

THINK–TAC–TOE ACTIVITIES

Sectional Conflicts Intensifies (1848-1877)

Select three activities (one of which is the required center activity) to total at least 30 points.

<p><u>Political Parties in the 1850s</u> – 5 pts Create a chart and takes notes about the major parties of the period. Include political party, party leaders, position on issues, who supported the party, and what happened to each party (for instance, did the party survive or fail). After completing the chart, research the candidates who took part in the 1856 presidential election and summarize their positions. Create a campaign poster for one of the presidential candidates.</p>	<p><u>Lincoln-Douglass Debates</u> – 10 pts Read in your textbook about the Lincoln-Douglass debates and then take on the role of a newspaper reporter covering the debates. Conduct additional research using library or Internet resources. Write news articles describing the positions and arguments the candidates presented and interviews with people reacting to the debates. Or write a newspaper editorial taking a position about the campaign issues.</p>	<p><u>The Search for Compromise</u> - 15 pts Review primary source documents by Henry Clay, John C. Calhoun, and Daniel Webster regarding the debate over the Compromise of 1850 and the extension of slavery into the remaining western territories. Write a 2-page paper summarizing the position of each historical figure on the compromise, identify the final provisions of the compromise, and what he had to give up to reach compromise, and then determine whether or not the compromise reached would resolve the problem of slavery.</p>
<p><u>Bleeding Kansas</u> - 15 pts Read Jane Smiley’s <i>The All-True Travels and Adventures of Lidie Newton</i>, a first-person fictional account of a young woman moving to Kansas Territory to homestead with her abolitionist husband in order to keep the territory free from slavery. Write a two-page book review considering the question of how the novel confirms or challenges traditional ideas about the North and South in the period before the Civil War.</p>	<p><u>Key Terms (REQUIRED)</u> - 10 pts Identify/define the following:</p> <ul style="list-style-type: none"> • Popular sovereignty • Secession • Transcontinental railroad • Referendum • Insurrection • Martial law 	<p><u>The Fugitive Slave Act</u> - 10 pts Read the text of the Fugitive Slave act, part of the Compromise of 1850. Consider whether they would have disobeyed the law to help enslaved people escape to freedom if they had been free individuals living at the time. Also, consider whether the provisions of the Fugitive Slave Act would have influenced their decision to help or not. Write a newspaper editorial stating and defending your position.</p>
<p><u>A Conflicted Nation</u> – 5 pts Draw a two-column chart with the labels “North” and “South” and describe the Northern and Southern attitudes on the following controversial topics of the time period: Manifest Destiny, Underground Railroad, Kansas-Nebraska Act, Lincoln-Douglass debates, Fugitive Slave Act, the Caning of Charles Sumner, Dred Scott Decision, and John Brown’s Raid at Harpers Ferry.</p>	<p><u>Dred Scott Decision</u> – 5 pts Construct an illustrated annotated timeline on the events leading to the Dred Scott Decision. Use library and Internet resources, including www.library.wustl.edu/vlib/dredscott/ and www.sos.mo.gov/archives/resources/africanamerican/scott/scott.asp. Draw a map tracing Scott’s travels through free and slave territories on an outline map of the United States.</p>	<p><u>Uncle Tom’s Cabin</u> – 10 pts Team activity. Research using book reviews, articles, pro-slavery and African American responses, songs, poems, illustrations, and film and stage version of the story. Check out www.iath.virginia.edu/utc/sitemap.html. Find a copy of the stage version of the novel and act out one of the dramatic scenes for the class. Each student will write a 1-page essay on why the story had such a powerful impact on public opinion about slavery.</p>