

The Coming of the Civil War Tour

NURFC Mission: To pursue inclusive freedom by promoting social justice for all, building on the principles of the Underground Railroad.

Tour Description: This experience, aligned to eighth grade Ohio and Kentucky standards and the 6-8 C3 grade band, examines the role of slavery in the social, economic, political, and geographic causes of the Civil War. Students will explore decisions and events from Colonization onward that led to secession and the Civil War, as well as the decisions and events that shaped Reconstruction. Throughout the exploration, students will examine the roles and responsibilities of citizens, democratic principles, conflict and compromise, cause and effect, economic decision making, and human interconnections. Keeping in mind historical and modern contexts, tour materials require students to consider multiple perspectives while examining the past and making connections to the present.

The National Underground Railroad Freedom Center (NURFC) encourages teaching for social justice. Therefore, it is our hope that your visit to the Freedom Center will be one part of a larger inquiry or unit addressing the role of slavery in the social, economic, political, and geographic causes of the Civil War. The tour materials were designed to help you by supporting and extending the learning occurring before and after your visit.

Goals: Our goals are to 1.) provide the information needed to facilitate conversations about the history of slavery in the U.S., and 2.) inspire and teach how to apply the principles and methods of the Underground Railroad to pursue inclusive freedom and promote social justice for all.

Tour Materials: The Freedom Center does not offer guided tours. Thus, facilitators (teachers and chaperones) will play an important role in the tour experience. Since your tour will be self-guided, we provide educator designed materials to prepare facilitators and maximize student learning. After booking your tour, you will receive access to the following documents. Please note, you will need to bring all materials with you. The Freedom Center will not have copies of tour materials, clip boards, or writing utensils on hand.

Facilitator Packet - In this packet you will find:

- Student packet prompts
- Facilitator talking points, including scripted segments.
- Recommended order to tour exhibits
- Time allotments for exhibits

We encourage facilitators to share the provided information and conduct reflections and discussions at the designated points during the tour. This facilitation is essential for maximizing student learning. The facilitation at the beginning of each exhibit activates prior knowledge and ensures students have the foundational information required to navigate their exploration and inquiry. The reflections/discussions at the end of exhibits are designed to address misinformation and confirm and extend understanding.

Student Packet

The prompts in this packet will guide students' thinking as they tour the exhibits. Students should answer the prompts as they explore the designated areas.

Pre-reading and Tour Vocabulary

The pre-reading provides students with the necessary prior knowledge for this tour. Prompts that promote understanding and exploration are included. Additionally, we encourage teaching of the tour vocabulary in preparation for the visit.

Suggested Performance Tasks

Tour materials include performance tasks that adhere to the goals, compelling questions, and academic standards that frame the Building the Underground Railroad Tour. The performance tasks are designed to extend the tour experience and facilitate further exploration. Each performance task addresses at least one compelling question and Dimension 3 and/or Dimension 4 from the NCSS C3 Framework. We encourage teachers to modify the performance tasks to meet the needs of their classroom and students. Suggested performance tasks can be used as summative assessments.

Preparation: NURFC does not offer docent led tours. Therefore, the facilitator (teacher or adult chaperone) plays an essential role in this tour experience. It is important for all facilitators to closely review the tour materials prior to the field trip to understand their role and expectations and familiarize themselves with the prompts and content.

After booking a field trip, teachers are encouraged to visit the Freedom Center free of charge to familiarize themselves with the museum and prepare.

Modifications: This tour includes a lot of information and requires a steady pace and awareness of time allotments to complete. We encourage you to modify when necessary to meet the educational and emotional needs of your students. This means students may not answer every prompt or you may eliminate a film to allow more time for exhibits. To support students, consider changing some of the written response prompts to reflection prompts. You may allow students to work in pairs. Perhaps students can capture information and answers using cameras on cell phones or tablets in lieu of written responses. Ultimately, we want students to be challenged, but with comfort and confidence as they engage with the tour.

Outline: Becoming a Modern-Day Freedom Fighter Tour

Compelling Questions Guiding the Overall Experience

- Were emancipation and abolition inevitable?
- Could the Civil War have been avoided?
- What lessons should we learn from the events that led to the Civil War?

Supporting Questions Guiding the Pre-reading

- Regarding attitudes about slavery, what were regional differences between the North and South? How did this lead to conflict?
- How did the U.S. government use compromise to prevent conflict in the 1800s?
- How did Westward Expansion impact the U.S. politically and geographically in the 1800s?
- How did the demand for cotton impact the demand for slave labor?

Supporting Questions Guiding the Tour

FROM SLAVERY TO FREEDOM EXHIBIT

Map Room

- How did plantation farming in the Americas affect the slave trade? How did it cause a new form of slavery?
- Explain how “chattel slavery” that resulted from the Trans-Atlantic Slave Trade differed from previous forms of slavery.

Commemoration Room

- Why is it important to learn about the Middle Passage and to feel discomfort with history?

Crop Room

- What was grown on plantations? How did supply and demand make these products profitable?
- How would a colony be deemed a “success?” How important was slavery to the success of North American colonies?

Founding Documents

- How did the Declaration of Independence, U.S. Constitution, and the Northwest Ordinance address slavery, freedom, and liberty?
- Who were and were not guaranteed rights under the U.S. Constitution?
- What was the significance of the Three-Fifths Compromise?
- Considering few Americans owned slaves, how did slave holders maintain power in Congress?
- How did slavery advocates justify slavery? What influenced this perspective?

Expansion of Slavery and the Abolitionist Movement

- Why did abolition spread in the North while slavery held strong in the South? Include geography (climate) and economy in your answer.
- How did the following support slavery? Cotton Gin, End of Atlantic Slave Trade and the start of the Internal Slave Trade, Fugitive Slave Acts, Dredd Scott Case
- What methods did the abolitionists use to take-action against slavery and gain support for their cause?
- The U.S. rapidly grew in the 1800s, adding a number of new states. Identify at least 2 reasons why this impacted the probability of civil war.
- List at least 3 examples of how compromise was used to address conflict in the 1800s.
- How did each of the following contribute to abolition: Harriet Beecher Stowe, Fredrick Douglas, and John Brown.
- How did Lincoln’s attitudes and actions regarding slavery evolve over time?

Civil War and Reconstruction

- What were the challenges of emancipation and ensuring equality for Black Americans?

- What did the 13th, 14th, and 15th amendments do?
- Summarize the opposition to the 13th, 14th, and 15th amendments.
- How did racism and white supremacy harm Reconstruction efforts for equality of Black Americans?
- What is the relationship between struggle and progress?
- Why do you think NURFC chose to end the exhibit with a Ku Klux Klan robe?

Debrief

- How did the U.S. end up in a civil war?
- What lessons should we learn from the events that led to the Civil War?

MURAL EXHIBIT

- Why do all Americans need to understand our painful past?

GEOGRAPHY and ECONOMICS of the INTERNAL SLAVE TRADE EXHIBIT

- What was the Internal Slave Trade?
- Using the Map of the Slave Pen, describe geographic significance of the Anderson slave pen?
- How did Cincinnati support slavery and abolition? Why was it's location significant to both institutions?
- Using evidence from the exhibit, how did geography (rivers, landscapes, and climate) shape the movement and location of slaves in the U.S.?
- Explain how slavery impacted the economy in the North and South, and for slave owners and non-slave owners.

Supporting Questions Guiding the Performance Tasks

- Do our individual rights come with a responsibility to protect the rights of others?
- How did conflict and compromise about slavery affect the development of the U.S.?
- Why did attitudes and beliefs about slavery change or remain the same from colonization to the Civil War?
- How did the clash between change and continuity impact the U.S. in the 1800s?
- Could the Civil War have been avoided?
- What lessons should we learn from the Civil War?

Ohio's Learning Standards| Social Studies

Grade 8 THEME: U.S. STUDIES FROM 1492 TO 1877: EXPLORATION THROUGH RECONSTRUCTION

The historical focus continues in the eighth grade with the study of European exploration and the early years of the United States. This study incorporates all four social studies strands into a chronologic view of the development of the United States. Students examine how historic events are shaped by geographic, social, cultural, economic and political factors.

COLONIZATION TO INDEPENDENCE

2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.
3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.
4. The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the colonies.

A NEW NATION

7. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.

EXPANSION

11. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.

CIVIL WAR AND RECONSTRUCTION

12. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.
13. Key events and significant figures in American history influenced the course and outcome of the Civil War.
14. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.

SPATIAL THINKING AND SKILLS

15. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.

HUMAN SYSTEMS

16. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.

17. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.

18. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.

19. Americans began to develop a unique national identity among diverse regional and cultural populations based on democratic ideals.

CIVIC PARTICIPATION AND SKILLS

20. Active participation in social and civic groups can lead to the attainment of individual and public goals.

21. Informed citizens understand how media and communication technology influence public opinion.

ECONOMIC DECISION MAKING AND SKILLS

24. Choices made by individuals, businesses and governments have both present and future consequences.

Kentucky's Academic Standards | Social Studies

Grade 8: The United States: 1600-1877

The goal of social studies education is for students to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Eighth graders continue to work toward this goal by **investigating how conflict and compromise impacted the founding and development of the United States** between 1600-1877 in the Colonial Era, Revolutionary Period, Early Republic, Westward Expansion, Civil War and Reconstruction. Eighth graders will **analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen**, the expansion of the definition over time and the changes in participation over time. Students will **assess how regions of the United States specialized based on supply and demand due to their geographic locations**. Students will **explain how global interconnections impacted culture, land use and trade in the United States**. Students will explain the **role of changing political, social and economic perspectives had on the lives of diverse groups of people**.

C: Civic and Political Institutions

8.C.CP.2 Explain the origins, functions and structure of government, with reference to the Declaration of Independence, Articles of Confederation, U.S. Constitution, Bill of Rights and other founding documents, and their impacts on citizens.

C: Roles and Responsibilities of a Citizen

8.C.RR.1 Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of that definition over time and changes in participation over time.

8.C.RR.2 Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877.

8.C.RR.3 Analyze how groups in the United States have challenged Constitutional provisions, laws and court rulings denying them the rights of citizens.

C: Civic Virtues and Democratic Principles

8.C.CV.1 Analyze the impact of the democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government in the United States from the Colonial Era to Reconstruction from 1600- 1877.

C: Processes, Rules and Laws

8.C.PR.2 Explain how the U.S. Constitution was interpreted and amended through the amendment process, legislative processes, judicial review, executive actions and Supreme Court Cases between 1789 – 1877.

E: Microeconomics

8.E.MI.1 Describe the impact of supply and demand on equilibrium prices and quantities produced in the United States from the Colonial Era to Reconstruction from 1600- 1877.

E: Specialization, Trade and Interdependence

8.E.ST.1 Analyze why economic interdependence existed between the regions of the United States between 1783-1877.

E: Incentives, Choices and Decision Making

8.E.IC.1 Evaluate economic decisions based on scarcity, opportunity costs and incentives.

G: Migration and Movement

8.G.MM.1 Interpret how political, environmental, social and economic factors led to both forced and voluntary migration in the United States from the Colonial Era to Reconstruction from 1600-1877.

G: Human Interactions and Interconnections

8.G.HI.1 Explain how global interconnections impacted culture, land use and trade in the United States during Colonial Era through Reconstruction from 1600-1877.

G: Human Environment Interaction

8.G.HE.1 Analyze how cultural and technological changes influenced how people interacted with their environments in the United States from the Colonial Era to Reconstruction from 1600-1877.

G: Geographic Reasoning

8.G.GR.1 Use maps and other geographic representations, geospatial technologies, and spatial thinking to analyze settlement patterns in the United States from the Colonial Era to Reconstruction from 1600-1877.

H: Change and Continuity

8.H.CH.1 Explain the role changing political, social and economic perspectives had on the lives of diverse groups of people in the Colonial Era.

8.H.CH.2 Analyze how social and ideological philosophies impacted various movements in the United States from the Colonial Era to Reconstruction from 1600-1877.

8.H.CH.3 Explain how political, social and economic perspectives in the United States led to the rise in sectionalism between 1840-1860. 8.

H.CH.4 Evaluate the impact technological innovations made on agriculture, trade and commerce in the years leading up to the Civil War between 1840-1860.

8.H.CH.5 Explain examples of political, geographic, social and economic changes and consistencies in the different regions of the United States between 1860-1877.

H: Cause and Effect

8.H.CE.1 Analyze how the political, geographic, social and economic choices of the Colonial Era impacted the Revolutionary Period and Early Republic Period.

8.H.CE.2 Analyze the cause and effect of Westward Expansion, the Civil War and Reconstruction on the diverse populations of the United States.

H: Conflict and Compromise

8.H.CO.2 Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1877.

8.H.CO.3 Analyze how economic, social, ideological and political changes led to sectional and national tensions, inspiring reform movements between 1840-1860.

8.H.CO.4 Explain how sectionalism and slavery within the United States led to conflicts between 1820-1877.