left their homes in Missouri. They crossed the border to vote in Kansas. They won and quickly set up a pro-slavery government. However, those who did not believe in slavery set up a separate government in Topeka.

“BLEEDING KANSAS”

In May 1856 pro-slavery jurors charged antislavery leaders with treason. Pro-slavery forces rode to Lawrence to arrest those charged. When they found the suspects had fled, they burned and looted the town.

The Sack of Lawrence outraged many abolitionists, including John Brown of New England. Together with a group, Brown was responsible for the **Pottawatomie Massacre**, in which five pro-slavery men were killed. Quickly, Kansas fell into civil war.

Fighting even took place on the Senate floor. South Carolina representative **Preston Brooks** used his cane to beat Massachusetts senator **Charles Sumner** into unconsciousness because of Sumner’s criticisms of pro-slavery leaders.

How did the Kansas-Nebraska Act get its name?

What do you think would be the consequences of one state having two governments?

What caused the Sack of Lawrence?

Was Senator Charles Sumner for or against slavery?

CHALLENGE ACTIVITY

Critical Thinking: Explain Write a few sentences to explain how Kansas got the nickname “Bleeding Kansas.”

Lesson 2, *continued*

Charles Sumner	Kansas-Nebraska Act	Preston Brooks
Franklin Pierce	Pottawatomie Massacre	Stephen Douglas
John Brown		

DIRECTIONS On the line provided before each statement, write **T** if a statement is true and **F** if a statement is false. If the statement is false, write the correct term on the line after each sentence that makes the sentence a true statement.

- _____ 1. Franklin Pierce attacked Charles Sumner in the Senate chamber and beat him unconscious with a cane.

- _____ 2. Democratic candidate Stephen Douglas won the presidential election of 1852.

- _____ 3. Preston Brooks, a senator from Massachusetts, spoke out against the pro-slavery people in Kansas and was beaten by a fellow senator.

- _____ 4. The Pottawatomie Massacre resulted in the deaths of five pro-slavery men in Kansas.

- _____ 5. Senator Stephen Douglas introduced the Kansas-Nebraska Act.

- _____ 6. The Kansas-Nebraska Act divided part of the Louisiana Purchase into two territories—Kansas and Nebraska.

- _____ 7. In 1855 abolitionist John Brown and his sons were responsible for the massacre of five pro-slavery men that led to a civil war in Kansas.

- _____ 8. The Pottawatomie Massacre removed the Missouri Compromise's restriction on slavery.
