



South Carolina

Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

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Grade Level(s): 8

Subject:
Social Studies

Length of Class:

(3) 55 minute class periods

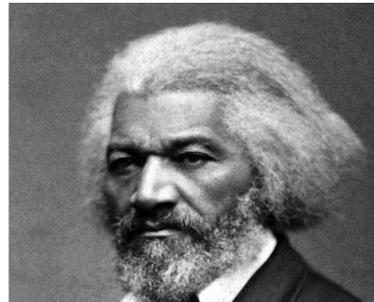
Insert visual or image that accentuates the lesson plan to make it appealing to educators: must be a public domain image

Speech on the Dred Scott Decision

CONSTITUTION POLITICAL CULTURE RACE AND EQUALITY RIGHTS AND LIBERTIES
SCOTUS

by Frederick Douglass

May, 1857



<p>Image Citation: Douglass, F. (1857) Frederick Douglass Papers: Speech, Article, and Book File, -1894; Speeches and Articles by Douglass, -1894; 1857, Two Speeches by Frederick Douglass; One on West India Emancipation . . and the Other on the Dred Scott Decision. [Manuscript/Mixed Material] Retrieved from the Library of Congress, https://www.loc.gov/item/mss1187900388/ Images 25-45.</p> <p>Frederick Douglass. "Speech on the Dred Scott Decision". Speech, May, 1857. From Teaching American History. https://teachingamericanhistory.org/document/speech-on-the-dred-scott-decision-2/ (accessed September 23, 2022).</p> <p> "The Past and Future," Charleston (South Carolina) <i>Mercury</i>, 17 March 1857, from Furman University, <i>Secession Editorials Project</i>, http://history.furman.edu/benson/docs/dsmenu.htm.</p> <p>(1860) The political quadrille. Music by Dred Scott. United States, 1860. [Cincinnati?: s.n] [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/2008661605/.</p>	
Lesson Title:	Dred Scott Case Illustrated Timeline
Overview:	Students will learn about the Dred Scott Case, compare viewpoints on the decision of the case, and create an illustrated timeline showing events in Dred Scott's life after reviewing an example of Frederick Douglass's life in the graphic novel <i>The Underground Abductor</i> by Nathan Hale
Learning Objective:	<p>Desired learner outcomes in precise, measurable, and obtainable terms. Limit your lesson to 1-2 objectives.</p> <p>I can understand the importance of the Dred Scott Decision and its effect I can compare the different viewpoints on the Dred Scott Decision I can research Dred Scott's life and create an illustrated timeline that shows his movement and events in his life</p>
Standards:	<p>Standard 3: Demonstrate an understanding of conflict and compromise in South Carolina, the Southern region, and the United States as a result of sectionalism between the period 1816–1865.</p> <p>Indicators</p> <p>8.3.CO: Compare the debates between South Carolina and the federal government regarding slavery, federalism, and the Constitution.</p> <p>8.3.CC: Analyze debates and efforts to recognize the natural rights of marginalized groups during the period of expansion and sectionalism.</p>

Essential Question:	<p>The essential question should be student-friendly and academic. It should be inquiry-based and connected to standards and learning objectives.</p> <p>What led to the Civil War?</p>
Supporting Question(s):	<p>What two or three questions support students answering the essential question?</p> <p>How were proslavery people working to keep African-Americans from freedom?</p> <p>How were African-Americans working to gain the rights they deserved?</p>
Digital Primary and Secondary Sources:	<p>List primary and secondary sources and include links.</p> <p>Frederick Douglass on the Dred Scott Decision or The Dred Scott Decision Speech</p> <p>Charleston Mercury on the Dred Scott Decision</p>
Required Classroom Materials:	<p>What materials do you need (computer, projector, etc.)? What materials do the students need (writing journals, laptop carts, textbooks, etc.)?</p> <p>Teacher Materials: computer/projector/smartboard</p> <p>Student Materials: computers, paper, crayons or colored pencils, copies of the graphic novel <i>The Underground Abductor</i> by Nathan Hale.</p>
Classroom Environment:	<p>How is the room arranged for the lesson? What considerations will contribute to the lesson --- interactive bulletin board, learning stations/centers, table for panel presentation?</p> <p>Students will need space to work on their paper project and a space to work comfortably on their computers.</p>
Differentiation and Adaptations:	<p>In what ways will you differentiate for learners within the classroom? This is not how your lesson meets the needs of diverse learners, but how you could modify your lesson for a range of diverse learners.</p> <p>The teacher can lead the students through the primary sources with as much attention needed for the whole group, or small groups could be used to help students work through the primary sources with more attention. Some primary sources have been modified to make the learning more attainable for all students. These could be modified more or less depending on your student population.</p>

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
Day 1	
10 minutes	Bellringer: Look at an infographic of how the Supreme Court works- what 3 things stand out to you? (General discussion of how the Supreme Court works to begin class)
10 minutes	View this video and discuss the Dred Scott Case
30 minutes	Read the primary sources (or selections linked below), answer the questions, and discuss how these viewpoints were different. Frederick Douglass on the Dred Scott Decision: Selection Questions Charleston Mercury on the Dred Scott Decision: Selection Questions
5 minutes	Exit Ticket: List what the Supreme Court decided about African-Americans due to the Dred Scott case. What groups would have agreed with this decision? What groups would have disagreed?
Day 2	
	Bell Ringer: Students use magnifying glasses and the primary source analysis form to analyze, reflect and ask questions about the Political Quadrille . Discuss how the image depicts the impact of the Dred Scott Decision.
	Read (individually, small groups, as a whole class) pages 79-81 in <i>The Underground Abductor</i> (the section on Tiny Frederick Douglass), reviewing his life and connecting this to the primary source from Day 1. Explain how the author had to research Frederick Douglass's life in order to create this illustrated timeline and explain to the students that they will create something like this on Dred Scott. Explain the requirements and go over the rubric , then introduce the research sheet that will be used to guide the students. Allow the students to research Dred Scott using this sheet and their computers. Students should complete their research today so they can spend Day 3 creating the illustrated timeline.
Day 3	
	Final work day. Review the example in the book and the rubric . Students should create their illustrated timeline either by hand on paper or digitally. If a digital option is given, the students should be familiar with the program or the teacher could offer small group instruction on how to use the program. An additional day may be needed for this option. The illustrated timeline should include an event from each section of the research guide (early life, family, movement, Dred Scott Case effects). Each event should include: a name and date (or at least a year), an illustration, the explanation for each event. This should be setup to tell a

	story, like the example of Frederick Douglass in <i>The Underground Abductor</i>
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<p>Assessments:</p>	<p>What are the evaluation (informal and formal) tasks for this lesson? How do the evaluation tasks connect with the learning objectives? How do the evaluation tasks demonstrate student learning? How will students receive feedback?</p> <p>The first day can be evaluated through the discussions of the Supreme Court and the Dred Scott Case, along with discussing the answers and viewpoints of the primary sources. There is an exit ticket that can be collected for a more formal evaluation and feedback. The illustrated timeline can be evaluated with the attached rubric and feedback can also be included.</p>
<p>Learning Extensions:</p>	<p>Ideas for extending the lesson or connecting to other curricular topics or lessons</p>