

Warning Signs: Lincoln's Response to Rising Threats to Freedom, Justice, and Democracy Unit Plan

This unit will focus on the warning signs that Abraham Lincoln saw in the United States prior to the Civil War. Using the primary sources of Abraham Lincoln, this unit will walk through pivotal points in American history and give a glimpse into the mind of Abraham Lincoln. Not only will these lessons teach us about historical moments or "warning signs" from the past but students will be encouraged to see how they connect to topics that exist today.

This unit is designed in a way to either be used as a stand-alone unit or could easily be used to pull lessons out and taught individually.

Standards

The standards that will be used throughout the lessons come from the National Council for the Social Studies: C3 Framework for Social Studies State Standards. These standards not only focus on the topics of civics, economics, geography, and history, but they incorporate the inquiry process. Also found in these lessons are connections to 21st century skills to make sure students are learning not just the content but the life and career skills needed to be successful in this ever-changing world.

Lesson Overview

1. Lyceum Speech - 1838
2. Amendment to a Resolution regarding Slavery in Washington D.C. - 1849
3. Peoria Speech - 1854
4. Formation of Republican Party - 1857
5. House Divided Speech - 1858



Middle School Lesson Plan by Justin Mitchell, Teacher, Kentucky, for "Warning Signs: Lincoln's Response to Rising Threats to Freedom, Justice and Democracy," a project of Lincoln Presidential Foundation, with generous support from Iron Mountain.

lincolnpresidential.org

Lesson 1: Lyceum Speech, 1838

Standards

- D2.Civ.10.6-8 - Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
- D2.His.1.6-8 - Analyze connections among events and developments in broader historical contexts.
- D2.His.3.6-8 - Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically

Lesson Plan Details:

21st Century Skill(s): Critical thinking, Problem solving, Literacy skills

Learning Target: Students will be able to analyze the Lyceum Speech and understand how the issue of slavery was dividing the country in the 1830s.

Length: Approximately 2 class periods

Hook for the entire unit at the beginning of this lesson. Planning on doing a Question Formulation Technique (QFT), developed by the [Right Question Institute](#), using the focus question: If you know a fight is going to happen, what do you do?

Lyceum Speech Background: The Lyceum Speech, or officially “The Perpetuation of Our Political Institutions,” was an address delivered by Abraham Lincoln before the Young Men’s Lyceum of Springfield, Illinois on January 27, 1838. Abraham Lincoln was 28 years old at the time, and this is one of his earliest published speeches, published in a local newspaper within two weeks of the address. A couple of months prior to this speech, an abolitionist Elijah Lovejoy, who published an anti-slavery newspaper, was killed by a pro-slavery mob in Alton, Illinois, located just 85 miles from Lincoln’s home in Springfield. This murder sent shockwaves through the nation and would have been on the minds of the people Lincoln was speaking to in Springfield. William Herndon, who would become Lincoln’s law partner in 1844, describes the event this way: “we had a society in Springfield, which contained and commanded all the culture and talent of the place. Unlike the other one its meetings were public, and reflected great credit on the community ... The speech was brought out by the burning in St. Louis a few weeks before, by a mob, of a negro. Lincoln took this incident as a sort of text for his remarks ... The address was published in the Sangamon Journal and created for the young orator a reputation which soon extended beyond the limits of the locality in which he lived.” [Additional analysis](#) can be found here for more information to build background knowledge for the teacher or students.

Lyceum Speech Activity: Students will read and analyze this important speech, which is still referenced and quoted today, using the strategy Sketching through a Source. This is a rather long speech, and to keep it manageable, we will break the speech up into seven sections, each of which will be read and analyzed by a group. As the teacher, make sure that you have read the speech and are familiar with the major topics before delivering this lesson.

1. If this is the first time your students have participated in Sketching through a Source, you may want to consider modeling for the students what you are looking for with the first chunk of text.
2. Model the first chunk by reading the text aloud with the class and stopping throughout the highlight or write comments in the margins of ideas such as main idea, important topic, key vocabulary, etc.
3. After reading through it with the class, have students share some of the things that they took away from the passage as major ideas and takeaways from the chunk.
4. After the class discussion, explain to students that we are now going to sketch the ideas from this passage and why you are drawing what you have for this chunk. Remember to stress with students that these drawings should not be elaborate drawings, just a sketch.
5. After you feel comfortable that students understand the process, break students up into 6 different groups, giving each group a different section of the Lyceum Speech.
6. Students will read through their section and then as a group will draw images to represent the meaning of their section.
7. Circulate around the room and encourage students to find the main idea or topic from the passage and help students determine what drawings they could do that represent that main idea.
8. Once the groups are finished with their sketches, one member from each group will go to the board and re-draw or post their images.
9. Once all images have been drawn or posted, another representative from each group will explain what they drew and why they drew it.
10. Students will complete a graphic organizer as a class and then answer the follow-up questions at the end individually.

Speech to the Young Men's Lyceum of Springfield, Illinois, or "The Perpetuation of Our Political Institutions"

Abraham Lincoln, 1838

Section 1

As a subject for the remarks of the evening, *the perpetuation of our political institutions*, is selected.

In the great journal of things happening under the sun, we, the American People, find our account running, under date of the nineteenth century of the Christian era. -- We find ourselves in the peaceful possession, of the fairest portion of the earth, as regards extent of territory, fertility of soil, and salubrity of climate. We find ourselves under the government of a system of political institutions, conducting more essentially to the ends of civil and religious liberty, than any of which the history of former times tells us. We, when mounting the stage of existence, found ourselves the legal inheritors of these fundamental blessings. We toiled not in the acquirement or establishment of them -- they are a legacy bequeathed us, by a *once* hardy, brave, and patriotic, but *now* lamented and departed race of ancestors. Theirs was the task (and nobly they performed it) to possess themselves, and through themselves, us, of this goodly land; and to uprear upon its hills and its valleys, a political edifice of liberty and equal rights; 'tis ours only, to transmit these, the former, unprofaned by the foot of an invader; the latter, undecayed by the lapse of time and untorn by usurpation, to the latest generation that fate shall permit the world to know. This task of gratitude to our fathers, justice to ourselves, duty to posterity, and love for our species in general, all imperatively require us faithfully to perform.

How then shall we perform it? -- At what point shall we expect the approach of danger? By what means shall we fortify against it? -- Shall we expect some transatlantic military giant, to step the Ocean, and crush us at a blow? Never! -- All the armies of Europe, Asia and Africa combined, with all the treasure of the earth (our own excepted) in their military chest; with a Buonaparte for a commander, could not by force, take a drink from the Ohio, or make a track on the Blue Ridge, in a trial of a thousand years.

At what point then is the approach of danger to be expected? I answer, if it ever reach us, it must spring up amongst us. It cannot come from abroad. If destruction be our lot, we must ourselves be its author and finisher. As a nation of freemen, we must live through all time, or die by suicide.

Section 2

I hope I am over wary; but if I am not, there is, even now, something of ill-omen, amongst us. I mean the increasing disregard for law which pervades the country; the growing disposition to substitute the wild and furious passions, in lieu of the sober judgment of Courts; and the worse than savage mobs, for the executive ministers of justice. This disposition is awfully fearful in any community; and that it now exists in ours, though grating to our feelings to admit, it would be a violation of truth, and an insult to our intelligence, to deny. Accounts of outrages committed by mobs, form the every-day news of the times. They have pervaded the country, from New England to Louisiana; -- they are neither peculiar to the eternal snows of the former, nor the burning suns of the latter; -- they are not the creature of climate-- neither are they confined to the slave-holding, or the non-slave-holding States. Alike, they spring up among the pleasure hunting masters of

Southern slaves, and the order loving citizens of the land of steady habits. --Whatever, then, their cause may be, it is common to the whole country.

It would be tedious, as well as useless, to recount the horrors of all of them. Those happening in the State of Mississippi, and at St. Louis, are, perhaps, the most dangerous in example and revolting to humanity. In the Mississippi case, they first commenced by hanging the regular gamblers; a set of men, certainly not following for a livelihood, a very useful, or very honest occupation; but one which, so far from being forbidden by the laws, was actually licensed by an act of the Legislature, passed but a single year before. Next, negroes, suspected of conspiring to raise an insurrection, were caught up and hanged in all parts of the State: then, white men, supposed to be leagued with the negroes; and finally, strangers, from neighboring States, going thither on business, were, in many instances subjected to the same fate. Thus went on this process of hanging, from gamblers to negroes, from negroes to white citizens, and from these to strangers; till, dead men were seen literally dangling from the boughs of trees upon every road side; and in numbers almost sufficient, to rival the native Spanish moss of the country, as a drapery of the forest.

Turn, then, to that horror-striking scene at St. Louis. A single victim was only sacrificed there. His story is very short; and is, perhaps, the most highly tragic, if anything of its length, that has ever been witnessed in real life. A mulatto man, by the name of McIntosh, was seized in the street, dragged to the suburbs of the city, chained to a tree, and actually burned to death; and all within a single hour from the time he had been a freeman, attending to his own business, and at peace with the world.

Such are the effects of mob law; and such as the scenes, becoming more and more frequent in this land so lately famed for love of law and order; and the stories of which, have even now grown too familiar, to attract any thing more, than an idle remark.

Section 3

But you are, perhaps, ready to ask, "What has this to do with the perpetuation of our political institutions?" I answer, it has much to do with it. Its direct consequences are, comparatively speaking, but a small evil; and much of its danger consists, in the proneness of our minds, to regard its direct, as its only consequences. Abstractly considered, the hanging of the gamblers at Vicksburg, was of but little consequence. They constitute a portion of population, that is worse than useless in any community; and their death, if no pernicious example be set by it, is never matter of reasonable regret with any one. If they were annually swept, from the stage of existence, by the plague or small pox, honest men would, perhaps, be much profited, by the operation. -- Similar too, is the correct reasoning, in regard to the burning of the negro at St. Louis. He had forfeited his life, by the perpetration of an outrageous murder, upon one of the most worthy and respectable citizens of the city; and had not he died as he did, he must have died by the sentence of the law, in a very short time afterwards. As to him alone, it was as well the way it was, as it could otherwise have been. -- But the example in either case, was fearful. -- When men take it in their heads to day, to hang gamblers, or burn murderers, they should recollect, that, in the confusion usually attending such transactions, they will be as likely to hang or burn some one who is neither a gambler nor a murderer as one who is; and that, acting upon the example they set, the mob of to-morrow, may, and probably will, hang or burn some of them by the very same mistake. And not only so; the innocent, those who have ever set their faces against violations of law in every shape, alike with the guilty, fall victims to the ravages of mob law; and thus it goes on, step

by step, till all the walls erected for the defense of the persons and property of individuals, are trodden down, and disregarded. But all this even, is not the full extent of the evil. -- By such examples, by instances of the perpetrators of such acts going unpunished, the lawless in spirit, are encouraged to become lawless in practice; and having been used to no restraint, but dread of punishment, they thus become, absolutely unrestrained. -- Having ever regarded Government as their deadliest bane, they make a jubilee of the suspension of its operations; and pray for nothing so much, as its total annihilation. While, on the other hand, good men, men who love tranquility, who desire to abide by the laws, and enjoy their benefits, who would gladly spill their blood in the defense of their country; seeing their property destroyed; their families insulted, and their lives endangered; their persons injured; and seeing nothing in prospect that forebodes a change for the better; become tired of, and disgusted with, a Government that offers them no protection; and are not much averse to a change in which they imagine they have nothing to lose. Thus, then, by the operation of this mobocratic spirit, which all must admit, is now abroad in the land, the strongest bulwark of any Government, and particularly of those constituted like ours, may effectually be broken down and destroyed--I mean the *attachment* of the People. Whenever this effect shall be produced among us; whenever the vicious portion of population shall be permitted to gather in bands of hundreds and thousands, and burn churches, ravage and rob provision-stores, throw printing presses into rivers, shoot editors, and hang and burn obnoxious persons at pleasure, and with impunity; depend on it, this Government cannot last. By such things, the feelings of the best citizens will become more or less alienated from it; and thus it will be left without friends, or with too few, and those few too weak, to make their friendship effectual. At such a time and under such circumstances, men of sufficient talent and ambition will not be wanting to seize the opportunity, strike the blow, and overturn that fair fabric, which for the last half century, has been the fondest hope, of the lovers of freedom, throughout the world.

Section 4

I know the American People are *much* attached to their Government; -- I know they would suffer *much* for its sake; -- I know they would endure evils long and patiently, before they would ever think of exchanging it for another. Yet, notwithstanding all this, if the laws be continually despised and disregarded, if their rights to be secure in their persons and property, are held by no better tenure than the caprice of a mob, the alienation of their affections from the Government is the natural consequence; and to that, sooner or later, it must come.

Here then, is one point at which danger may be expected.

The question recurs, "how shall we fortify against it?" The answer is simple. Let every American, every lover of liberty, every well wisher to his posterity, swear by the blood of the Revolution, never to violate in the least particular, the laws of the country; and never to tolerate their violation by others. As the patriots of seventy-six did to the support of the Declaration of Independence, so to the support of the Constitution and Laws, let every American pledge his life, his property, and his sacred honor; -- let every man remember that to violate the law, is to trample on the blood of his father, and to tear the character of his own, and his children's liberty. Let reverence for the laws, be breathed by every American mother, to the lisping babe, that prattles on her lap--let it be taught in schools, in seminaries, and in colleges; let it be written in Primers, spelling books, and in Almanacs; -- let it be preached from the pulpit, proclaimed in legislative halls, and en-

forced in courts of justice. And, in short, let it become the *political religion* of the nation; and let the old and the young, the rich and the poor, the grave and the gay, of all sexes and tongues, and colors and conditions, sacrifice unceasingly upon its altars.

While ever a state of feeling, such as this, shall universally, or even, very generally prevail throughout the nation, vain will be every effort, and fruitless every attempt, to subvert our national freedom.

When I so pressingly urge a strict observance of all the laws, let me not be understood as saying there are no bad laws, nor that grievances may not arise, for the redress of which, no legal provisions have been made. -- I mean to say no such thing. But I do mean to say, that, although bad laws, if they exist, should be repealed as soon as possible, still while they continue in force, for the sake of example, they should be religiously observed. So also in unprovided cases. If such arise, let proper legal provisions be made for them with the least possible delay; but, till then, let them, if not too intolerable, be borne with.

Section 5

There is no grievance that is a fit object of redress by mob law. In any case that arises, as for instance, the promulgation of abolitionism, one of two positions is necessarily true; that is, the thing is right within itself, and therefore deserves the protection of all law and all good citizens; or, it is wrong, and therefore proper to be prohibited by legal enactments; and in neither case, is the interposition of mob law, either necessary, justifiable, or excusable.

But, it may be asked, why suppose danger to our political institutions? Have we not preserved them for more than fifty years? And why may we not for fifty times as long?

We hope there is *no sufficient* reason. We hope all dangers may be overcome; but to conclude that no danger may ever arise, would itself be extremely dangerous. There are now, and will hereafter be, many causes, dangerous in their tendency, which have not existed heretofore; and which are not too insignificant to merit attention. That our government should have been maintained in its original form from its establishment until now, is not much to be wondered at. It had many props to support it through that period, which now are decayed, and crumbled away. Through that period, it was felt by all, to be an undecided experiment; now, it is understood to be a successful one. -- Then, all that sought celebrity and fame, and distinction, expected to find them in the success of that experiment. Their *all* was staked upon it: -- their destiny was *inseparably* linked with it. Their ambition aspired to display before an admiring world, a practical demonstration of the truth of a proposition, which had hitherto been considered, at best no better, than problematical; namely, *the capability of a people to govern themselves*. If they succeeded, they were to be immortalized; their names were to be transferred to counties and cities, and rivers and mountains; and to be revered and sung, and toasted through all time. If they failed, they were to be called knaves and fools, and fanatics for a fleeting hour; then to sink and be forgotten. They succeeded. The experiment is successful; and thousands have won their deathless names in making it so. But the game is caught; and I believe it is true, that with the catching, end the pleasures of the chase. This field of glory is harvested, and the crop is already appropriated. But new reapers will arise, and *they*, too, will seek a field. It is to deny, what the history of the world tells us is true, to suppose that men of ambition and talents will not continue to spring up amongst us. And, when they do, they will as naturally seek the gratification of their ruling passion, as others have so done before them.

The question then, is, can that gratification be found in supporting and maintaining an edifice that has been erected by others? Most certainly it cannot. Many great and good men sufficiently qualified for any task they should undertake, may ever be found, whose ambition would inspire to nothing beyond a seat in Congress, a gubernatorial or a presidential chair; *but such belong not to the family of the lion, or the tribe of the eagle.* What! think you these places would satisfy an Alexander, a Caesar, or a Napoleon? -- Never! Towering genius disdains a beaten path. It seeks regions hitherto unexplored. -- It sees *no distinction* in adding story to story, upon the monuments of fame, erected to the memory of others. It *denies* that it is glory enough to serve under any chief. It *scorns* to tread in the footsteps of *any* predecessor, however illustrious. It thirsts and burns for distinction; and, if possible, it will have it, whether at the expense of emancipating slaves, or enslaving freemen. Is it unreasonable then to expect, that some man possessed of the loftiest genius, coupled with ambition sufficient to push it to its utmost stretch, will at some time, spring up among us? And when such a one does, it will require the people to be united with each other, attached to the government and laws, and generally intelligent, to successfully frustrate his designs.

Section 6

Distinction will be his paramount object, and although he would as willingly, perhaps more so, acquire it by doing good as harm; yet, that opportunity being past, and nothing left to be done in the way of building up, he would set boldly to the task of pulling down.

Here, then, is a probable case, highly dangerous, and such a one as could not have well existed heretofore.

Another reason which *once was*; but which, to the same extent, is *now no more*, has done much in maintaining our institutions thus far. I mean the powerful influence which the interesting scenes of the revolution had upon the *passions* of the people as distinguished from their judgment. By this influence, the jealousy, envy, and avarice, incident to our nature, and so common to a state of peace, prosperity, and conscious strength, were, for the time, in a great measure smothered and rendered inactive; while the deep-rooted principles of *hate*, and the powerful motive of *revenge*, instead of being turned against each other, were directed exclusively against the British nation. And thus, from the force of circumstances, the basest principles of our nature, were either made to lie dormant, or to become the active agents in the advancement of the noblest cause--that of establishing and maintaining civil and religious liberty.

But this state of feeling *must fade, is fading, has faded*, with the circumstances that produced it.

Section 7

I do not mean to say, that the scenes of the revolution *are now or ever will* be entirely forgotten; but that like every thing else, they must fade upon the memory of the world, and grow more and more dim by the lapse of time. In history, we hope, they will be read of, and recounted, so long as the bible shall be read; -- but even granting that they will, their influence *cannot be* what it heretofore has been. Even then, they *cannot be* so universally known, nor so vividly felt, as they were by the generation just gone to rest. At the close of that struggle, nearly every adult male had been a participator in some of its scenes. The consequence was, that of those scenes, in the form of a husband, a father, a son or brother, a *living history* was to be found in every family -- a history bearing the indubitable testimonies of its own authenticity, in the limbs mangled,

in the scars of wounds received, in the midst of the very scenes related--a history, too, that could be read and understood alike by all, the wise and the ignorant, the learned and the unlearned. -- But *those* histories are gone. They *can* be read no more forever. They *were* a fortress of strength; but, what invading foeman could *never do*, the silent artillery of time *has done*; the leveling of its walls. They are gone. -- They *were* a forest of giant oaks; but the all-resistless hurricane has swept over them, and left only, here and there, a lonely trunk, despoiled of its verdure, shorn of its foliage; unshading and unshaded, to murmur in a few gentle breezes, and to combat with its mutilated limbs, a few more ruder storms, then to sink, and be no more.

They *were* the pillars of the temple of liberty; and now, that they have crumbled away, that temple must fall, unless we, their descendants, supply their places with other pillars, hewn from the solid quarry of sober reason. Passion has helped us; but can do so no more. It will in future be our enemy. Reason, cold, calculating, unimpassioned reason, must furnish all the materials for our future support and defence. -- Let those materials be moulded into *general intelligence, sound morality*, and in particular, *a reverence for the constitution and laws*: and, that we improved to the last; that we remained free to the last; that we revered his name to the last; that, during his long sleep, we permitted no hostile foot to pass over or desecrate his resting place; shall be that which to learn the last trump shall awaken our WASHINGTON.

Upon these let the proud fabric of freedom rest, as the rock of its basis; and as truly as has been said of the only greater institution, "*the gates of hell shall not prevail against it.*"

Lyceum Speech Graphic Organizer

After each group has completed their chunk and picture copy their pictures in each box below.

Sections	Pictures
Section 1	
Section 2	
Section 3	
Section 4	
Section 5	
Section 6	
Section 7	

Summarize the Lyceum Speech in your own words.

What are some big takeaways from the Lyceum Speech?

What were some of the warning signs Lincoln was trying to point out in this speech?

Give at least one suggestion Lincoln could have included to better sway the public.

What connections could be made between the Lyceum Speech and issues that we face today in the United States? Explain.

Lesson 2: Amendment to a Resolution regarding Slavery in Washington D.C., 1849

Standards

- D2.Civ.3.6-8 - Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
- D2.Civ.12.6-8 - Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
- D2.Geo.1.6-8 - Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.
- D2.His.1.6-8 - Analyze connections among events and developments in broader historical contexts.

Lesson Plan Details:

21st Century Skill(s): Critical thinking, Problem solving, Literacy skills, Civic literacy

Learning Target: Students will be able to examine the Amendment to a Resolution regarding Slavery in Washington D.C. and analyze the Compromise of 1850.

Length: Approximately 2 class periods

Background Information: After the Lyceum Speech of 1838 (See Lesson 1) Lincoln married Mary Todd in 1842, who gave birth to their first child Robert Todd Lincoln in 1843. He formed a law partnership with William H. Herndon in the firm of Lincoln & Herndon, Springfield, Illinois, in 1844, had a second child Edward Baker “Eddie” Lincoln in 1846, and was elected from the Whig Party to the United States House of Representatives in 1846 but didn’t assume office until December 1847. Abraham Lincoln served only one term as a member of the House of Representatives from 1847 - 1849. The issue of slavery continued to divide the country during his time as a Representative, especially when it came to the idea of free states, free territories, slave states, and slave territories. As the country continued to grow in size, the slavery question in westward expansion became a critical issue. At this time slavery and even slave trading was allowed in the nation’s capitol of Washington D.C. but the issue was hotly debated. [Additional analysis](#) can be found here for more information to build background knowledge for the teacher or students.

Amendment Activity: Start off by breaking the class into small groups of students or this could be done individually depending on the teacher and class. You will tell the students that they have become the staff or of Representative Abraham Lincoln's office (Historical note: Congress didn't have staff until the end of the 19th century and thus wouldn't have had this kind of support.) Lincoln wrote an amendment to a Resolution regarding Slavery in D.C. and has just given it to you and your group to look over the document to get your input. As a group you will determine the following:

- What this amendment is about
- Pros and Cons of the amendment
- Advice to give to Lincoln as he proposes the amendment
- What are the warning signs he is trying to address in this amendment?
- Is there a way he could have warned us in a better way? Explain.

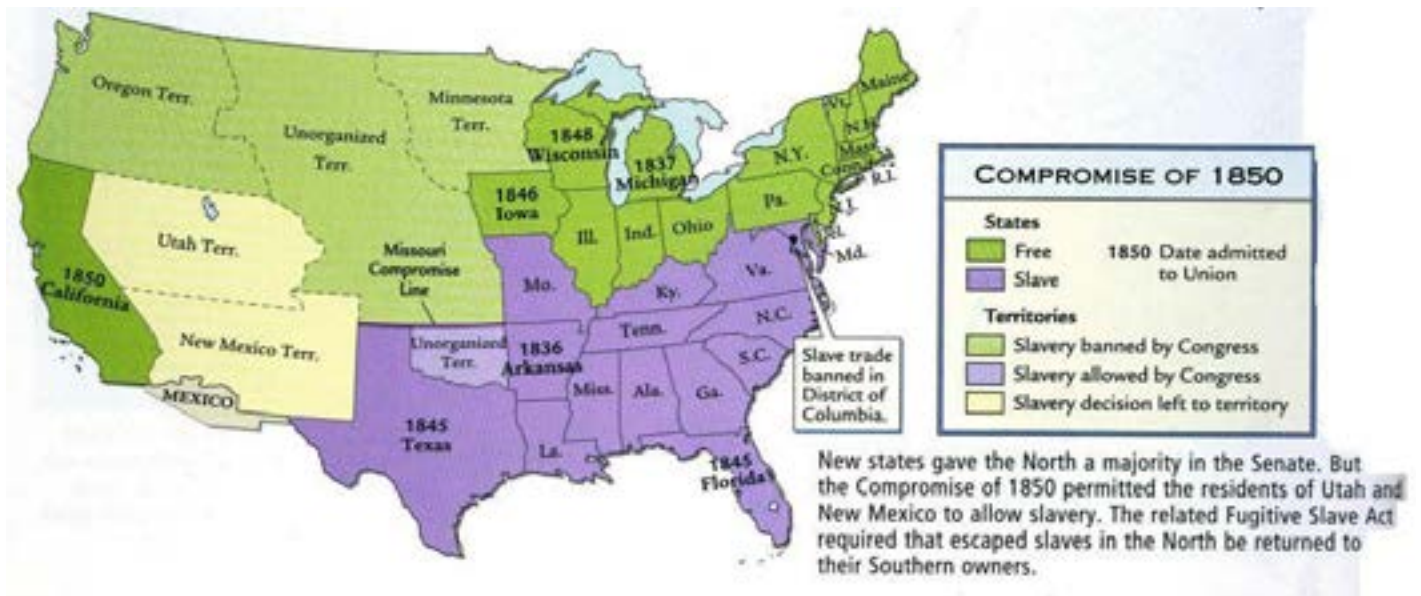
After students have analyzed the document and answered questions, have the class guess what they believe happened with this resolution. This is a great time for small group discussions. Then share out to the whole class on what they think happened with this amendment.

According to the Library of Congress, "As a junior congressman from Illinois, Lincoln drafted a bill to abolish slavery in the District of Columbia. His cautious proposal offered payment to slave owners and only emancipated children born after 1850. Lacking support for the bill, Lincoln abandoned it." Although Lincoln abandoned it, the issue of slavery in the District of Columbia did not vanish. In 1848, gold was discovered in what is now California and led to a massive wave of people migrating out west in hopes to discover gold. The boom in population led California to seek statehood but the question of slavery in this new state became the issue again. This led to the Compromise of 1850.

Map Activity: Hand out a blank map of the United States to students and lead them through the Compromise of 1850 by filling out the map and for them to follow along. This is best if you have a document camera in your room that can be projected onto the board so students can easily follow along. This will visually represent the following points on the map:

1. Admitting California into the Union as a “free state”;
2. Leaving the option of legalizing slavery to the territories of New Mexico and Utah;
3. Defined new boundaries for the state of Texas following the Mexican-American War, removing its claims to parts of New Mexico but awarding the state \$10 million in compensation;
4. The enactment of stronger fugitive slave laws; and
5. The abolition of the slave trade in the District of Columbia.

(Use the following map as a guide to help you walk students through the mapping process.)



After students have filled out their own maps with the 5 points of the Compromise of 1850 have them answer the questions on the back of the map. Depending on the time you have in class, share out responses and have a discussion about their answers.



Amendment to a Resolution regarding Slavery in the District of Columbia
Abraham Lincoln
10 January 1849

A bill for an act to abolish slavery in the District of Columbia, by the consent of the free white people of said District, and with compensation to owners—

Section 1. Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled: That no person not now within the District of Columbia, nor now owned by any person or persons now resident within it, nor hereafter born within it, shall ever be held in slavery within said District—

Section 2. That no person now within said District, or now owned by any person, or persons now resident within the same, or hereafter born within it, shall ever be held in slavery without the limits of said District: Provided, that officers of the government of the United States, being citizens of the slave-holding states, coming into said District on public business, and remaining only so long as may be reasonably necessary for that object, may be attended into, and out of, said District, and while there, by the necessary servants of themselves and their families, without their right to hold such servants in service, being thereby impaired—

Section 3. That all children born of slave mothers within said District on, or after the first day of January in the year of our Lord one thousand, eight hundred and fifty shall be free; but shall be reasonably supported and educated, by the respective owners of their mothers or by their heirs or representatives, and shall owe reasonable service, as apprentices, to such owners, heirs and representatives until they respectively arrive at the age of years when they shall be entirely free; and the municipal authorities of Washington and Georgetown, within their respective jurisdictional limits, are hereby empowered and required to make all suitable and necessary provisions for enforcing obedience to this section, on the part of both masters and apprentices—

Section 4. That all persons now within said District lawfully held as slaves, or now owned by any person or persons now resident within said District, shall remain such, at the will of their respective owners, their heirs and legal representatives: Provided that any such owner, or his legal representative, may at any time receive from the treasury of the United States the full value of his or her slave, of the class in this section mentioned, upon which such slave shall be forthwith and forever free: and provided further that the President of the United States, the Secretary of State, and the Secretary of the Treasury shall be a board for determining the value of such slaves as their owners may desire to emancipate under this section; and whose duty it shall be to hold a session for the the purpose, on the first monday of each calender month; to receive all applications; and, on satisfactory evidence in each case, that the person presented for valuation, is a slave, and of the class in this section mentioned, and is owned by the applicant, shall value such slave at his or her full cash value, and give to the applicant an order on the treasury for the amount; and also to such slave a certificate of freedom—

Amendment to a Resolution regarding Slavery in the District of Columbia
Abraham Lincoln
10 January 1849

Section 5 That the municipal authorities of Washington and Georgetown, within their respective jurisdictional limits, are hereby empowered and required to provide active and efficient means to arrest, and deliver up to their owners, all fugitive slaves escaping into said District—

Section 6 That the election officers of ^{^within^} said District of Columbia, are hereby empowered and required to open polls at all the usual places of holding elections, on the first monday of April next, and receive the vote of every free white ^{^male^} citizen above the age of twentyone years, having resided within said District for the period of one year or more next preceding the time of such voting, for, or against this act; to proceed, in taking said votes, in all respects not herein specified, as at elections under the municipal laws; and, with as little delay as possible, to transmit correct statements of the votes so cast to the President of the United States. And it shall be the duty of the President to canvass

said votes immediately, and, if a majority of them be found to be for this act, to forthwith issue his proclamation giving notice of the fact; and this act shall only be in full force and effect on, and after the day of such proclamation—

Section 7. That involuntary servitude for the punishment of crime, whereof the party shall have been duly convicted shall in no wise be prohibited by this act—

Section 8. That for all the purposes of this act the jurisdictional limits of Washington are extended to all parts of the District of Columbia not now included within th[e] present limits of Georgetown—

Strike out all ^{^before and^} after the word "Resolved" and insert the following, towit: That the Committee on the District of Columbia be instructed to report a bill in substance as follows, towit:

The language used in the House Journal to describe Lincoln's bill suggests that Lincoln made this copy of his amendment turned bill in order to present it in the House. In 1861, Lincoln gave his reasons for not introducing the bill, explaining that upon "finding that I was abandoned by my former backers and having little personal influence, I dropped the matter knowing that it was useless to prosecute the business at that time."

Handwritten Document, 6 page(s), Abraham Lincoln Papers, Library of Congress (Washington, DC).

Amendment to a Resolution regarding Slavery in the District of Columbia. [1849-01-10]. /documents/D200542. The Papers of Abraham Lincoln Digital Library.

This primary source is referenced in Warning Signs: Lincoln's Response to Rising Threats to Freedom, Justice and Democracy, a project of Lincoln Presidential Foundation, generously supported by Iron Mountain.

Amendment to a Resolution regarding Slavery in Washington D.C. - 1849

Using the primary source, “Amendment to a Resolution regarding Slavery in Washington D.C.” answer the following questions below:

What is this amendment about? Give details.

What are Pros and Cons of the amendment?

What advice would you give to Lincoln as he moves forward with this amendment?

What are the warning signs he is trying to address in this amendment? Is there a way he could have warned us in a better way? Explain.

Compromise of 1850 Map Questions

Does this compromise settle the disputes between free and slave states? Explain your answer.

What are the pros and cons to this compromise?

We know how history plays out and that the Civil War did happen about 10 years after this compromise. Why do you think this compromise did not prevent the war?

How could this compromise be better so that it would prevent war?

What warning signs does this Compromise give us?

Lesson 3: Peoria Speech - 1854

Standards

- D2.Civ.3.6-8 - Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
- D2.Civ.10.6-8 - Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
- D2.His.1.6-8 - Analyze connections among events and developments in broader historical contexts.

Lesson Plan Details:

21st Century Skill(s): Critical thinking, Creativity, Literacy skills

Learning Target:

- Students will be able to analyze the Peoria Speech by Abraham Lincoln.
- Students will be able to explain the Kansas-Nebraska Act and how it continued to divide the country on the issue of slavery.

Length: Approximately 2 class periods

Background Information: In May 1854, the Kansas-Nebraska Act was passed which allowed slavery to expand beyond the boundaries set by the Missouri Compromise of 1820 using the idea of popular sovereignty (meaning literally that the people (popular) in that state get to make the decision (sovereignty) by voting. In October 1854, Lincoln, inspired by the passage of the Kansas-Nebraska Act to return to politics, delivered what is now known as the Peoria Speech in Peoria, Illinois. According to The Abraham Lincoln Encyclopedia, “In this speech Abraham Lincoln explained his objections to the Kansas-Nebraska Act and resurrected his political career. In the speech Lincoln criticized popular sovereignty, questioning how popular sovereignty could supersede the Northwest Ordinance and the Missouri Compromise. Lincoln dismissed arguments that climate and geography would keep slavery out of Kansas and Nebraska. Most importantly, Lincoln attacked the morality of slavery itself. Lincoln argued that the slaves were people, not animals, and consequently possessed certain natural rights.” [Additional analysis](#) can be found here for more information to build background knowledge for the teacher or students.

Source: Neely, Mark E. Jr. 1982. *The Abraham Lincoln Encyclopedia*. New York: Da Capo Press, Inc.

Lesson 3 Peoria Speech Activity:

1. Review the documents and major events from previous lessons with students.
2. Give students background information about the Kansas-Nebraska Act, consider looking at maps, easily found online, of how the Kansas-Nebraska Act impacted the expansion of slavery through the United States.

3. This speech took Abraham Lincoln 3 hours to deliver so students will only read excerpts from the Peoria Speech.
4. Pass out the excerpts of the Peoria Speech and have students take a few minutes to read silently.
5. After they have read it once, let students know they are going to create Blackout poetry using the excerpts in a way to bring together the major ideas/phrases in a visual way.
6. It might be helpful to show students examples of blackout poetry by looking them up online.
7. Once students get a grasp of what blackout poetry is, students will scan the page looking for words and phrases that jump out at them that go with the major idea of the passage that will develop a theme.
8. Have students circle those important words/phrases lightly in pencil.
9. Have students read the words that they have circled for their poem and make sure they make sense.
10. Add or subtract any words/phrases needed and then finalize your poem by outlining the words/phrases you have selected.
11. The last step is to either blackout all other words or better yet black them out creating images that represent your major theme. (Check out blackout poetry examples online)
12. Once students have finished their blackout poetry, students will need to include at least a paragraph on the back of the blackout poetry explaining why they created what they did, what the image represents, and point out the key terms/phrases used in the creation.
13. Before the last 5 minutes of class, pass out the Exit Slip for students to complete and turn in before they leave the class.

“Speech at Peoria in Reply to Senator Douglas” - 1854

“This is the *repeal* of the Missouri Compromise, and the propriety of its restoration, constitute the subject of what I am about to say.”

“I think, and shall try to show, that it is wrong; wrong in its direct effect, letting slavery into Kansas and Nebraska---and wrong in its prospective principle, allowing it to spread to every other part of the wide world, where men can be found inclined to take it.”

“This *declared* indifference, but as I must think, covert *real* zeal for the spread of slavery, I can not but hate. I hate it because of the monstrous injustice of slavery itself. I hate it because it deprives our republican example of its just influence in the world---enables the enemies of free institutions, with plausibility, to taunt us as hypocrites---causes the real friends of freedom to doubt our sincerity, and especially because it forces so many really good men amongst ourselves into an open war with the very fundamental principles of civil liberty---criticizing the Declaration of Independence, and insisting that there is no right principle of action but *self-interest*.”

“I trust I understand, and truly estimate the right of self-government. My faith in the proposition that each man should do precisely as he pleases with all which is exclusively his own, lies at the foundation of the sense of justice there is in me. I extend the principles to communities of men, as well as to individuals. I so extend it, because it is politically wise, as well as naturally just; politically wise, in saving us from broils about matters which do not concern us. Here, or at Washington, I would not trouble myself with the oyster laws of Virginia, or the cranberry laws of Indiana.”

“The doctrine of self government is right---absolutely and eternally right---but it has no just application, as here attempted. Or perhaps I should rather say that whether it has such just application depends upon whether a negro is *not* or *is* a man. If he is *not* a man, why in that case, he who *is* a man may, as a matter of self-government, do just as he pleases with him. But if the negro *is* a man, is it not to that extent, a total destruction of self-government, to say that he too shall not govern *himself*? When the white man governs himself that is self-government; but when he governs *another* man, that is *more* than self-government---that is despotism. If the negro is a *man*, why then my ancient faith teaches me that “all men are created equal;” and that there can be no moral right in connection with one man’s making a slave of another.”

“What I do say is, that no man is good enough to govern another man, *without that other’s consent*. I say this is the leading principle---the sheet anchor of American republicanism. Our Declaration of Independence says:”

“We hold these truths to be self-evident: That all men are created equal; that they are endowed by their Creator with certain inalienable 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.”

“I have quoted so much at this time merely to show that, according to our ancient faith, the just powers of governments are derived from the consent of the governed. Now the relation of master and slave is ... a total violation of this principle.”

“I particularly object to the NEW position which the avowed principle of this Nebraska law gives to slavery in the body politic. I object to it because it assumes that there CAN be MORAL RIGHT in the enslaving of one man by another. I object to it as a dangerous dalliance for a few [free?] people---a sad evidence that, feeling prosperity we forget right---that liberty, as a principle, we have ceased to revere. I object to it because the fathers of the republic eschewed, and rejected it. The argument of “Necessity” was the only argument they ever admitted in favor of slavery; and so far, and so far only as it carried them, did they ever go. They found the institution existing among us, which they could not help; and they cast blame upon the British King for having permitted its introduction. BEFORE the constitution, they prohibited its introduction into the north-western Territory---the only country we owned, then free from it. AT the framing and adoption of the constitution, they forbore to so much as mention the word “slave” or “slavery” in the whole instrument.”

“Our republican robe is soiled, and trailed in the dust. Let us repurify it. Let us turn and wash it white, in the spirit, if not the blood, of the Revolution. Let us turn slavery from its claims of “moral right,” back upon its existing legal rights, and its arguments of “necessity.” Let us return it to the position our fathers gave it; and there let it rest in peace. Let us re-adopt the Declaration of Independence, and with it, the practices, and policy, which harmonize with it. Let north and south---let all Americans---let all lovers of liberty everywhere---join in the great and good work. If we do this, we shall not only have saved the Union; but we shall have so saved it, as to make, and to keep it, forever worthy of the saving. We shall have so saved it, that the succeeding millions of free happy people, the world over, shall rise up, and call us blessed, to the latest generations.”

Exit Slip

What is the gist or main idea of the Peoria Speech?

What warning signs does Lincoln point to in this speech?

In what ways could you advise Lincoln to make the speech better?

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Lesson 4: Formation of Republican Party - 1857

Standards

- D2.Civ.6.6-8 - Describe the roles of political, civil, and economic organizations in shaping people's lives.
- D2.Civ.10.6-8 - Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
- D2.His.1.6-8 - Analyze connections among events and developments in broader historical contexts.

Lesson Plan Details:

21st Century Skill(s): Critical thinking, Thinking skills, Literacy skills

Learning Target:

- Students will be able to analyze the Fragment of the Formation of Republican Party document by Abraham Lincoln.
- Students will be able to compare and contrast the major political parties that existed in the mid-1850s with political parties that exist today.

Length: Approximately 2 class periods

Background Information: Abraham Lincoln started out his political career as a Whig but switched to the newly formed Republican party in 1856. The Republican party was created by former Whigs with the purpose of opposing slavery in the western territories. The document, Formation of Republican Party, was written by Abraham Lincoln in 1857.

Lesson 4 Formation of Republican Party Activity:

1. This lesson will start off with the primary source of the Formation of the Republican Party document. Pass out the handout with Formation of Republican Party primary source and have students read and answer questions related to the document. This should be a great discussion starter dealing with political parties and today's lesson will deal with political parties of the past and of today.
2. Using the Handout/graphic organizer students will research the major political parties that existed in the mid-1800s finding out the major platforms/beliefs, key people, etc. Students will research the following political parties:
 - a. Democratic
 - b. Republican
 - c. Whig
 - d. Constitutional Union
3. Using the information gathered students will answer a series of questions on the back of their graphic organizer.
4. With the time remaining, have a discussion with students to have them share their ideas and opinions on political parties of the past and on political parties of today.

Fragment on Formation of the Republican Party

c. February 28, 1857

Upon those men who are, in sentiment, opposed to the spread, and nationalization of slavery, rests the task of preventing it. The Republican organization is the embodiment of that sentiment; though, as yet, it by no means embraces all the individuals holding that sentiment. The party is newly formed; and in forming, old party ties had to be broken, and the attractions of party pride, and influential leaders were wholly wanting. In spite of old differences, prejudices, and animosities, its members were drawn together by a paramount common danger. They formed and manouvered in the face of the deciplined enemy, and in the teeth of all his persistent misrepresentations. Of course, they fell far short of gathering in all of their own. And yet, a year ago, they stood up, an army over thirteen hundred thousand strong. That army is, to-day, the best hope of the nation, and of the world. Their work is before them; and from which they may not guiltlessly turn away.

What is the main idea of this document?

Lincoln uses the term “paramount common danger”, what do you think he is referring to? Give evidence as to why you think this.

What are Abraham Lincoln’s thoughts about the Republican Party?

Political Parties of 1850

On your own, research the following major political parties of the 1850s. In your research, find out how each party got started, major platforms/beliefs of each party during the 1850s, key people in each party from the 1800s, etc.

Democratic Party	Whig Party
Republican Party	Constitutional Union Party

Political Parties of 1850s Questions

If you lived during the mid-1800s, which political party do you think you would be a part of based on your personal beliefs? Explain your answer.

Compare and contrast the Democratic and Republican parties of the mid-1800s with the political parties that exist today..

Based on the major platforms/beliefs you discovered in your research about political parties of today, which party do you think you are most closely aligned too? Why? Explain your answer.

Lesson 5: House Divided Speech - 1858

Standards

- D2.Civ.10.6-8 - Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
- D2.His.1.6-8 - Analyze connections among events and developments in broader historical contexts.
- D2.His.15.6-8 - Evaluate the relative influence of various causes of events and developments in the past.

Lesson Plan Details:

21st Century Skill(s): Critical thinking, Communication skills, Literacy skills, Creativity

Learning Target:

- Students will be able to analyze the House Divided Speech by Abraham Lincoln.
- Students will be able to explain the outcome of the Dred Scott Decision and its impact on the United States.

Length: Approximately 2 class periods

Background Information: In 1857, the Supreme Court ruled in the case of Scott vs. Sandford (Dred Scott case) that enslaved people were not citizens of the United States and therefore, could not expect any protection from the federal government or the courts. In this opinion, the Supreme Court also stated that Congress had no authority to ban slavery from a Federal territory that was not a state. The United States had been divided over the issue of slavery for some time but this seemed to be one of the final nails in the coffin. If you aren't familiar with the details of the case make sure you look it up for information. The question over slave territories and free territories – previously settled in the Compromise of 1850 - seemed to be answered by the courts, which enraged a large portion of the United States. In 1858, Abraham Lincoln delivered his famous “House Divided” speech in Springfield, Illinois after he accepted the Republican Party’s nomination for the U.S. Senate for the state of Illinois. [Additional analysis](#) can be found here for more information to build background knowledge for the teacher or students.

Lesson 4 Formation of Republican Party Activity:

1. Today's lesson is really going to focus on the "House Divided" Speech. Students are going to use an abbreviated version of the text to get an understanding of Lincoln's thoughts and the major warning signs Lincoln is explaining to the nation through this speech.
2. Students are going to use a technique called "Why-lighting" on their handout of the House Divided Speech. Instead of students just randomly highlighting a document - and then when they go back they don't know why they highlighted those sections, Why-lighting will allow students to reflect on why they are highlighting in the text. Students will highlight sections but in the margins they will explain and reflect on why they highlighted this portion of the text.
3. After students have had an opportunity to Why-light they are going to demonstrate their knowledge by tweeting out the main idea. By having students tweet out the main idea they must consolidate their idea into 280 characters. Remind students that they will need to count all of their characters including spaces to make sure it is not more than 280 characters.
4. Students are to share their tweets and maybe even vote on who had the best tweet of the class. Since they are tweets, they could be posted on the board for quick and future reference in your class.
5. During the last 5 minutes or so of class, have students answer questions on the Exit Slips (handout included) that they will turn in before they leave the classroom.

Abraham Lincoln's "House Divided" Speech - 1858

c. February 28, 1857

MR. PRESIDENT AND GENTLEMEN OF THE CONVENTION:

If we could first know where we are, and whither we are tending, we could better judge what to do, and how to do it. 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.

Have we no tendency to the latter condition?

Let anyone who doubts, carefully contemplate that now almost complete legal combination -- piece of machinery, so to speak -- compounded of the Nebraska doctrine, and the Dred Scott decision. Let him consider not only what work the machinery is adapted to do, and how well adapted; but also, let him study the history of its construction, and trace, if he can, or rather fail, if he can, to trace the evidences of design, and concert of action, among its chief architects, from the beginning.

The new year of 1854 found slavery excluded from more than half the States by State Constitutions, and from most of the national territory by Congressional prohibition. Four days later, commenced the struggle which ended in repealing that Congressional prohibition. This opened all the national territory to slavery, and was the first point gained....

[Lincoln sums up the doctrine of squatter [or popular] sovereignty: That if any one man chooses to enslave another, no third man shall be allowed to object.]

While the Nebraska bill was passing through Congress, a law case involving the question of a negro's freedom, by reason of his owner having voluntarily taken him first into a free State and then into a Territory covered by the Congressional prohibition, and held him as a slave for a long time in each, was passing through the U. S. Circuit Court for the District of Missouri; and both Nebraska bill and law suit were brought to a decision in the same month of May, 1854. The negro's name was "Dred Scott," which name now designates the decision finally made in the case. Before the then next Presidential election, the law case came to, and was argued in, the Supreme Court of the United States; but the decision of it was deferred until after the election...

The election came. Mr. Buchanan was elected, and the endorsement, such as it was, secured. That was the second point gained. The endorsement, however, fell short of a clear popular majority by nearly four hundred thousand votes, and so, perhaps, was not overwhelmingly reliable and satisfactory... The Presidential inauguration came, and

still no decision of the court; but the incoming President in his inaugural address, fervently exhorted the people to abide by the forthcoming decision, whatever it might be. Then, in a few days, came the decision.

The reputed author of the Nebraska bill [Senator Douglas] finds an early occasion to make a speech at this capital endorsing the Dred Scott decision, and vehemently denouncing all opposition to it. The new President, too, seizes the early occasion of the Silliman letter to endorse and strongly construe that decision, and to express his astonishment that any different view had ever been entertained!

At length a squabble springs up between the President and the author of the Nebraska bill, on the mere question of fact, whether the Lecompton Constitution was or was not, in any just sense, made by the people of Kansas; and in that quarrel the latter declares that all he wants is a fair vote for the people, and that he cares not whether slavery be voted down or voted up. I do not understand his declaration that he cares not whether slavery be voted down or voted up...

The several points of the Dred Scott decision, in connection, with Senator Douglas's "care not" policy, constitute the piece of machinery, in its present state of advancement. This was the third point gained. The working points of that machinery are:

First, That no negro slave, imported as such from Africa, and no descendant of such slave, can ever be a citizen of any State, in the sense of that term as used in the Constitution of the United States...

Secondly, That "subject to the Constitution of the United States," neither Congress nor a Territorial Legislature can exclude slavery from any United States territory...

Thirdly, That whether the holding a negro in actual slavery in a free State, makes him free, as against the holder, the United States courts will not decide, but will leave to be decided by the courts of any slave State the negro may be forced into by the master...

Auxiliary to all this... is to educate and mould public opinion, at least Northern public opinion, not to care whether slavery is voted down or voted up. This shows exactly where we now are; and partially, also, whither we are tending.

... Put this and that together, and we have another nice little niche, which we may, ere long, see filled with another Supreme Court decision, declaring that the Constitution of the United States does not permit a State to exclude slavery from its limits...

Such a decision is all that slavery now lacks of being alike lawful in all the States. Welcome, or unwelcome, such decision is probably coming, and will soon be upon us, unless the power of the present political dynasty shall be met and overthrown. We shall lie down pleasantly dreaming that the people of Missouri are on the verge of making their State free, and we shall awake to the reality instead, that the Supreme Court has made Illinois a slave State. To meet and overthrow the power of that dynasty, is the work now before all those who would prevent that consummation. That is what we have to do. How can we best do it?

...Our cause, then, must be entrusted to, and conducted by, its own undoubted friends -- those whose hands are free, whose hearts are in the work -- who do care for the result... The result is not doubtful. We shall not fail -- if we stand firm, we shall not fail. Wise counsels may accelerate, or mistakes delay it, but, sooner or later, the victory is sure to come.

 **Today's Tweet**

@ _____

 **Today's Tweet**

@ _____

Exit Slip

What was the main idea of the House Divided Speech?

What warning signs was Lincoln trying to point out to the nation in this speech?

Is there a better way that Lincoln could have used this speech to help prevent the Civil War? Give one suggestion for Lincoln.

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Summative Warning Signs Project

Standards

- D2.Civ.10.6-8 - Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
- D2.His.1.6-8 - Analyze connections among events and developments in broader historical contexts.
- D2.His.15.6-8 - Evaluate the relative influence of various causes of events and developments in the past.

Lesson Plan Details:

21st Century Skill(s): Critical thinking, Communication skills, Creativity

Learning Target:

- Students will be able to synthesize the primary sources and big ideas of this unit to explain how and why the Civil War occurred

Length: Approximately 3-4 class periods

For this project students will create a podcast to demonstrate their knowledge on what they have learned in this unit. In this project, students should be in groups of no more than 2 to create a podcast explaining how the Civil War came about and what warning signs were given before the war. Students are to include at least 3 of the primary sources that have been used in this unit during the podcast.

Steps for the Activity:

1. Students break up into groups of 2
2. Using the primary sources (at least 3) mentioned in the unit, students need to create a script explaining how the Civil War came about and what warning signs were given before the war.
3. The script should be creative so encourage students to think about how they should keep the audience engaged but at the same time do it in a manner that doesn't take away from the seriousness of the topic.
4. Included in the podcast needs to be the answers to the following questions:
 - a. What are some possible solutions to the warnings that Lincoln gave us to prevent the Civil War?
 - b. There is a lot of tension happening in our world today, are there warning signs that we need to be aware of just like there were in Lincoln's day? Please explain your answer.
 - c. Based on your answer above, how do we learn from these signs and prevent something from happening?
5. Students should time their script to be about 5 minutes (no less than 4:30 minutes and no more than 5:30 minutes)
6. Students then need to record their podcast on a platform. (Check out Audacity, GarageBand, Zencastr, etc. for free podcasting apps)

PODCAST RUBRIC

Category	Level 1	Level 2	Level 3	Level 4
Format	Introduction omits identification of speaker(s) and the purpose is unclear.	Introduction alludes to identification of speaker(s) and provides a vague purpose.	Introduction states speaker(s), describes topic, and engages the listener.	Introduction is catchy and clever, provides relevant information, and establishes a clear purpose that engages the listener immediately.
	No conclusion is provided.	Conclusion vaguely summarizes key information.	Conclusion summarizes information.	Conclusion clearly summarizes key information.
Main Content	The format structure is unclear and the audience cannot follow along.	The format structure seems unclear at times.	The format structure and topic discussion sequence are easy to follow.	The format structure and topic discussion sequence is effective, interesting, and engaging.
	Discussion is inappropriate to the topic and minimally engages the listener.	Discussion is somewhat engaging (covers a well-known topic), and provides a vague purpose.	Discussion is engaging and informative.	Discussion is engaging, informative, insightful, and encourages the audience to explore the content further.
Delivery	Does not stay on topic.	Occasionally strays from topic.	Stays on topic.	Keeps focus on topic.
	No external resources (audio excerpts, quotes, facts) included.	Somewhat irrelevant external resources.	Effective inclusion of external resources.	External resources were varied, thoughtful, and enhanced content.
Technical Production	Delivery is hesitant and choppy. Sounds like the presenter is reading.	Appears unhearsed with uneven delivery.	Rehearsed, smooth delivery.	Well rehearsed, smooth delivery in a conversational style.
	Enunciation of spoken word is distant, muddled and not clear. Expression and rhythm are distracting throughout.	Enunciation, expression, rhythm are sometimes distracting.	Enunciation, expression, and pacing are effective throughout.	Highly effective enunciation and presenter's speech is clear and intelligible. Expression and rhythm engage the listener.
Volume	Poor grammar is used throughout.	Occasionally incorrect grammar is used.	Correct grammar is used.	Correct grammar is used throughout.
	Presentation is recorded in a noisy environment with constant background noise and distractions.	Presentation is recorded in a semi-quiet environment with some background noise and distractions.	Presentation is recorded in a quiet environment with minimal background noise and distractions.	Presentation is recorded in a quiet environment without background noise and distractions.
Volume	Volume changes are highly distracting.	Volume is occasionally inconsistent.	Volume is acceptable.	Volume of voice, music, and effects enhance the presentation.