CRISIS AND COMPROMISE: ANTEBELLUM AMERICA

Eighth Grade Social Studies

WHAT IS OUR MORAL OBLIGATION IN TIMES OF GREAT CRISIS?

Directions
Answer the questions using the hyperlinks that are attached. Complete your notes and submit the required questions by clicking on the links under “Answer Links”. When you submit your questions online don’t forget to make the question into a statement when answer the question and make sure you follow the 3-step process when you submit your answers online. If you need to review over Question Breakdown or How to Answer Historical Questions the links have been provided. To help find examples use the ISPICE Guided questions. The chart we use in class is at the bottom. Use the History Response Rubric to evaluate which level (grade) you have answered the question or assignment on.

STEPS TO FOLLOW IF YOU FIND YOURSELF STRUGGLING WITH THE WORK
1. LOOK UP WORDS YOU DO NOT KNOW OR UNSURE OF. Knowing the meaning of word will clarify the meaning of a question. Words have multiple meanings so make sure you are using the correct meaning when breaking down a question. KNOW YOUR VOCABULARY WORDS. Knowing your vocabulary words not only simplifies the work but it can help you complete the work correctly while working at a faster pace.
2. USE YOUR NOTES. Students have been struggling with some of the work because they are not using the notes to help them answer the question. Getting the answer is a process and most of the time the answers are in the notes you’ve taken.
3. LOOK FOR THE ANSWER. Review your notes/videos. Use Unit 7 resources to help clarify anything you may not understand. There are additional videos and documents to help you complete the work. You do not have to use Google to help you answer the question.
4. BE SPECIFIC AND DETAILED WITH THE QUESTIONS YOU ASK. Help can’t be given as quickly if you have not done your part in being able to describe what you understand versus what you don’t understand. The research you’ve done will help you when you ask for help.

ONLINE LEARNING
USE THESE NOTES/ANSWERS TO HELP YOU ANSWER THE QUESTIONS BELOW

BIG IDEAS (Main Ideas = Answers)
- As Americans start to embrace the political power of individual action, social change in the United States begins to take shape.
- In response to the steady stream of immigration, the definition of American citizenship begins to evolve.
- Individuals both for and against the institution of slavery produced bodies of work to rally people for their cause.
- Disagreements between the North and the South, especially over the issue of slavery, led to escalating tensions within the country.
- The nation's unresolved stance on slavery began at the founding of the country and continues to be felt until this day.
# UNIT PERFORMANCE TASK

**The Power of Excuses and Compromise Project**

**THIS PROJECT IS YOUR CLASS WORK ASSIGNMENTS.** SUPPORTING QUESTIONS ARE NOT DUE THIS QUARTER BUT YOU WILL HAVE TO BE ABLE TO ANSWER THEM. IF YOU SUBMIT YOUR SUPPORTING QUESTIONS YOU WILL GET EXTRA CREDIT BUT EVERYONE HAS TO DO THIS PROJECT.

It will be very important for you to attend class and get updated and clarity about this assignment.

You will assess how well you are at balancing your time. You will research your dream and you will be enlightened that although you have four more years before you graduate, your decisions and actions moving forward will play a big part with the options you are presented when it’s time to graduate. Having fun with your friends and family is great but you need to make sure your life is balanced, and you focus on your schoolwork and goals.

The Power of Excuses and Compromise will make sure you are exposed to the realities that you will face moving forward and how to prepare and handle them. Since this assignment is not a PDF, you must go to the website in order to download the two additional documents.

The two documents to download are Developing a System – How to Handle Crisis and Compromise and The Power of Excuses and Compromise.

You will fill out the work daily within these documents. When you have completed the project, you will email the work back along with the project.

**INSTRUCTIONS FOR TURNING IN UNIT PERFORMANCE TASK**

1. Complete your research and goals
   Remember there was a list of the work that was supposed to be completed. Everything does not have to be completed in both documents
   a. Complete Developing Systems - How to Handle Crisis and Compromise Document
   b. Complete the Power of Excuses and Compromise Document
   c. Complete the How Does Studying History Allow Me to Be Successful Project.

2. Email the 3 files above as attachment to larry.roberson@k12.dc.gov.

3. Title the name of the email (subject) **CONNECTING GOALS TO HISTORY**
   a. If you do not name your email with the above title, I will not be able to find your work when I am grading assignments.
   b. I am NOT responsible for finding your work if you do not follow the instructions above. If you are unsure of how to send an email or the instructions, ask your parents if you are emailing the assignment correctly or reach out to me to clarify how to send an email.
ADDITIONAL INSTRUCTIONS
➢ You do NOT have to complete EVERY step BUT you MUST complete everything in red and
➢ You MUST be able to answer every objective that is listed in blue.
➢ Complete all the questions under the Answer Links on the right-hand side of the page.

The objectives to learn for the Women Suffrage Movement and Regional Differences

- Discuss how women helped change the nation before the Civil War
- Explain who the leaders were of the Women’s Suffrage Movement and why they were important.
- Identify how the Civil War helped the Women’s Suffrage movement
- Describe the regional differences of the United States.

WOMEN SUFFRAGE MOVEMENT
1. Definition of suffrage
   a. What is another word for suffrage?
2. What is women’s suffrage – Read document to answer questions below. This reading will help you describe the importance of the Leaders of the Suffrage Movement.
   a. Read Women’s Suffrage
      i. About how long did it take women to earn the right to vote?
         1. Why did it take so long for them to earn the right to vote?
      ii. What year did they finally win the right to vote?
   b. Women’s Right Movement Begins
      i. Why did the Women’s suffrage begin?
   c. Seneca Falls Convention
      i. Definition of abolitionist
      ii. How did the Abolitionist Movement connect with women’s suffrage?
      iii. Why is the Seneca Falls Convention important to the women’s suffrage movement?
         1. The video as well as the reading give the answer.
   d. Civil War and Rights
      i. How did the 14 and 15 amendments help the women’s suffrage movement?
      ii. How did the suffrage movement try to stop African American males from voting?

LEADERS OF THE SUFFRAGE MOVEMENT
Information from the notes taken above as well as the readings should be used to answer why the women below are important to the women’s suffrage movement.
1. Elizabeth Cady Stanton
2. Sojourner Truth
3. Maria Stewart
4. Margaret Fuller
5. Lucretia Mott
6. Susan B. Anthony

Here are additional documents to discuss the leaders above and the regional differences of the United States. Take notes on why the leaders above were important to the women’s suffrage movement and the regional differences that would lead the United States into a Civil War.

1. Seneca Falls Meeting
2. Early Organizing Efforts
3. 8A – Women in the 19th Century / Link 8B - Women in the 19th Century Link
4. Beecher - Grimke Letter
5. Summary of Women and Reform
6. Discovery Online book
   a. Reform Movements (11 pages)
      i. Quiz
   b. Regional Difference (4 pages)
      i. Charts
      ii. Quiz
   c. Road to Disunion (10 pages)
      i. Uncle Tom’s Cabin
      ii. Quiz

The objectives to learn about slavery along with who and how slavery was resisted.

- Describe what life was like as a slave using every letter in ISPICE.
- Identify three important abolitionists and explain how slavery was resisted.
- Explain why people in the North and South Supported slavery.
- Explain why people in the North and South fought against slavery.
- Identify when violence is necessary or if violence is every necessary when striving for political, economic or social change.

SLAVE LIFE AND CULTURE
1. Online Learning Book
   a. Frederick Douglass

Submit SQ 1
Who were the leaders for women’s rights and what were their goals?

Submit SQ 2
How did the women’s suffrage movement intersect with abolition?
b. Slave Life and Culture (5 pages)
   i. Slavery as an Institution Video
      1. There are nine videos to help you understand the ISPICE concept in slavery.
   ii. Write a summary about slavery using every letter in ISPICE
2. Look for the answers to the questions below.
   a. Who supported slavery?
      i. Use every letter in ISPICE to answer this question
   b. Who did not support slavery?
      i. Use every letter in ISPICE to answer this question
3. Who is John Brown?
   a. Was John Brown justified in any of the violent activities that he took part of?
   b. Is violence ever necessary to promote social, political, or economic change?

1. Choose 3 abolitionists and identify why they were important to ending slavery.
2. Identify two ways abolitionists tried to end slavery

Additional Resources – Use these resources to answer the questions above.
   a. Online Discovery Book
   b. Slavery and Abolitionist Discovery Online Video,
   c. The Abolitionist Movement, Slavery and Abolitionists,
   d. American Experience - The Abolitionist Part 1 start at 6:20,
   e. American Experience - The Abolitionists Part 2 start at 8:38,
   f. American Experience - Additional Abolitionist Video,
   g. Underground Railroad

The objectives to learn are how compromises helped cause the Civil War and why the South felt they had the right to leave the Union.

- Explain how the legal compromises caused the Civil War
- Describe why Southern States thought they could leave the Union.

COMPROMISE - A SET UP FOR FAILURE

1. Look at the documents below and examine the effects of the different compromises. Do you see how conflict would occur?
   a. Kansas – Nebraska Documents
   b. Legislative Documents
   c. Compromises Map Notes

Submit SQ 3
What was the institution of American slavery?

Submit SQ 4
Who benefited from or supported slavery?

Submit SQ 5
Who benefited from or supported abolition?

Submit SQ 6
Who was John Brown and how did he justify his actions toward abolishing slavery?

Submit SQ 7
When, if ever, is violence morally justifiable in struggles for political or social change?

Submit SQ 8
Did the compromises unite or divide the country?
| d. The Great Triumvirate | Submit SQ 9  
How did the nature of the compromises change nearer to the Civil War? |
| e. Proposal to Save the Union - John Calhoun | Submit SQ 10  
What was the point of no return leading to the Civil War? |
| 2. After reviewing the documents | |
| a. Did the compromises unite or divide the country? | |
| i. House Divided Speech | |
| b. How did the nature of the compromises change nearer to the Civil War? | |
| i. Can states leave the Country? | |
| c. What was the point of no return leading to the Civil War? | |
| i. Look at the document, Point of No Return Events and decide which event solidified the North and the South going to war. | |

Project is located at the top of the page.