

CLOSE-READING: SCOTT V. SANFORD DECISION

Name:	Date:	Period:	Compelling Question: Are some issues too great to compromise? Supporting Question: What was the point of no return leading to the Civil War?
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Close reading is thoughtful, critical analysis of a text that focuses on significant details or patterns to develop a deep, precise understanding of the text's form, craft, meanings, applications, etc. It involves multiple readings of the text for different purposes. In social studies, close reading helps students make connections back to a compelling question and historical context.

Highlight or underline the text that will help you answer your Supporting and Compelling Questions. Take notes on the side and explain why your notes are important and answer the questions.

Phases:			
1. What does the text say?	2. How does the text work?	3. What does the text mean?	4. How does the text relate to the historical/contemporary context?
Who, what, when, where, why; key details	Key vocabulary, phrases, and structure.	Make connections to ideas, interpret meaning of the text	Relate to compelling question, time period, etc.

Article Title: Excerpts from Chief Justice Roger Taney's decision in <i>Scot v. Sanford, 1856</i> , https://supreme.justia.com/cases/federal/us/60/393/case.html	Phase 1/ 2 questions and notes Vocabulary:	Phase 3 and 4 questions
<p>...The question is simply this: can a negro whose ancestors were imported into this country and sold as slaves become a member of the political community formed and brought into existence by the Constitution of the United States, and as such become entitled to all the <u>rights, and privileges, and immunities</u>, guaranteed by that instrument to the citizen, one of which rights is the privilege of suing in a court of the United States in the cases specified in the Constitution?</p> <p>...</p> <p>The words "people of the United States" and "citizens" are synonymous terms, and mean the same thing. They both describe the political body who, according to our republican institutions, form the <u>sovereignty</u> and who hold the power and conduct the Government through their representatives. They are what we familiarly call the "sovereign people," and every citizen is one of this people, and a constituent member of this sovereignty.</p>	<p>What is the gist of the question Taney is asking that the Supreme Court consider?</p> <p>rights, and privileges, and immunities:</p> <p>Sovereignty:</p> <p>Abatement:</p>	<p>Given the year of this case (1856) what other events and compromises had taken place?</p> <p>How might these compromises affect the nature of this case?</p> <p>Do you agree that "people of the United States" and "citizens" mean the same thing?</p> <p>Was that true in 1856?</p> <p>Is that true today?</p>

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The question before us is whether the class of persons described in the plea in abatement compose a portion of this people, and are constituent members of this sovereignty?

We think they are not, and that they are not included, and were not intended to be included, under the word "citizens" in the Constitution, and can therefore claim none of the rights and privileges which that instrument provides for and secures to citizens of the United States.

On the contrary, they were at that time considered as a subordinate and inferior class of beings who had been subjugated by the dominant race, and, whether emancipated or not, yet remained subject to their authority, and had no rights or privileges but such as those who held the power and the Government might choose to grant them.

What does this interpretation of Dred Scott's citizenship status mean for his case?

What does it mean for slavery in the U.S. at this time?

How do you think pro-slavery advocates reacted?

How do you think abolitionists reacted?

Summary of main ideas of Taney's decision on Dred Scott's citizenship status.

How does this connect to the compelling and supporting questions?

