

LESSON 4 – A SECTIONAL PERSPECTIVE

**Lesson modified and adapted from ww.digitalhistory.com*

- **OVERVIEW:** Students will participate in a “**Walking Tour**”. A Walking Tour is especially effective in situations when introducing content that contains complex passages in text, provocative ideas, important quotes, discrepant information, etc. The purpose of this activator is to raise curiosity and interest, to cause speculation and to aid comprehension when students encounter information in a larger context.

OBJECTIVES:

- Students will participate in a Walking Tour to discuss, interpret and react to concepts related to Sectionalism.
- Students will draw generalizations about slavery by comparing maps that show how the compromises changed the status of the territories.

MATERIALS: Quotes/statements written on construction paper and placed on numbered poster board. Anticipation Guide, chart paper, markers, Interactive Social Notebooks, overhead projector, transparencies of Walking Tour Directs and Ways to React to the Charts, Map of Territorial Growth, 1850, Map of Presidential Election of 1860, Map of Territorial Growth, 1860.

LENGTH OF TIME: Sixty to ninety minutes

VOCABULARY – Sectionalism

GUIDING QUESTIONS: Why did sectional tensions strengthen during the 1850’s?

PROCEDURE

PART A: WALKING TOUR

1. The following information will be placed on poster board and posted around the classroom. Each chart will be numbered.

A. “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.” (Abraham Lincoln- June 16, 1858- quote taken from speech to the Republican state convention) “

B. “I do not...hesitate to avow before this House and the country, and if the presence of the living God, that if by your legislation you seek to drive us from the territories of California and New Mexico, purchased by the common blood and treasure of the whole people, and to abolish slavery in this District, there by attempting to fix a national degradation upon half the states of the confederacy, I am for disunion.” (Representative Robert Toombs of Georgia, 1849)

C. “They had for more than a century before been regarded as beings of an inferior order; and altogether unfit to associate with the white race, wither in social or political relations; and so far inferior that the race had no rights from which the white man was bound to respect. This opinion was at the time fixed and universal in the civilized portion of the white race.” (Chief Justice Robert Taney, Dred Scott Case, 1854), “Thus Slavery controls all the leading measures of the nation and moulds its political economy.”

D. William Goodell, 1852), “If the cotton States shall decide that they can do better out of the Union than in it, we insist on letting them go in peace. The right to secede may be a revolutionary one, but it exists nevertheless...Whenever a considerable section of our union shall deliberately resolve to go out, we shall resist all coercive measures designed to keep it in. We hope never to live in a republic, whereof one section is pinned to the residue of bayonets.” (New York Tribune, 1860),

E. “I firmly believe that the slave-holding South is now the controlling power of the world—that no other power would face us in hostility. Cotton, rice, tobacco, and naval stores command the world; and we have sense to know it, and are sufficiently Teutonic to carry it out successfully. The North without us would be a motherless calf, bleating about, and die of mangle and starvation.”(Senator James Hammond of South Carolina).

2. Form groups of four students assigning groups to each chart at the starting point. Groups spend five minutes at each chart, reading, discussing, interpreting, and reacting to the quotes. All students will respond in writing by writing their responses in their Interactive Social Studies Notebook. Students then move on to the next chart. Groups will continue this until they have visited all of the charts. Before beginning the tour, Review handout with students – Ways to React to the Charts.
3. When groups return to their seats time will be given to discuss and summarize reactions to each chart.
4. Groups will take turns reporting on individual charts in order to share the wide range reactions and responses.
5. The teacher will record reactions and responses on chart paper. Students will identify points of view. The chart paper will be posted in the classroom as a point of reference throughout the unit of study.
6. Place maps on the overhead. Also pass out copies to the students. Tell students to analyze and compare each map. Ask students to focus on the following questions: What changes do you notice from 1850 – 1860? What may be causing those changes? Why?

QUESTIONS TO CONSIDER

1. Do sectional tensions exist? Why
2. Is slavery a big concern?
3. Do you see any grounds for compromise between supporters and opponents of slavery expansion?
4. Why didn't the United States try to solve the slavery crisis before it became an issue?
5. Was slavery—either a moral issue or an economic reality—the single most important cause of the sectional conflict?
6. Do you think that the sectional conflict was an irrepressible conflict or do you think it was the work of politicians and agitators?
7. Do you find the arguments in the quotations moralistic and abstract? Carefully reasoned? Justified?

ASSESSMENT: Classroom participation, Student observation during Walking Tour
Students will do a reflective quick write in their Interactive Notebooks that will include questions related to today's lesson. A discussion will follow.

FOLLOW UP ACTIVITY

Students will pair up and be given document-based questions to complete on Sectionalism based on primary and secondary sources. (*Document-Based Questions in American History*. Prentice Hall. Copyright 2003. Pearson Education, Inc., NJ.)