

# Getting to the Core 8<sup>th</sup> Grade U.S. History

## Student Materials

**Change can be negative or positive, depending on one's perspective.**

### **Essential Questions:**

How can a moral issue (slavery) be justified?

How can a moral issue (the abolition of slavery) be justified?

How can society solve a moral issue?

## Pre-assessment – Writing a critique

Read the essay below and critique the argument that is made. When you critique an argument, you are determining whether or not the argument being made is successful (meaning good, believable, valuable or convincing) for the audience.

As you read, think about these questions.

1. What assumptions does Lincoln make about his audience and about the government of the United States? What support does he give for those assumptions?
2. What are the arguments that Lincoln makes in his address? What reasons does he give for those arguments?
3. What is his conclusion? Do you think his arguments are successful enough to have his audience agree with him?

*From Abraham Lincoln's Inaugural Address, March 4, 1861*

*Fellow-Citizens of the United States:*

- 1 In compliance with a custom as old as the Government itself, I appear before you to address you briefly and to take in your presence the oath prescribed by the Constitution of the United States to be taken by the President "before he enters on the execution of this office."
- 2 Apprehension [worry] seems to exist among the people of the Southern States that ... their property and their peace and personal security are to be endangered. There has never been any reasonable cause for such apprehension. Indeed, the most ample evidence to the contrary has all the while existed... It is found in nearly all the published speeches of him who now addresses you. I do but quote from one of those speeches when I declare that "I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so."
- 3 It is seventy-two years since the first inauguration of a President under our National Constitution. During that period fifteen different and greatly distinguished citizens have in succession administered the executive branch of the Government. They have conducted it through many perils, and generally with great success. Yet, with all this scope of precedent [past history], I now enter upon the same task for the brief constitutional term of four years under great and peculiar difficulty. A disruption of the Federal Union... is now formidably attempted.
- 4 I hold that ...the Union of these States is perpetual [forever]. Perpetuity is implied, if not expressed, in the fundamental law of all national governments.
- 5 One section of our country believes slavery is right, and ought to be extended, while the other believes it is wrong and ought not to be extended. This is the only substantial dispute...
- 6 Physically speaking, we cannot separate. We cannot remove our respective sections from each other, nor build an impassable wall between them. A husband and wife may be divorced, and go out of the presence, and beyond the reach of each other; but the different parts of our country cannot do this...
- 7 In your hands, my dissatisfied fellow countrymen, and not in mine, is the momentous issue of civil war.

**TAKE NOTES HERE**



A series of 25 horizontal lines for writing.

# Analytical Scoring Guide

## ADVANCED

Includes all of the proficient criteria plus:

- 5 or more sentences of analysis
- 5 or more examples of precise language (verbs, nouns, and/or adjectives)

## PROFICIENT

### *Content*

- States a claim
- Cites textual evidence to support claim
- Paraphrases the evidence
- Analyzes the evidence in support of the claim in one or more of the following ways:
  - Explains significance
  - Interprets information
  - Compare/contrasts key concepts
  - Examines causes/effects
  - Debates ideas/concepts
  - Evaluates ideas/rhetoric
- Concludes by stating how the evidence supports the claim

### *Language*

- Includes 2-4 transitions and/or signal words and phrases
- Includes 2-4 precise verbs, nouns, and/or adjectives
- Uses complete sentences

## BASIC

- Includes 4 of the “Content” proficient criteria
- Includes 2 of the “Language Proficient criteria

## BELOW BASIC

- Includes fewer than 4 of the “Content” proficient criteria
- Includes fewer than 2 of the “Language” proficient criteria

# Era Envelope and Timeline:

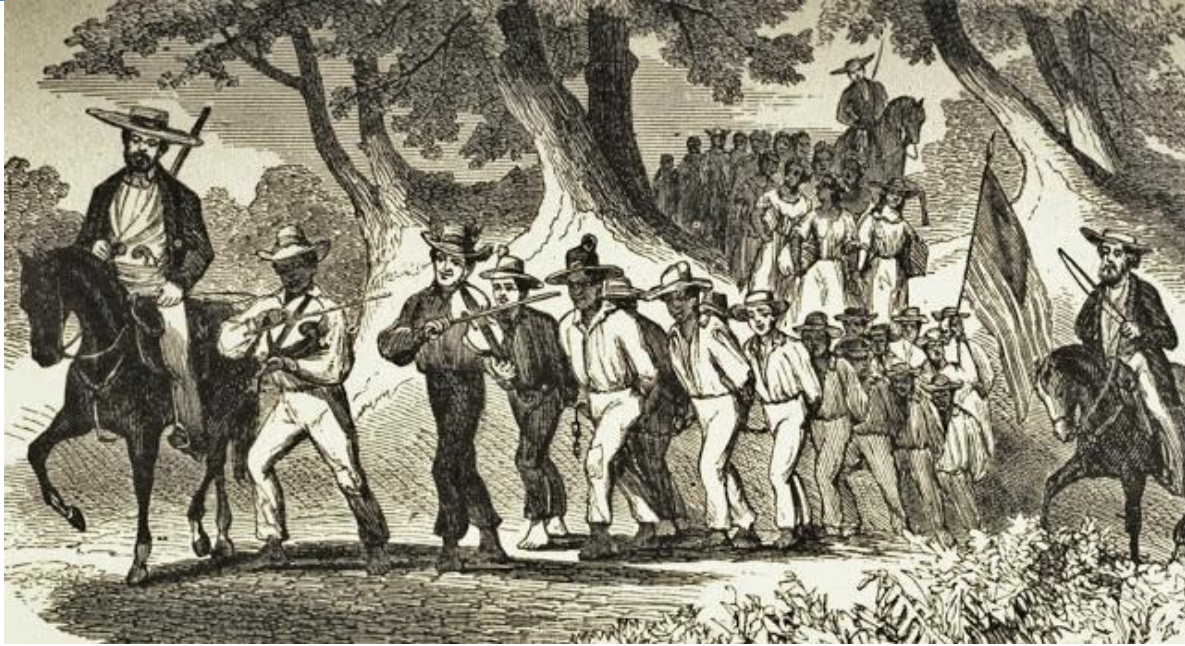
Use the SOAPStone handout to analyze each image. Then place these images on a timeline. What conclusions can you draw about the changes to society during this time? Use evidence from the images to support your conclusions.

## Image A



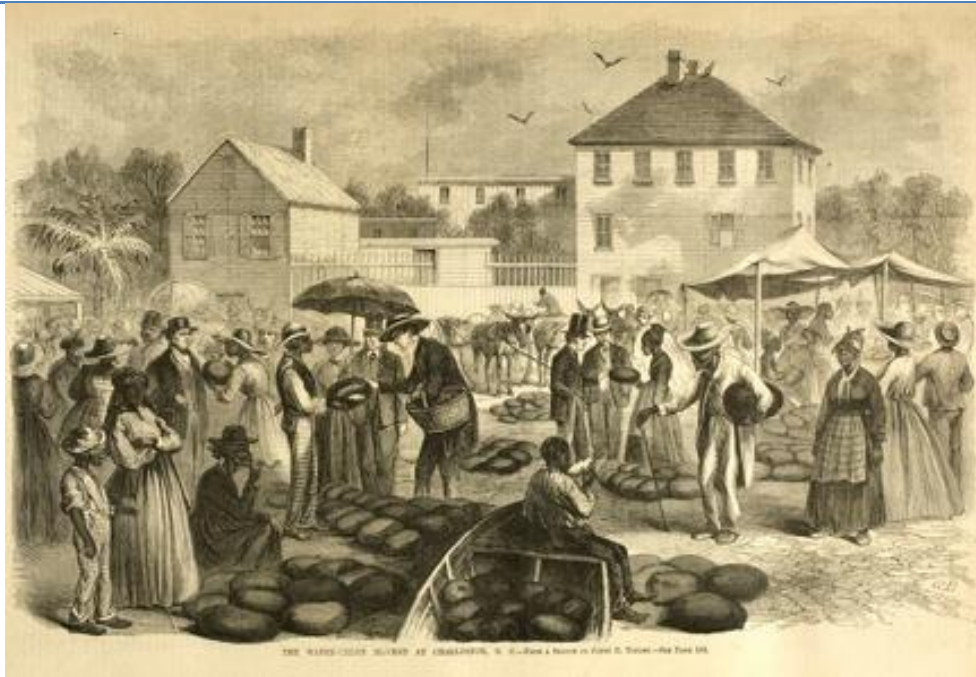
An engraving by John Raphael Smith from a painting by George Morland, an English painter. The artist imagined this scene; it is not based on eye-witness observation. Shown are European slavers and captive Africans. The engraving shown above is captioned "Traite des Negres" which translates as Slave Trade. France ended slavery in its colonies on February 4, 1794.

## Image B



Slave Coffle [a line bound together] in Kentucky 1857. Anon., *The Suppressed Book About Slavery!* Prepared for publication in 1857 (New York, 1864)

## Image C



A Charleston Freedwoman Opens A Bank Account in 1865

## Image D

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**Slave Family in a Georgia Cotton Field, c.1860**



## S.O.A.P.S. Tone Analysis – Image A

Look at the image and draw conclusions based upon what you see. Look carefully at the image as well as the caption below the picture.

	<b>Evidence from the visual</b>	<b>Conclusions</b>
<b>Subject</b> ( <i>What historic importance is revealed?</i> )		
<b>Occasion</b> ( <i>What is the time, place, situation of the document?</i> )		
<b>Audience</b> ( <i>To whom is this document is directed?</i> )		
<b>Purpose</b> ( <i>What is the reason behind the text?</i> )		
<b>Speaker</b> ( <i>Who created the document and what was his/her role in history?</i> )		
<b>Tone</b> ( <i>How does document make you feel?</i> )		
<b>Unanswered Questions</b>		

## S.O.A.P.S. Tone Analysis – Image B

Look at the image and draw conclusions based upon what you see. Look carefully at the image as well as the caption below the picture.

	<b>Evidence from the visual</b>	<b>Conclusions</b>
<b>Subject</b> ( <i>What historic importance is revealed?</i> )		
<b>Occasion</b> ( <i>What is the time, place, situation of the document?</i> )		
<b>Audience</b> ( <i>To whom is this document is directed?</i> )		
<b>Purpose</b> ( <i>What is the reason behind the text?</i> )		
<b>Speaker</b> ( <i>Who created the document and what was his/her role in history?</i> )		
<b>Tone</b> ( <i>How does document make you feel?</i> )		
<b>Unanswered Questions</b>		

## S.O.A.P.S. Tone Analysis – Image C

Look at the image and draw conclusions based upon what you see. Look carefully at the image as well as the caption below the picture.

	<b>Evidence from the visual</b>	<b>Conclusions</b>
<b>Subject</b> ( <i>What historic importance is revealed?</i> )		
<b>Occasion</b> ( <i>What is the time, place, situation of the document?</i> )		
<b>Audience</b> ( <i>To whom is this document is directed?</i> )		
<b>Purpose</b> ( <i>What is the reason behind the text?</i> )		
<b>Speaker</b> ( <i>Who created the document and what was his/her role in history?</i> )		
<b>Tone</b> ( <i>How does document make you feel?</i> )		
<b>Unanswered Questions</b>		

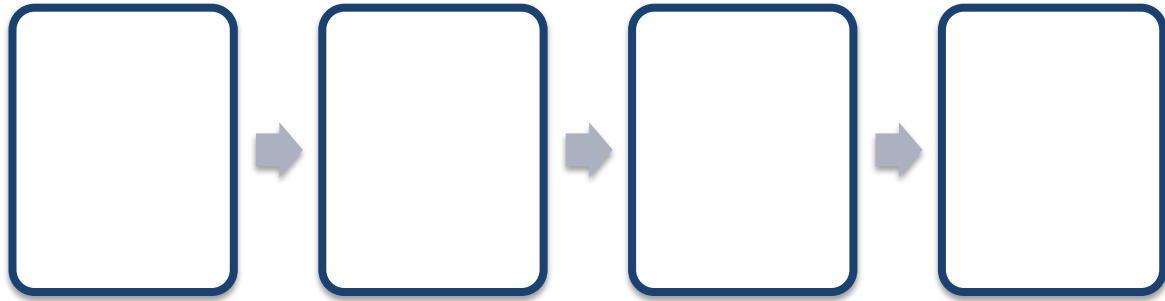
## S.O.A.P.S. Tone Analysis – Image D

Look at the image and draw conclusions based upon what you see. Look carefully at the image as well as the caption below the picture.

	<b>Evidence from the visual</b>	<b>Conclusions</b>
<b>Subject</b> ( <i>What historic importance is revealed?</i> )		
<b>Occasion</b> ( <i>What is the time, place, situation of the document?</i> )		
<b>Audience</b> ( <i>To whom is this document is directed?</i> )		
<b>Purpose</b> ( <i>What is the reason behind the text?</i> )		
<b>Speaker</b> ( <i>Who created the document and what was his/her role in history?</i> )		
<b>Tone</b> ( <i>How does document make you feel?</i> )		
<b>Unanswered Questions</b>		

## Drawing a conclusion based on what you see:

As a group, place the images on a timeline. Use the image letters.



What conclusions can you draw about the changes to society during this time? Use evidence from the images to support your conclusions. Write an informal essay to convey your conclusions. *(Good informal essays have a relaxed style, but they maintain a strong structure. In informal essays, the writers speak directly to the audience using a conversation style, even using the first person at times. When writing an informal essay, writers are supposed to maintain a sense of personality, but still, the writer should prevent sloppiness. This is a chance to make your voice heard in your writing, but still convey the deep understanding you have about the subject).*

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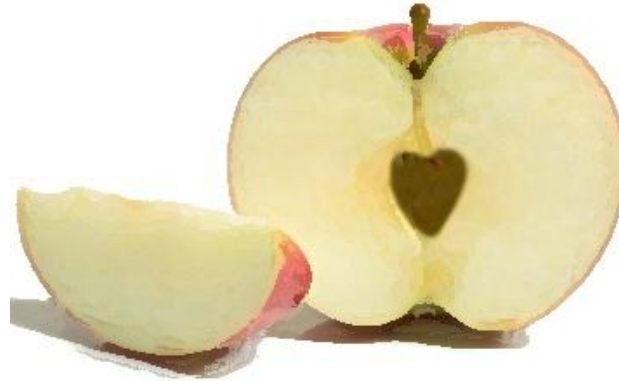
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# *Additional Student Resources for Unit Introduction*

- Additional text: “The Case for Abolition”
- Sample Thinking Map for “The Case for Abolition”
- Compare/Contrast Matrix with all complex texts
- Frayer Model
- Vocabulary Review Jigsaw

## The Case for Abolition

Excerpt: Everything the American Revolution Book by Daniel P. Murphy, Ph.D.

Notes:

1. The contradiction involved in fighting for human liberty while countenancing slavery was obvious to many in the revolutionary period. Literate African Americans made an eloquent case for emancipation, making reference to the ideals that inspired the war.
2. One anonymous man published as “Vox Africanorum” wrote, “Liberty is our claim. Reverence for our Great Creator, principles of humanity and the dictates of common sense, all convince us, that we have an indubitable right to liberty.... Though our bodies differ in color from yours; yet our souls are similar in a desire for freedom. Disparity in colour, we conceive, can never constitute a disparity in rights.”
3. Connecticut slaves, petitioning the state for freedom in 1779, asked simply “Whether it is consistent with the present claims of the United States to hold so many Thousands of the Race of Adam, our Common Father, in perpetual slavery?”
4. One of James Madison's slaves was caught fleeing to the British. The future father of the Constitution declined to punish the man for “coveting that liberty” which he believed was the “right & worthy pursuit of every human being.” Madison recognized the conflict between American ideals and slavery. He tried unsuccessfully to amend the Virginia constitution to gradually abolish slavery.
5. The American Revolution set the northern states on the road to abolition. A group of Quakers in Philadelphia organized an antislavery society in 1775. In 1780, Pennsylvania began the process of emancipating the slaves within its borders. The next year, a court in Massachusetts found slavery incompatible with the new state constitution and declared it abolished. In 1784, New Hampshire also ended slavery, while Connecticut and Rhode Island instituted programs for the gradual emancipation of their slaves.
6. American leaders were often torn between their consciences and self-interest on the issue of slavery. Thomas Jefferson wrote, “Indeed I tremble for my country when I reflect that God is just; that his justice cannot sleep forever.” There was a growing sense that slavery was an evil. A downturn in the market for tobacco led some to assert that slavery would slowly fade away.
7. During the 1780s, slavery was prohibited in the Northwest Territories, and a date would be set for ending the importation of slaves. No one in the revolutionary generation could predict the stunning economic impact of the cotton gin, and a renewed commitment to the “peculiar institution” by the South that would result in the American Civil War.

This flow map helped me realize:

Source: "The Case for Abolition" by Daniel P. Murphy, PhD, (context of timeline from 1775– Civil War)

Secondary & [Primary Source](#)

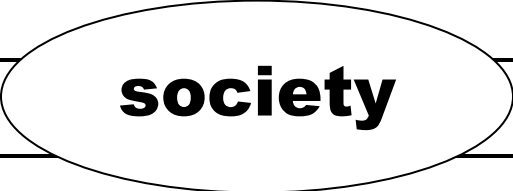


# Analysis of Slavery Arguments

1775-1865

Text	According to the text, what arguments support slavery?	According to the text, what arguments support the abolition of slavery?	What claim does the author make?
<p><b>“The Case for Abolition”</b>            1775– Civil War            Excerpt:  <u>Everything The American Revolution</u>            Book Daniel P. Murphy,            Ph.D.</p>			
<p><b>“The Blessing of Slavery”</b>            1857            George Fitzhugh</p>			
<p><b>“Slavery in the Light of Social Ethics”</b>            1860            Chancellor Harper</p>			
<p><b>Speech at New York House of Assembly</b>            3/15/1865            T.B. Van Buren</p>			
<p><b>The Constitutional Amendment</b>            12/14/1865            Julian A. Selby</p>			

## *Fruyer Model*


<i>DEFINITION</i>	<i>CHARACTERISTICS</i>
DICTIONARY: the customs of a community and the way it is organized.	
<i>EXAMPLES/MODELS</i>	<i>NON-EXAMPLES</i>
 <b>society</b>	

## *Fruyer Model*

<i>DEFINITION</i>	<i>CHARACTERISTICS</i>
DICTIONARY: an addition or alteration to a motion, bill, or constitution.	
<i>EXAMPLES/MODELS</i>	<i>NON-EXAMPLES</i>

## *Fruyer Model*

<i>DEFINITION</i>	<i>CHARACTERISTICS</i>
DICTIONARY: based on what somebody's conscience suggests is right or wrong, rather than on what rules or the law says should be done.	
<i>EXAMPLES/MODELS</i>	<i>NON-EXAMPLES</i>



**moral**

## *Fruyer Model*

<i>DEFINITION</i>	<i>CHARACTERISTICS</i>
DICTIONARY: measured or objective assessment of a situation, giving all aspects importance.	
<i>EXAMPLES/MODELS</i>	<i>NON-EXAMPLES</i>

## *Fruyer Model*

<i>DEFINITION</i>	<i>CHARACTERISTICS</i>
DICTIONARY: Legal matter in dispute	
<i>EXAMPLES/MODELS</i>	<i>NON-EXAMPLES</i>

**issue**

## *Fruyer Model*

<i>DEFINITION</i>	<i>CHARACTERISTICS</i>
DICTIONARY: to compel obedience to a law, regulation, or command.	
<i>EXAMPLES/MODELS</i>	<i>NON-EXAMPLES</i>

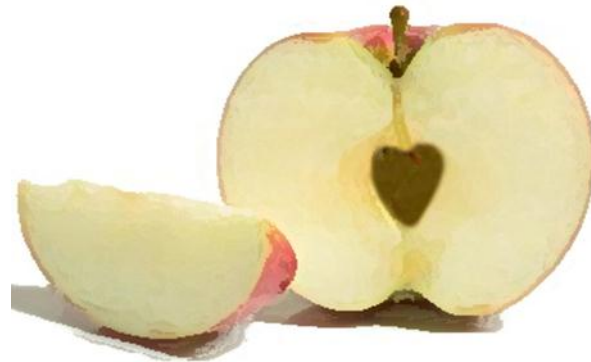
**enforcement**

# *Frayer Model*

<i>DEFINITION</i>	<i>CHARACTERISTICS</i>
DICTIONARY: an established law, custom, or practice	
<i>EXAMPLES/MODELS</i>	<i>NON-EXAMPLES</i>

**institution**





# Getting to the Core

## 8<sup>th</sup> Grade U.S. History

### Lesson One

**Big Idea:**

Change can be negative or positive, depending on one's perspective.

**Essential Questions:**

How can a moral issue (slavery) be justified?

# Wordle

With a partner, discuss which words jump out at you (choose two or three). Once you have selected your two or three words, share with your partner what images come to mind when you think of those particular words.

## THE BLESSINGS OF SLAVERY



## Academic Discussion Frames

### Share Your Thinking/ Discussion Starters:

- I think that... because
- In my opinion...
- Based on ...
- I noticed that...
- A good example would be...
- According to ....

### Building on Ideas/Continuing the Discussion:

- I see what \_\_\_ is saying. Would that also mean ...?
- What \_\_\_ said reminds me of...?
- \_\_\_ made a good point when he/she said...
- Another example is...
- I see what \_\_\_ is saying, and I think that...

### Clarifying Ideas/Understanding the Discussion:

- I think \_\_\_ means ...
- \_\_\_, could you please clarify what you mean by...
- \_\_\_, can you be more specific...
- \_\_\_, can you give an example of ...
- \_\_\_, are you saying that...

# Vocabulary Notebook

Word & Translation	Picture/Image	Definition	Source Sentence	Original Sentence
/				
/				
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/				

Word & Translation	Picture/Image	Definition	Source Sentence	Original Sentence
/				
/				
/				
/				
/				

Word & Translation	Picture/Image	Definition	Source Sentence	Original Sentence

Word & Translation	Picture/Image	Definition	Source Sentence	Original Sentence

## “The Blessings of Slavery” (1857)

By George Fitzhugh

Notes:

1. The negro slaves of the South are the happiest, and in some sense, the freest people in the world. The children and the aged and infirm work not at all, and yet have all the comforts and necessaries of life provided for them. They enjoy liberty, because they are oppressed neither by care or labor. The women do little hard work, and are protected from the despotism of their husbands by their masters. The negro men and stout boys work, on the average, in good weather, no more than nine hours a day. The balance of their time is spent in perfect abandon. Besides, they have their Sabbaths and holidays. White men, with some measure of license and abandon, would die of ennui [boredom]; but negroes luxuriate in corporeal and mental repose. With their faces upturned to the sun, they can sleep at any hour; and quiet sleep is the greatest of human enjoyments. “Blessed be the man who invented sleep.” ‘Tis happiness in itself-and results from contentment in the present, and confident assurance of the future. We do not know whether free laborers ever sleep. They are fools to do so; for, whilst they sleep, the wily and watchful capitalist is devising means to ensnare and exploit them. The free laborer must work or starve. He is more of a slave than the negro, because he works longer and harder for less allowance than the slave, and has no holiday, because the cares of life with him begin when its labors end. He has no liberty and not a single right.
2. Until the lands of America are appropriated by a few, population becomes dense, competition among laborers active, employment uncertain, and wages low, the personal liberty of all the whites will continue to be a blessing. We have vast unsettled territories; population may cease to increase slowly, as in most countries, and many centuries may elapse before the question will be practically



suggested, whether slavery to capital be preferable to slavery to human masters. But the negro has neither energy nor enterprise, and, even in our sparser populations, finds with his improvident habits, that his liberty is a curse to himself, and a greater curse to the society around him. These considerations, and others equally obvious, have induced the South to attempt to defend negro slavery as an exceptional institution, admitting, nay asserting, that slavery, in the general or in the abstract, is morally wrong, and against common right. With singular inconsistency, after making this admission, which admits away the authority of the Bible, of profane history, and of the almost universal practice of mankind—they turn around and attempt to bolster up the cause of negro slavery by these very exploded authorities. If we mean not to repudiate all divine, and almost all human authority in favor of slavery, we must vindicate that institution in the abstract.

3. To insist that a status of society, which has been almost universal, and which is expressly and continually justified by Holy Writ, is its natural, normal, and necessary status, under the ordinary circumstances, is on its face a plausible and probable proposition. To insist on less, is to yield our cause, and to give up our religion; for if white slavery be morally wrong, be a violation of natural rights, the Bible cannot be true. Human and divine authority do seem in the general to concur, in establishing the expediency of having masters and slaves of different races. In very many nations of antiquity, and in some of modern times, the law has permitted the native citizens to become slaves to each other. But few take advantage of such laws; and the infrequency of the practice establishes the general truth that master and slave should be of different national descent. In some respects the wider the difference the better, as the slave will feel less mortified by his position. In other respects, it may be that too wide a difference hardens the hearts and brutalizes the feeling of both master and slave. The civilized man hates the savage, and the savage returns the hatred

with interest. Hence West India slavery of newly caught negroes is not a very humane, affectionate, or civilizing institution. Virginia negroes have become moral and intelligent. They love their master and his family, and the attachment is reciprocated. Still, we like the idle, but intelligent house-servants, better than the hard-used, but stupid outhands; and we like the mulatto better than the negro; yet the negro is generally more affectionate, contented, and faithful.

4. The world at large looks on negro slavery as much the worst form of slavery; because it is only acquainted with West India slavery. But our Southern slavery has become a benign and protective institution, and our negroes are confessedly better off than any free laboring population in the world. How can we contend that white slavery is wrong, whilst all the great body of free laborers are starving; and slaves, white or black, throughout the world, are enjoying comfort?
5. The aversion to negroes, the antipathy of race, is much greater at the North than at the South; and it is very probable that this antipathy to the person of the negro, is confounded with or generates hatred of the institution with which he is usually connected. Hatred to slavery is very generally little more than hatred of negroes.

## Annotation Guide

Symbol	Comment/Question/Response	Sample Language Support
?	Questions I have Wonderings I have Confusing parts for me	The statement, “...” is confusing because... I am unclear about the following sentence(s) I don’t understand what the author means when s/he states...
+	Ideas/statements I agree with	I agree with the author’s idea that...because... Similar to the author, I also believe that...because I agree somewhat with the author when s/he argues that...because...
-	Ideas/statements I disagree with	I disagree with the author’s idea that...because... Unlike the author, I also believe that...because The author claims that...However, I disagree because...
*	Author’s main points Key ideas expressed Significant ideas	One significant idea in this text is... The author is trying to convey... One argument the author makes is that...
!	Shocking statements or parts Emotional response Surprising details/claims	I was shocked to read that...(further explanation) How can anyone claim that ... The part about ____made me feel...
0	Ideas/sections I connect with What this reminds me of	This section reminded me of... I can connect with what the author said because... This experience connects with my own experience in that...

## Collaborative Annotation Chart

Symbol/Section	Comment/Question/Response	Partner’s Comment/Question/Response

## “The Blessings of Slavery” (1857) by George Fitzhugh

### Do/Say Chart

Paragraph #	Do What is the author doing? <i>(introducing, describing, explaining, )</i>	Say What is the author/text saying?
Paragraph 1		
Paragraph 2		
Paragraph 3		
Paragraph 4		
Paragraph 5		
<p>Central Idea/Claim</p> <p><i>Based on our analysis of the text, we believe that theme/central idea is...</i></p> <p><i>In the text, “_____” by _____, the author (conveys/reveals)....</i></p> <p><i>The author claims _____ and implies that...</i></p>		

## Analysis of Argument: “The Blessings of Slavery”

<b>Letter</b>	<b>Evidence from the text</b>	<b>Conclusions</b>
<b>Subject</b> ( <i>What historic importance is revealed?</i> )		
<b>Occasion</b> ( <i>What is the time, place, situation of the document?</i> )		
<b>Audience</b> ( <i>To whom is this document is directed?</i> )		
<b>Purpose</b> ( <i>What is the reason behind the text?</i> )		
<b>Speaker</b> ( <i>Who created the document and what was his/her role in history?</i> )		
<b>Tone</b> ( <i>How does document make you feel?</i> )		
<b>Questions</b>		

## Compare/Contrast Matrix: Summary of Arguments

Text	According to the text, what <b>arguments support slavery</b> ?	According to the text, what <b>arguments support the abolition</b> of slavery?	What claim does the author make?
<p><b>“The Blessing of Slavery”</b> 1857 George Fitzhugh</p>			
<p><b>Speech at New York House of Assembly</b> 3/15/1865 T.B. Van Buren</p>			

## Collaborative Academic Summary: Directions

Directions:

- Come to a consensus with your group about the central idea/theme.
- Return to the completed handouts and text, and *independently* star the top details throughout the text that best support the central idea/theme.
- Come to consensus with your group about the top supporting details that will go into the summary.
- Paraphrase the details with group.
- Write summary paragraph.
- Peer edit using *Academic Summary Scoring Guide*.

## Academic Summary Scoring Guide

	Advanced	Proficient	Basic	Below Basic
<u>Content Criteria</u>	<input type="checkbox"/> Includes <b>all</b> of the Proficient criteria plus:  <input type="checkbox"/> 5 or more example of precise language (verbs, nouns, and/or adjectives)	<input type="checkbox"/> Topic sentence identifies title of text, author, and main idea <input type="checkbox"/> Paraphrase 3-5 key details from the text that support main idea <input type="checkbox"/> Concluding sentences restates main idea or author's purpose.	<input type="checkbox"/> Includes 2 of the 3 Content Criteria at the Proficient level.	<input type="checkbox"/> Includes fewer than 2 of the Content Criteria at the Proficient level.
<u>Language Criteria</u>	<input type="checkbox"/> Includes <b>all</b> of the Proficient criteria plus:  <input type="checkbox"/> 4 or more complex sentences.	<input type="checkbox"/> Uses third person point of view <input type="checkbox"/> Includes 2-4 signal words/phrases for sequencing, adding information, or concluding <input type="checkbox"/> Uses 3-4 attributive tags (i.e., Lucas Martinez reports that...) <input type="checkbox"/> Uses complete sentences.	<input type="checkbox"/> Includes 2-3 of the 4 Language Criteria at the Proficient level.	<input type="checkbox"/> Includes fewer than 2 of the Language Criteria at the Proficient level.

### Tips

#### Structure of Academic Summary

**T** = Topic sentence/Claim

**P** = Paraphrase key details

**C** = Concluding statement

#### Remember to Use...

- ✓ 3<sup>rd</sup> person point of view
- ✓ Active voice
- ✓ Transitions (sequencing, adding information, etc.)
- ✓ Citations
- ✓ Academic and domain-specific language



Adapted from Sonja Munevar Gagnon, QTEL training

# ACADEMIC SUMMARY TEMPLATE

**Topic sentence/  
Claim**

**Paraphrase  
key ideas**

In the \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
 (“A” Text Type) (Title of text) (Full name of author) (“B” Academic Verb)  
 the topic of \_\_\_\_\_. S/he \_\_\_\_\_  
 (Topic/Issue of the text) (“C” Precise Verb + “that”) (Author’s main idea or point  
 on the topic/issue)

Continue the summary by paraphrasing the key details in the text that supports the main idea.

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**Concluding  
statement**

(Ultimately/In summary) what \_\_\_\_\_ (conveys/argues/explains/examines) is  
 (author)

Restate author’s main idea or state his purpose for writing this text)

A Types of Text	
essay	short story
editorial	vignette
article	memoir
speech	poem
narrative	novel
lab report	movie
letter	drama/play
research paper	

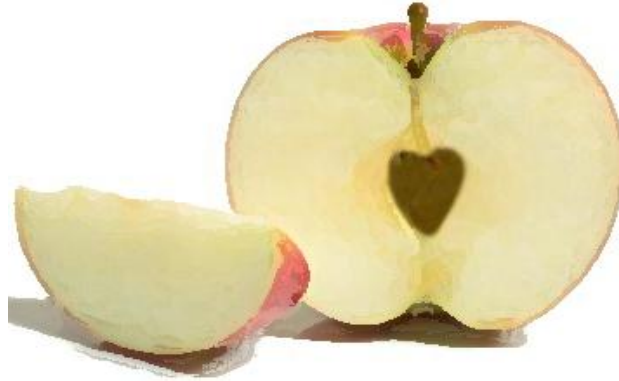
B Precise Academic Verbs	
addresses	scrutinizes
discusses	contests
examines	criticizes
explores	comments on
considers	elaborates on
questions	focuses on
analyzes	reflects on
opposes	argues for
debates	argues against
disputes	

C Precise "Verbs+that"	
asserts	concedes
argues	states
posits	believes
maintains	suggests
claims	implies
notes	infers
proposes	intimates
declares	

Addition Connectors	
in addition	further
furthermore	additionally
moreover	beyond..also
another	...as well
besides...also	

Adapted from Sonja Munevar Gagnon, QTEL training

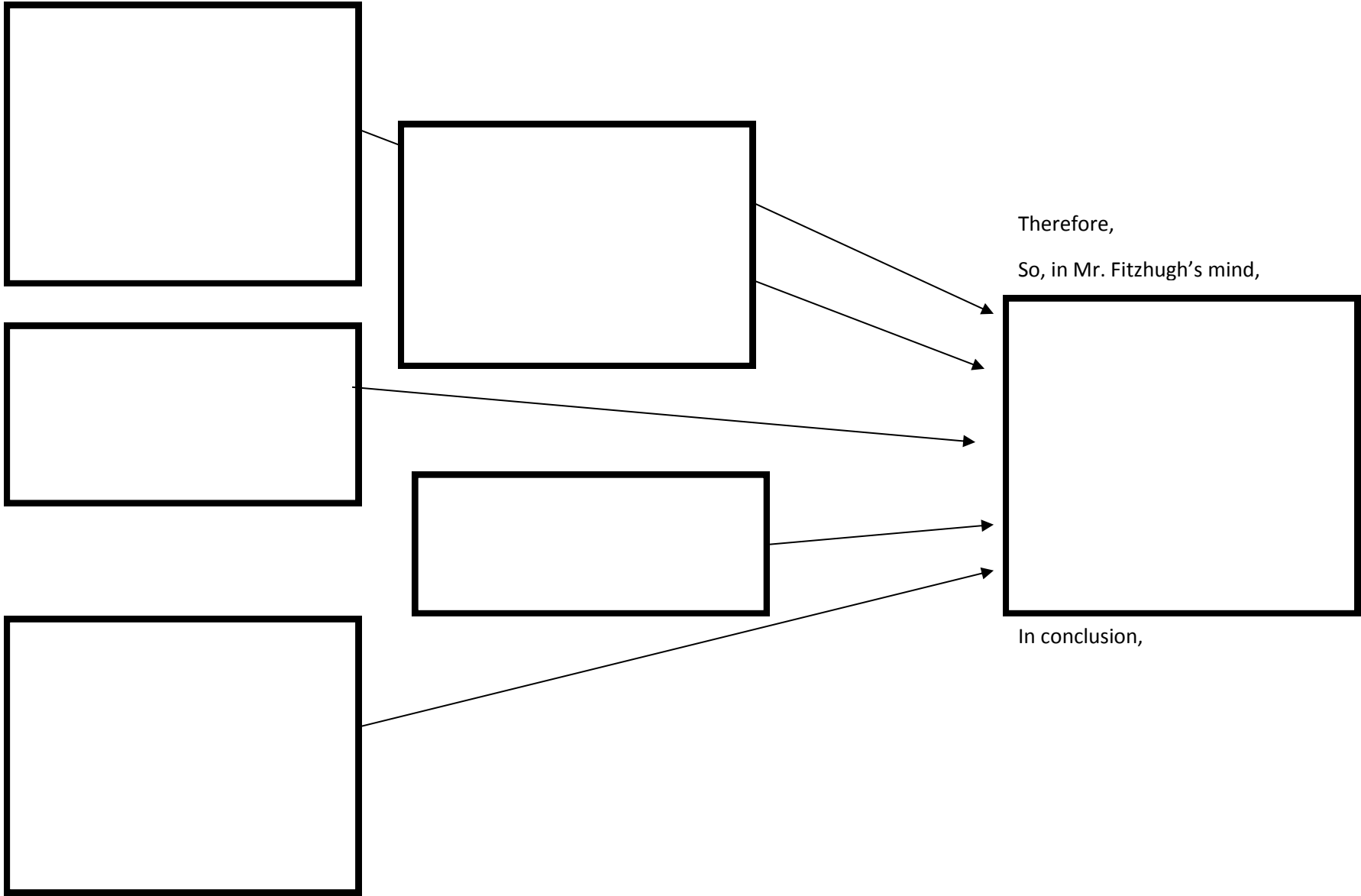




# *Additional Student Resources for Lesson 1*

- ❑ Sample Thinking Map for “The Blessings of Slavery”
- ❑ Additional Text: *“Slavery in the Light of Social Ethics”*
- ❑ Sample Thinking Map for *“Slavery in the Light of Social Ethics”*
- ❑ Do/ Say Chart for *“Slavery in the Light of Social Ethics”*
- ❑ SOAPSTone for *“Slavery in the Light of Social Ethics”*

According to Fitzhugh,



Source: **“The Blessing of Slavery”** by George Fitzhugh, 1857 Primary Source

## Slavery in the Light of Social Ethics (1860)

By Chancellor Harper

This is an excerpt from a long essay called "Slavery in the Light of Social Ethics," by Chancellor Harper. It was published in Augusta, *Georgia in 1860*:

Notes:

1. In one thing I concur with the abolitionists; that if emancipation is to be brought about, it is better that it should be immediate and total. But let us suppose it to be brought about in any manner, and then inquire what would be the effects.
2. The first and most obvious effect, would be to put an end to the cultivation of our great Southern staple. And this would be equally the result, if we suppose the emancipated negroes to be in no way distinguished from the free labourers of other countries, and that their labor would be equally effective. . . Imagine an extensive rice or cotton plantation cultivated by free laborers, who might perhaps *strike* for an increase of wages, at a season when the neglect of a few days would insure the destruction of the whole crop. Even if it were possible to procure laborers at all, what planter would venture to carry on his operations under such circumstances? I need hardly say that these staples cannot be produced to any extent where the proprietor of the soil cultivates it with his own hands. He can do little more than produce the necessary food for himself and his family.
3. And what would be the effect of putting an end to the cultivation of these staples, and thus annihilating, at a blow, two-thirds or three-fourths of our foreign commerce? Can any sane mind contemplate such a result without terror? I speak not of the utter poverty and misery to which we ourselves would be reduced, and the desolation which would overspread our own portion of the country. Our slavery has not only given existence to millions of slaves within our own territories, it

has given the means of subsistence, and therefore, existence, to millions of freemen in our confederate States; enabling them to send forth their swarms to overspread the plains and forests of the West, and appear as the harbingers of civilization. The products of the industry of those States are in general similar to those of the civilized world, and are little demanded in their markets. By exchanging them for ours, which are everywhere sought for, the people of these States are enabled to acquire all the products of art and industry, all that contributes to convenience or luxury, or gratifies the taste of the intellect, which the rest of the world can supply. Not only on our own continent, but on the other, it has given existence to hundreds of thousands, and the means of comfortable subsistence to millions.

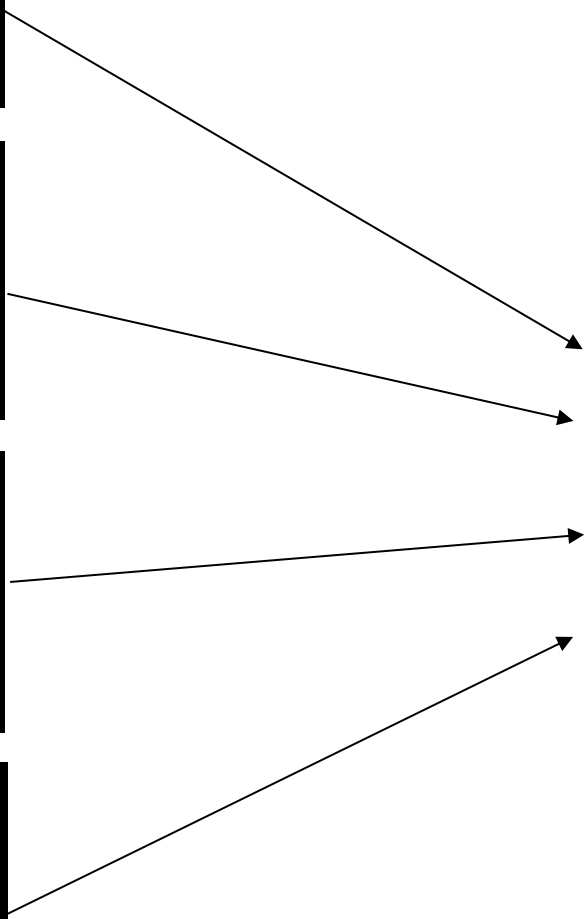
4. A distinguished citizen of our own State, than whom none can be better qualified to form an opinion, has lately stated that our great staple, cotton, has contributed more than anything else of later times to the progress of civilization. By enabling the poor to obtain cheap and becoming clothing, it has inspired a taste for comfort, the first stimulus to civilization. Does not *self-defense*, then, demand of us steadily to resist the abrogation of that which is productive of so much good? It is more than self-defense. IT is to defend millions of human beings, who are far removed from us, from the intensest suffering, if not from being struck out of existence. It is the defense of human

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A large empty rectangular box with a thick black border, intended for student synthesis or conclusions.

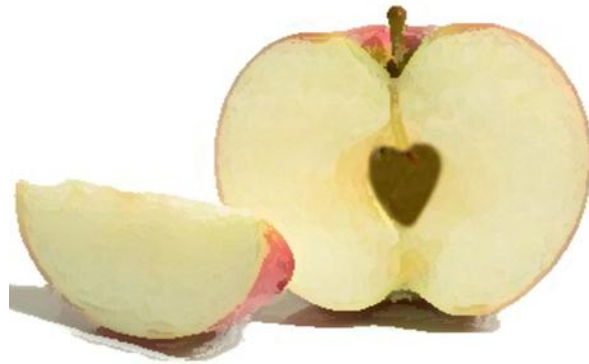
## “Slavery in the Light of Social Ethics” by Chancellor Harper

### Do/Say Chart

Paragraph #	Do What is the author doing? <i>(introducing, describing, explaining, )</i>	Say What is the author/text saying?
Paragraph 1		
Paragraph 2		
Paragraph 3		
Paragraph 4		
<p>Central Idea/Claim</p> <p><i>Based on our analysis of the text, we believe that theme/central idea is...</i></p> <p><i>In the text, “_____” by _____, the author (conveys/reveals)....</i></p> <p><i>The author claims _____ and implies that...</i></p>		

## Analysis of Argument: “Slavery in the Light of Social Ethics”

Letter	Evidence from the text	Conclusions
<b>Subject</b> ( <i>What historic importance is revealed?</i> )		
<b>Occasion</b> ( <i>What is the time, place, situation of the document?</i> )		
<b>Audience</b> ( <i>To whom is this document is directed?</i> )		
<b>Purpose</b> ( <i>What is the reason behind the text?</i> )		
<b>Speaker</b> ( <i>Who created the document and what was his/her role in history?</i> )		
<b>Tone</b> ( <i>How does document make you feel?</i> )		
<b>Questions</b>		



# Getting to the Core

## 8<sup>th</sup> Grade U.S. History

### Lesson Two

**Big Idea:**

Change can be negative or positive, depending on one's perspective.

**Essential Questions:**

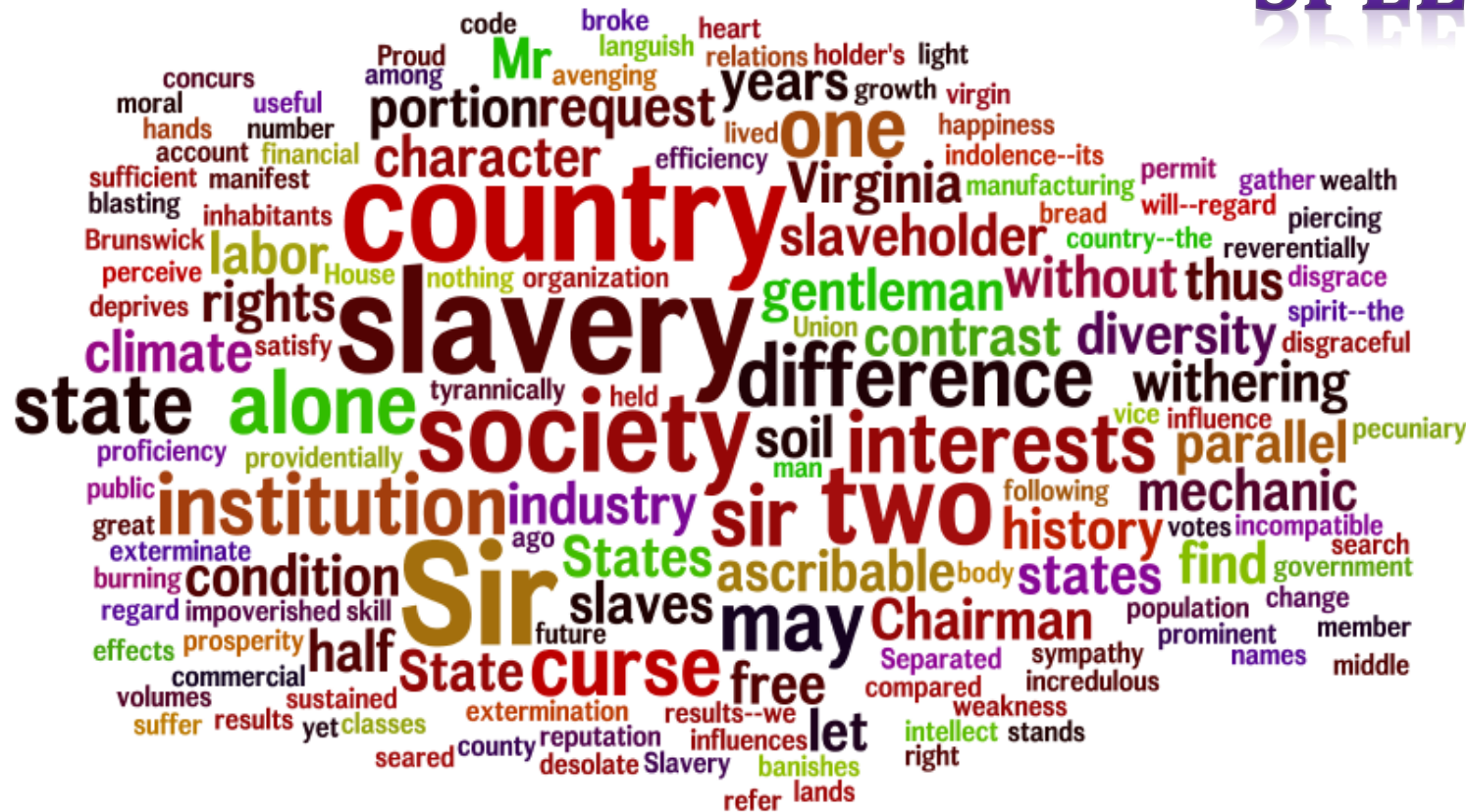
How can a moral issue (the abolition of slavery) be justified?



# Wordle

With a partner, discuss which words jump out at you (choose two or three). Once you have selected your two or three words, share with your partner what images come to mind when you think of those particular words.

## SPEECH



## Speech at New York House of Assembly

Honorable T.B. Van Buren

March 15, 1865

Notes:

1. Mr. Chairman: Twenty-three years ago, in the House of Delegates of the State of Virginia, the following language was held by a then prominent and influential member of that body:

"Slavery is an institution which presses heavily against the best interests of the State. *It banishes free white labor; it exterminates the mechanic, the artisan, the manufacturer. It deprives them of bread. It converts the energy of a community into indolence--its power into imbecility, its efficiency into weakness.*

2. "Sir, being thus injurious, have we not a right to demand its extermination? Shall society suffer that we slaveholders may continue to gather our crop of human flesh? What is the slave holder's mere pecuniary [financial] claim compared with the great interests of the common wealth? Must the country languish, droop, die, that the slaveholder may flourish? Shall all interests be subservient to one; all rights subordinate to those of the slaveholder? Has not the mechanic, have not the middle classes their rights? Rights incompatible with the existence of slavery? Sir, I am gratified to perceive that no gentleman has yet risen, in this hall, the avowed *advocate* of slavery. I even regret, sir, that we should find those among us who enter the list of discussion as its *apologists*.
3. "Sir, if there be one who concurs with the gentleman from Brunswick county, in the 'harmless character' of this institution, let me request him to compare the condition of the slaveholding portion of this state, *barren, desolate and seared, as it were by the avenging hand of Heaven*, with the descriptions which we have of this same country from those who first

broke its virgin soil. To what is this change ascribable? *Alone to the withering and blasting effects of slavery.*

4. "Sir, if this does not satisfy him, let me request him to extend his travels to the northern states of this Union, and beg him to contrast the happiness and contentment which prevail throughout that portion of our country--the busy and cheerful sound of industry--the rapid and swelling growth of their population--their means and institutions of education--their skill and proficiency in the useful arts--their enterprise and public spirit--the monuments of their commercial and manufacturing industry.
5. "To what, sir, is all this ascribable? To that vice in the organization of society by which one half of its inhabitants are arrayed in interest and feeling against the other half; to that unfortunate state of society in which freemen regard labor as disgraceful, and slaves shrink from it as a burden tyrannically imposed upon them; *to that condition of things in which one-half of the population of the state can feel no sympathy with the society, the prosperity of which they are forbidden to participate, and no attachment to a government at whose hands they receive nothing but injustice.*
6. "If this should not be sufficient, and the curious and incredulous inquirer should suggest that the contrast which has been adverted to, and which is so manifest, might be traced to a difference of climate or other causes, distinct from slavery itself, permit me to refer him to the two States of Kentucky and Ohio. No difference of soil, no diversity of climate, no diversity in the original settlement of those two states, can account for the remarkable disproportion in the national advancement.
7. "Separated by a river alone, they seem to have been purposely and providentially designed to exhibit in their future histories the difference which necessarily results from a country free from and a country afflicted

with the curse of slavery. The same may be said of the two States of Missouri and Illinois. *What, sir, have you lived for two hundred years without personal effort or productive industry, in extravagance and indolence, sustained alone by the returns from the sales of the increase of slaves, and retaining such a number as your now impoverished lands can sustain as stock?"*

8. "Sir," said another, "Virginia is withering under the leprosy which is piercing her to the heart. Proud as are the names for intellect and patriotism which enrich the volumes of our history, and reverentially as we turn to them at this period of waning reputation--*that name--that man above all parallel would have BEEN CHIEF who could have blotted out this curse from his country.*"
  
9. Mr. Chairman, it is this institution, thus denounced by those who understand it so well, that we are called upon by our votes to exterminate from the land. Look at it in any light we will--regard it in its character, its influence, its results--we find it without excuse, a burning disgrace upon our reputation as a nation, and a moral curse in all its relations. We search history in vain for its parallel. It stands alone in its barbarity, with its code of monstrous enactments, its legal and actual atrocities, its corrupting and debasing influences.

## Annotation Guide

Symbol	Comment/Question/Response	Sample Language Support
?	Questions I have Wonderings I have Confusing parts for me	The statement, “...” is confusing because... I am unclear about the following sentence(s) I don’t understand what the author means when s/he states...
+	Ideas/statements I agree with	I agree with the author’s idea that...because... Similar to the author, I also believe that...because I agree somewhat with the author when s/he argues that...because...
-	Ideas/statements I disagree with	I disagree with the author’s idea that...because... Unlike the author, I also believe that...because The author claims that...However, I disagree because...
*	Author’s main points Key ideas expressed Significant ideas	One significant idea in this text is... The author is trying to convey... One argument the author makes is that...
!	Shocking statements or parts Emotional response Surprising details/claims	I was shocked to read that...(further explanation) How can anyone claim that ... The part about ____made me feel...
0	Ideas/sections I connect with What this reminds me of	This section reminded me of... I can connect with what the author said because... This experience connects with my own experience in that...

## Collaborative Annotation Chart

Symbol/Section	Comment/Question/Response	Partner’s Comment/Question/Response

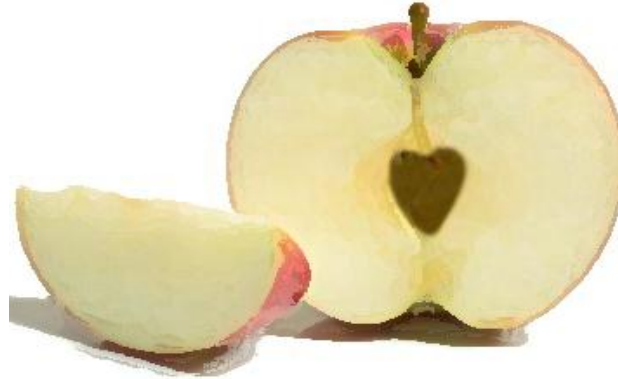
## Speech at New York House of Assembly

### Do/Say Chart

Paragraph #	<b>Do</b> <b>What is the author doing?</b> <i>(introducing, describing, explaining, )</i>	<b>Say</b> <b>What is the author/text saying?</b>
Paragraph 1		
Paragraph 2		
Paragraph 3		
Paragraph 4		
Paragraph 5		
Paragraph 6		
Paragraph 7		
Paragraph 8		
Paragraph 9		
Central Idea/Claim <i>Based on our analysis of the text, we believe that theme/central idea is...</i> <i>In the text, “_____” by _____, the author (conveys/reveals)....</i> <i>The author claims _____ and implies that...</i>		

**Analysis of Argument: “Speech at New York House of Assembly”**

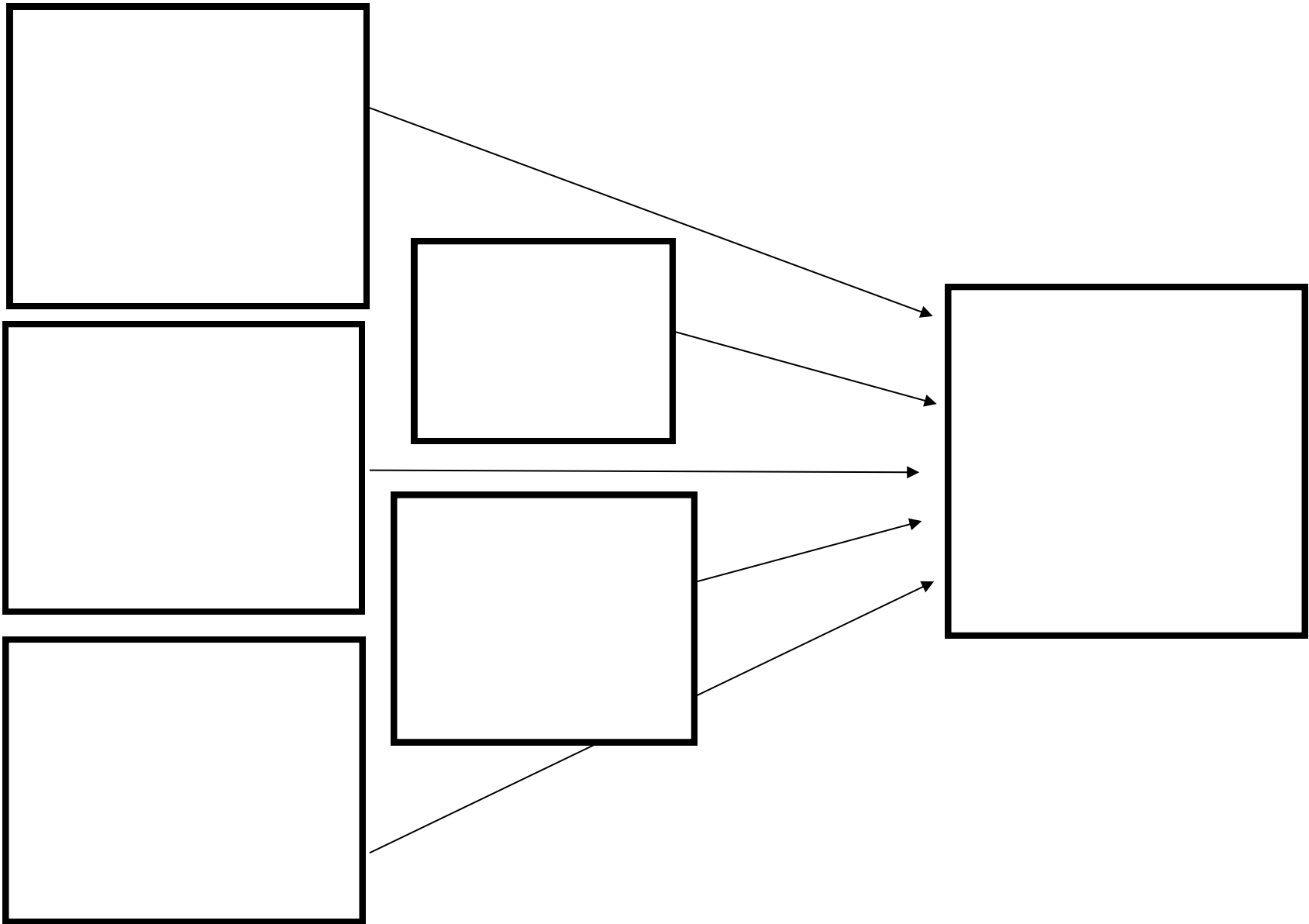
<b>Letter</b>	<b>Evidence from the text</b>	<b>Conclusions</b>
<b>Subject</b> ( <i>What historic importance is revealed?</i> )		
<b>Occasion</b> ( <i>What is the time, place, situation of the document?</i> )		
<b>Audience</b> ( <i>To whom is this document is directed?</i> )		
<b>Purpose</b> ( <i>What is the reason behind the text?</i> )		
<b>Speaker</b> ( <i>Who created the document and what was his/her role in history?</i> )		
<b>Tone</b> ( <i>How does document make you feel?</i> )		
<b>Questions</b>		



# *Additional Student Resources For Lesson 2*

- Sample Thinking Map: “Speech at New York House Assembly”
- Additional Text: “The Constitutional Amendment”
- Sample Thinking Map: “The Constitutional Amendment”
- Do/Say Chart: “The Constitutional Amendment”
- SOAPStone: “The Constitutional Amendment”
- Possible answers for Compare/Contrast Matrix (all texts)





# The Constitutional Amendment

by Julian A.Selby

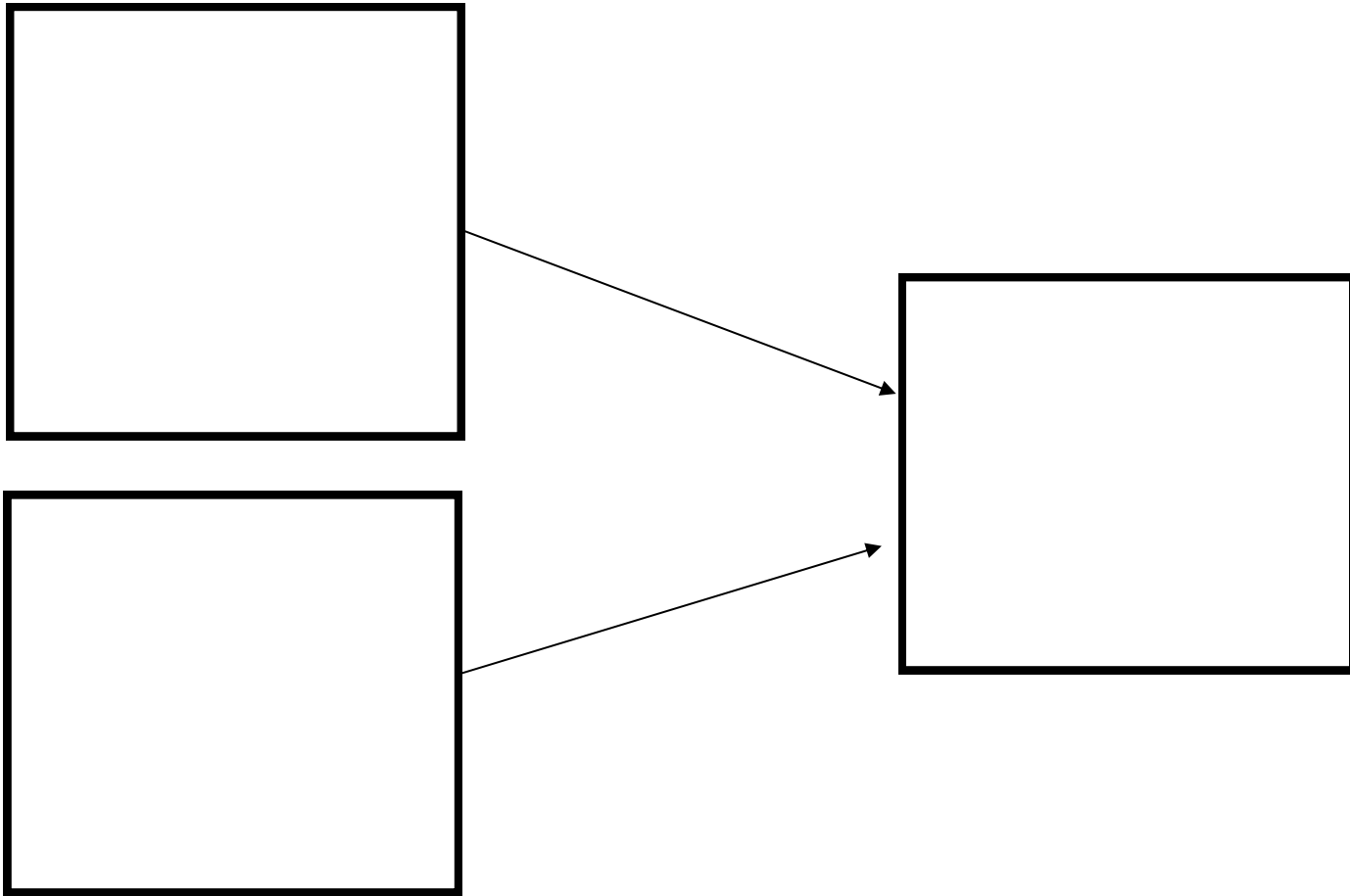
This is an excerpt from an article in *The Daily Phoenix*, a newspaper published by Julian A. Selby in Columbia, South Carolina. It was published on December 14, 1865.

## Notes:

1. There are some people in these States who seem to think that we are not subjugated, or overpowered, or in some other way suppressed. They haggle [argue] about adopting what is called the constitutional amendment, which means simply that, constitutionally, slavery is abolished. This question is before the Legislature of Mississippi and Alabama, and men in both are puzzling their poor brains in order to discover how to avoid the necessity of adopting it, or how to give it less force than that which of necessity it has.
2. This is a folly[foolishness] which seems to us to be unpardonable. That amendment is one of the humiliations which the South must submit to. It is as certain as the approach of death or the tax-gatherer. It cannot be put aside or evaded. It will be adopted.
3. The Northern States have, to-day, enough of votes to make it a fixed and irrevocable fact. Why, then, trouble ourselves about it, like a Chinese army going into battle, in which are only noise and no fighting?
4. We can hardly fathom the depth of this stupidity...
5. The fact is, we have been dealing in abstractions, whilst the world has been moving forward to prosperity under the impulse of the material. We have been trying to define the literal meaning and purpose of the Constitution, whilst everywhere: around us there has been no meaning of that fundamental instrument, except what has been interpreted by superior physical force. Talk of the Judges of the Supreme Court! Why they are only the creatures of the popular opinion which they represent. Human

passion and prejudice are superior and always have been to any written Constitution. The parchment of any instrument of this kind is worth nothing, when those it is supposed to govern are averse [opposed] to it.

6. Constitutions! why they are humbugs! The predominant tendency of any people will have its way, in despite of written charters. No European Government has any of these things; and there have been none of them controlling a great people since the world began. Our Constitution is like all the rest—and can only be construed [understood] by the power of majorities. In it there is, of course, some restraint, but only so long as the *vox populi* [popular voice] has no passion or profit which comes between it and the justice and security which it provides for.
7. This being a truth that is not disputable [arguable], why trouble ourselves about any amendment that is made to that "sacred" instrument, which our Southern people supposed they owed paramount allegiance to? Adopt the new amendment. Perhaps there will be another next year, and it is well to accustom ourselves to the changes. This one, however, is beyond the reach of estoppel and the best way, therefore, to save ourselves trouble is to accept it as a necessity which cannot be resisted...



Source: **“The Constitutional Amendment”** by Julian A. Selby, December 14, 1865

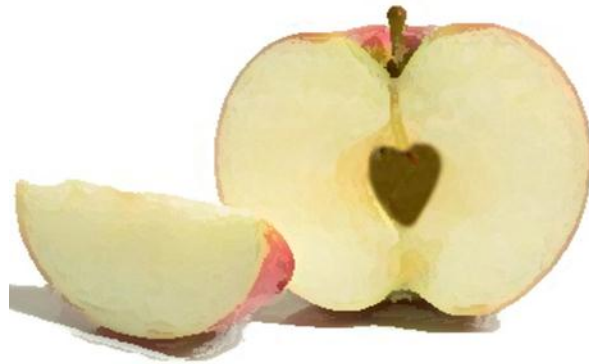
## “The Constitutional Amendment” by Julian A. Selby

### Do/Say Chart

Paragraph #	<b>Do</b> <b>What is the author doing?</b> <i>(introducing, describing, explaining, )</i>	<b>Say</b> <b>What is the author/text saying?</b>
Paragraph 1		
Paragraph 2		
Paragraph 3		
Paragraph 4		
Paragraph 5		
Paragraph 6		
Paragraph 7		
<p><b>Central Idea/Claim</b>  <i>Based on our analysis of the text, we believe that theme/central idea is...</i>  <i>In the text, “_____” by _____, the author (conveys/reveals)...</i>  <i>The author claims _____ and implies that...</i></p>		

### Analysis of Argument: “The Constitutional Amendment”

<b>Letter</b>	<b>Evidence from the text</b>	<b>Conclusions</b>
<b>Subject</b> <i>(What historic importance is revealed?)</i>		
<b>Occasion</b> <i>(What is the time, place, situation of the document?)</i>		
<b>Audience</b> <i>(To whom is this document is directed?)</i>		
<b>Purpose</b> <i>(What is the reason behind the text?)</i>		
<b>Speaker</b> <i>(Who created the document and what was his/her role in history?)</i>		
<b>Tone</b> <i>(How does document make you feel?)</i>		
<b>Questions</b>		



# Getting to the Core

## 8<sup>th</sup> Grade U.S. History

### Lesson Three

**Big Idea:**

Change can be negative or positive, depending on one's perspective.

**Essential Questions:**

How can a society solve a moral issue?

**Connecting your understanding:** You have read an article entitled “The Blessings of Slavery” and an excerpt from a speech by the Honorable T. B. Van Buren during this unit. Brainstorm the main argument and ideas of each with your partner.

**According to each writer: How can a moral issue (like slavery or the abolition of slavery) be justified?**

<b>Main argument of “The Blessings of Slavery”</b>	<b>Main argument in T. B. Van Buren’s speech</b>

**Quick Write:** A quick write will help engage your prior knowledge and get you thinking about the central ideas or themes in this unit. Do not to worry about spelling or grammar in a quick write.

**Now, think and write on your own. How can society solve a moral issue?**

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# Reading in Four Voices

**Directions:** You will see different fonts of this text (plain, **bold**, *italics*, underlined). Each student in your group will choose one font. Each student will only read their own selected font and no others. You will read the text aloud twice; the font will alert each student when it is time to read.

*Amendment 13 – Ratified December 6, 1865*

1. Neither slavery nor involuntary servitude, **except as a punishment for crime** whereof the party shall have been duly convicted, *shall exist within the United States*, or any place subject to their jurisdiction.

After you read this amendment, what are the key ideas expressed? What is confusing to you? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What does it <b>say</b> ?	What does it <b>mean</b> (in your own words)?	Why does it <b>matter</b> ?
<i>Amendment 13 – Ratified December 6, 1865</i>		
<u>Neither slavery nor involuntary servitude</u>		
<b>except as a punishment for crime</b>		
where of the party shall have been duly convicted		
<i>shall exist within the United States</i>		
<u>or any place subject to their jurisdiction</u>		
<b>Congress shall have power to enforce this article</b>		
by appropriate legislation		

# Short Essay Response:

**What was accomplished with the 13<sup>th</sup> Amendment to the Constitution?**

*In your response, paraphrase the 13<sup>th</sup> amendment, discuss the arguments for and against the abolition of slavery and cite evidence.*

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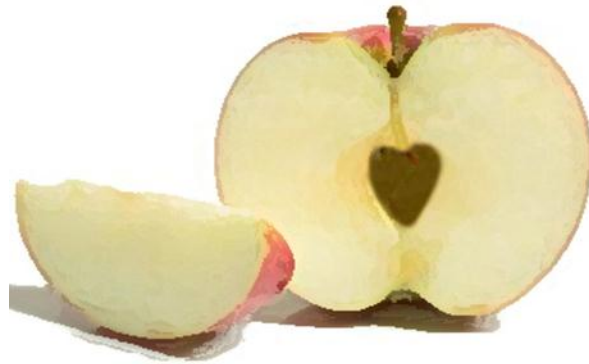
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# Getting to the Core 8<sup>th</sup> Grade U.S. History

## Final Assessment

### **Big Idea:**

**Change can be negative or positive, depending on one's perspective.**

# Final Assessment

Write a critique of “The Blessings of Slavery” or the Speech from the Honorable T.B. Van Buren in which you evaluate the reasons given for or against the abolition of slavery.

- ✓ Remember that when you critique an argument, you are determining whether or not the argument being made is successful (meaning good, believable, valuable or convincing) for the audience.
- ✓ Explain both the arguments made and the opposing points [counterarguments] mentioned.
- ✓ Organize your argument logically and support what you write with evidence from the text.
- ✓ Be sure to use transition words and phrases to connect your pieces of evidence and maintain a formal, academic style throughout your writing.
- ✓

Some transitions you may want to use:

Addition	Analysis	Comparison	Concession	Conclusion		Example
besides	consider	likewise	admittedly	as a result	in conclusion	to take a case in
also	suggests	jus as	i concede that	therefore	to summarize	point
in addition	this means	like/alike	granted	it follows, then	hense	as an illustration
and	examine	similarly	to be sure	to wrap up	to sum up	in this case
as well	investigate	just like	although it is true that	in summary	to conclude	for instance
so too	convey	same	while it is true that	so this tells us...	to end	such as
moreover	argue	in the same way	naturally	thus, it can be	as one can see	example of
another	claim	along the same lines	indeed	said...	in short/in brief	specifically
further	scrutinize	more__than__-	of course	to close	in sum, then	to illustrate
additionally	analyze	compared to		to finish	to wind up	as a demonstration
furthermore	explore	corresponds		above all/after	on the whole	for example
other	indicate	equally		all		is like
add to	intimate	in comparison		consequently		including
more than that	illustrate					in particular
beyone	demonstrate					take a look at. __

## Analytical Scoring Guide

ADVANCED	PROFICIENT	BASIC	BELOW BASIC
<p><b>Includes all of the proficient criteria plus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 5 or more sentences of analysis</li> <li><input type="checkbox"/> 5 or more examples of precise language (verbs, nouns, and/or adjectives)</li> </ul>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> States a claim</li> <li><input type="checkbox"/> Cites textual evidence to support claim</li> <li><input type="checkbox"/> Paraphrases the evidence</li> <li><input type="checkbox"/> Analyzes the evidence in support of the claim in one or more of the following ways:               <ul style="list-style-type: none"> <li>o Explains significance</li> <li>o Interprets information</li> <li>o Compare/contrasts key concepts</li> <li>o Examines causes/effects</li> <li>o Debates ideas/concepts</li> <li>o Evaluates ideas/rhetoric</li> </ul> </li> <li><input type="checkbox"/> Concludes by stating how the evidence supports the claim</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Includes 2-4 transitions and/or signal words and phrases</li> <li><input type="checkbox"/> Includes 2-4 precise verbs, nouns, and/or adjectives</li> <li><input type="checkbox"/> Uses complete sentences</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Includes 4 of the “Content” proficient criteria</li> <li><input type="checkbox"/> Includes 2 of the “language Proficient criteria</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Includes fewer than 4 of the “Content” proficient criteria</li> <li><input type="checkbox"/> Includes fewer than 2 of the “Language” proficient criteria</li> </ul>

Blank lined writing area consisting of 20 horizontal lines.



