

Performance Tasks | The Coming of the Civil War Tour

The following performance tasks adhere to the goals, compelling questions, and academic standards that framed *The Coming of the Civil War Tour*. Each assessment addresses at least one compelling question and Dimension 3 and/or Dimension 4 from the C3 Framework. We encourage teachers to modify the performance tasks to meet the needs of their classroom and students.

Do our individual rights come with a responsibility to protect the rights of others?

Developing Claims and Using Evidence: D3.4.6-8

The lesson, *What Responsibilities Accompany Our Rights?*, from the Center for Civic Education found at <https://www.civiced.org/lessons/what-responsibilities-accompany-our-rights> provides scenarios and prompts that guide students through problem solving and discussion. After the lesson, students can develop a claim and counterclaim while pointing out the strengths and limitations of both. Additionally, students could participate in a debate addressing the claim and counterclaim.

Suppose your government does everything it can to protect your rights. Is this enough? Will your rights be protected? Do we have any responsibility to protect not only our own rights, but each other's as well?

In this lesson you will discuss some important questions about the responsibilities of citizens. You must develop your own answers to these questions. We hope this lesson will help you develop good answers.

How did conflict and compromise about slavery affect the development of the U.S.?

Developing Claims and Using Evidence: D3.4.6-8

Students were introduced to the compromises used to avoid conflict prior to the Civil War during the pre-visit reading and during the tour itself. In revisiting these compromises, The Three-Fifths Clause, The Missouri Compromise, The Compromise of 1850, and The Kansas Nebraska Act, students can further investigate whether compromise was an effective tool when addressing the issue of slavery in the U.S. After research, students can develop a claim and counterclaim while pointing out the strengths and limitations of both. Additionally, students could participate in a debate addressing the claim and counterclaim. The following are useful resources:

- History.com editors. (2022, May 4). *Slavery in America*. History.com. <https://www.history.com/topics/black-history/slavery>
 - Social History for Every Classroom. (n.d.). *Timeline of Compromises Over Slavery*. The Graduate Center, City University of New York. <https://shec.ashp.cuny.edu/items/show/1286>
 - McNamara, R. (2020, Dec. 18). *U.S. Legislative Compromises Over Enslavement, 1820–1854*. ThoughtCo, [thoughtco.com/legislative-compromises-held-the-union-together-1773990](https://www.thoughtco.com/legislative-compromises-held-the-union-together-1773990).
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Why did attitudes and beliefs about slavery change or remain the same from colonization to the Civil War?

Communicating and Critiquing Conclusions: D4.2.6-8

Using the information obtained from the tour materials and further research, students can address this question by identifying events that triggered changes in attitudes and beliefs about slavery. Additionally, a discussion could be had regarding how and why people might change their attitudes and beliefs about a topic. The following are useful resources:

- History.com editors. (2022, May 4). *Slavery in America*. History.com. <https://www.history.com/topics/black-history/slavery>
- Library of Congress. (n.d.). *The African American Odyssey: A Quest for Full Citizenship*. <https://www.loc.gov/exhibits/african-american-odyssey/abolition.html>
- History.com editors. (2022, Jan. 25). *Abolitionist Movement*. <https://www.history.com/topics/black-history/abolitionist-movement#:~:text=Historians%20believe%20ideas%20set%20forth,in%20the%20eyes%20of%20God.>

Lincoln's evolving beliefs regarding abolition and emancipation can be used as a case study. The following are possible research resources:

- Fresh Air. (2010, Oct. 11). *Lincoln's Evolving Thoughts on Slavery and Freedom*. NPR. <https://www.npr.org/2010/10/11/130489804/lincolns-evolving-thoughts-on-slavery-and-freedom>
- Pruitt, S. (2020, June 23). *5 Things You May Not Know About Abraham Lincoln, Slavery and Emancipation*. History.com. <https://www.history.com/news/5-things-you-may-not-know-about-lincoln-slavery-and-emancipation>

Ultimately, students can construct an explanation using reasoning, correct sequence, examples, and details with relevant details and data by creating an annotated timeline. To fully adhere to the C3 Dimension 4 indicator, students should acknowledge the strength and weakness of their explanation.

How did the clash between change and continuity impact the U.S. in the 1800s?

Developing Claims and Using Evidence: D3.3.6-8

Students can research how the clash between continuity and change impacted the U.S. in the 1800s through the following lenses:

- Industry v. Agriculture
- Urban v. Rural
- Abolition v. Slavery
- North v. South

This question addresses the concepts of inevitable change and what happens when society rejects those changes. It also addresses social change/progress and what happens when individuals refuse to accept

that change/progress. As they research, students should find overlap between the evidence and construct a claim.

This activity should focus on the source-to-evidence relationship needed to construct an argument. As students research, they should identify evidence that draws information from multiple sources to support their claim. As students research, they construct claims and counterclaims that draw on evidence from multiple sources.

Could the Civil War have been avoided?

Communicating and Critiquing Conclusions: D4.4.6-8, D4.5.6-8

In this activity, students will critique opposing arguments for the question: Could the Civil War have been avoided? As students critique the essays, they should comment on credibility and structure. Students should also provide examples of evidence they believe would strengthen or weaken an argument.

- StudyCorgi. (2021, June 5). *Was the American Civil War Inevitable?* <https://studycorgi.com/was-the-american-civil-war-inevitable/>
- Wang, A. (n.d.). *The Civil War was not inevitable; it was the result of extremism and failures of leadership on both sides.* Marked By Teachers. <https://www.markedbyteachers.com/international-baccalaureate/history/a-oethe-civil-war-was-not-inevitable-it-was-the-result-of-extremism-and-failures-of-leadership-on-both-sides-a-discuss.html#:~:text=Study%20Guides-,The%20Civil%20War%20was%20not%20inevitable%3B%20it%20was%20the%20result,leadership%20on%20both%20sides%20Discuss.&text=The%20Civil%20War%20was%20mainly,the%20North%20and%20the%20South.>

After critiquing the arguments, students could present their own argument and evidence regarding the question or could engage in a debate.

What lessons should we learn from the Civil War?

Communicating and Critiquing Conclusions: D4.3.6-8

Using information obtained throughout this experience, have students brainstorm responses to the question: What were the major outcomes/ changes after the Civil War? Students should consider how life was altered by the events leading up to the war, and by the North's victory over the South and emancipation. Next, students should watch the following video and compare their responses to those presented in the video:

- Khan Academy. (n.d.). *Big takeaways from the Civil War.* <https://www.khanacademy.org/humanities/us-history/civil-war-era/slavery-and-the-civil-war/v/big-takeaways-from-the-civil-war>

After revising their responses based upon the video and discussion, students should then consider the following question: What lessons should we learn from the Civil War? The change in the question requires a discussion regarding outcomes vs. lessons. Provide students with the following definition:

- Lesson – 1. a piece of instruction, 2. an instructive example

Reframing the question changes the thinking from factual outcomes to moral and social instruction we should apply to modern-day events. Once students have generated responses, discuss whether or not America has applied those lessons, and the implication of those actions or inactions.

To promote taking action and creating positive change, students could present their findings to audiences outside of the classroom by creating a podcast dedicated to answering this question and could include interviews with people who could contribute to the conversation. Here are some resources about how to create a classroom podcast.

- Ramin, S. (2021, April 28). *How to create student podcasts in the classroom: All your questions, answered*. Hello Teacher Lady. <https://www.helloteacherlady.com/blog/how-to-create-student-podcasts-in-the-classroom>
- Vincent, T. (2008). Creating podcasts with your students. Reading Rockets. <https://www.readingrockets.org/article/creating-podcasts-your-students>
- The New York Times Learning Network. (2020, May 28). *Teaching Students How to Create Their Own Podcasts* / Webinar. <https://www.youtube.com/watch?v=Un2O8dawMzI>