SS8H6a

Events Leading to the Civil War
Standards

SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.

a. Explain the importance of key issues and events that led to the Civil War; include slavery, states’ rights, nullification, Missouri Compromise, Compromise of 1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, the debate over secession in Georgia, and the role of Alexander Stephens.
Teacher Info - Who’s & What’s

• Print off the Who’s & What’s handout for each student. (Print front and back to save paper.)

• BEFORE the lesson, have students fill in the squares with what they *think* each term means.

• AFTER the presentation, the students will write down new (factual) information about each term.

• Check the answers as a class.
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<tr>
<th>Term</th>
<th>Definition</th>
<th>What I think happened:</th>
<th>What I think this means:</th>
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**Directions:** BEFORE the lesson, write what you think each term means. AFTER the presentation, you will write down new information about each term.
Who's & What's

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<td>Debate Over Secession In Georgia</td>
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<td>Alexander Stephens</td>
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Teacher Directions - CLOZE Notes

• The next pages are handouts for the students to use for note-taking during the presentation. (Print front to back to save paper and ink.)

• Check the answers as a class after the presentation.

• *Please note – the slides in this presentation are content-heavy. Feel free to open the editable file if you’d like to delete anything. I’ve found that it’s better to have too much than not enough!
A New Tariff

• During the 1800s, while more and more factories were being built in the North, Southerners wanted to import the large plantations. They depended heavily on (free) like cotton, and to help northern industries, Congress put in place to help northern businessmen, rather than southern plantation owners who often imported foreign goods.

• In 1828, Congress passed a law to help Northern industries; saying that the tariff was in order to maintain its economy.

• In 1832, South Carolina invoked the Nullification, saying that the tariff was in the state and threatening to withdraw from the Union.

• Congress wanted to send states and send States' Rights

• Many people in the South believed that states should have the national government was intruding more and more on states' rights.

• Many Southern states felt that states should have because they believed the national government was intruding more and more on states' rights.

• Many also believed that any state could withdraw, or if it choose to do so.

• Many people in the South believed that states could withdraw, or if it choose to do so.

• Many claimed that the national government was intruding more and more on states' rights.

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Missouri Compromise

• In 1820, Congress approved the Missouri Compromise Act in an effort to appease both sides.

• The slave state of Missouri applied for statehood, but would have to determine whether it would be free or slave.

• The plan admitted Maine and Missouri, and free according to the Missouri Compromise.

• It also stated that all new states admitted after the Compromise of 1850 would be free, and all states south of that point would allow slavery.

• This allowed the Missouri Compromise to remain in the Union as long as the slave states complied with the Fugitive Slave Act and would not allow the rest of the western territories to decide the issue by popular sovereignty.

Compromise of 1850

• The slavery issue continued to cause division after the war with Mexico in 1848.

• The Compromise of 1850 allowed the territories to decide the issue by popular sovereignty, while also including the Fugitive Slave Act.

• To pacify slave states, it also included the Kansas-Nebraska Act, which stated that all new states admitted after the Missouri Compromise of 1850 would be free, and all states south of that point would allow slavery.

• Georgia Platform

Many Georgians opposed the compromise and the Georgia Platform stated that Georgia was willing to remain in the Union as long as the Fugitive Slave Act was enforced and voting on whether or not they wanted to allow slavery.

Kansas-Nebraska Act

• Kansas and Nebraska were slave-free territories, but this changed when Congress passed the Kansas-Nebraska Act in 1854. This allowed the territories to decide the issue by popular sovereignty, which stated that all new states admitted since 1850 would be free, and what would happen in new territories and states.

• Violent that the territory became known as "Bleeding Kansas," and fighting became so severe that this area should be turned into a free territory.

After the war with Mexico in 1848, Georgia's lawmakers met to discuss the issue and adopted a "Georgia Platform" which stated that Georgia was willing to remain in the Union as long as the North complied with the Fugitive Slave Act and would agree to a "Georgia Platform" which required the South to allow slavery in new territories and states.

The Compromise of 1850 greatly weakened the Missouri Compromise and destroyed the Missouri Compromise Act.
Dred Scott Case

Another event that sparked anger was the ____________ in 1857.

Dred Scott, a Missouri slave, ____________ because he had lived for a period of time with his master in Illinois and Wisconsin (both free).

When he returned to Missouri, Scott sued the state based on his belief that his ____________ made him a free man.

When the case made it to the Supreme Court, the court ruled on the ____________.

It also declared that slaves and freed blacks were ____________ and did not have the ____________ in the first place.

This made Northern states were concerned because they felt the ____________ with the decision, which would occur from a civil war.

Election of 1860

In 1854, those opposing the spread of slavery united and formed the ____________.

Initially, the party only sought to ____________ and territories, not outlaw it where it already existed.

In 1860, the Republicans nominated ____________ as their candidate for president of the United States.

The Democratic Party was in disarray and split between their candidate for president of the United States, as ____________ and ____________ not correlate with what they already existed.

Abraham Lincoln won the election on ____________.

However, the election of 1860 and the secession debate in Georgia, Stephens was chosen as one of Georgia's representatives to Congress, where he was elected.

After the Civil War, Stephens was ____________ to the United States.

Alexander Stephens was a ____________ from Crawfordsville, Georgia.

Alexander Stephens

January 9, 1861.

At a secession convention, Georgians ____________ that would occur from a civil war.

Alexander Stephens disagreed and warned of the ____________ that would occur from a civil war.

One group, including Governor Joseph Brown, wanted to ____________ in two.

When South Carolina seceded from the Union, ____________ from the Union on December 20, 1860.

Secession in Georgia

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One group, including Governor Joseph Brown, wanted to ____________.

Alexander Stephens disagreed and warned of the ____________ that would occur from a civil war.

At a secession convention, Georgians ____________ on January 19, 1861.

Alexander Stephens

Alexander Stephens was a ____________ from Crawfordsville, Georgia.

After the election of 1860 and the secession debate in Georgia, Stephens ____________ with the United States.

However, Stephens was chosen as one of Georgia's representatives to Congress, where he was elected.

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Alexander Stephens was a ____________ from Crawfordsville, Georgia.
During the 1800s, farming was the way of life in the South while more and more factories were being built in the North. Northerners wanted to sell their goods in the South, but it was cheaper for Southerners to import goods from Europe.

In 1828, President Jackson put a tariff on imported goods to help Northern industries. Southerners wanted to sell their goods in the South, but it was cheaper for Southerners to import goods from Europe.

The South relied on cash crops like cotton, and depended heavily on slave labor to work the large plantations.

The North relied mostly on factories and businesses, and did not need slaves in order to maintain its economy.

Congress opposed the tariff because it was put in place to help Northern industries.

President Jackson put a tariff on imported goods from Europe.

More and more factories were being built in the North.

Slavery ended in 1865.
The Missouri Compromise and Compromise of 1850.

In 1820, Congress approved the Missouri Compromise in an effort to appease both sides. The slave state of Missouri applied for statehood, but would upset the balance between free and slave states. More and more people moved into Kansas to influence the vote, and "bleeding Kansas" led to the Missouri Compromise.

North Carolinians were angry because this area should be free according to the Compromise of 1850.

The Compromise of 1850 admitted California as a free state, while allowing the rest of the western territories to decide the issue by popular sovereignty.

To pacify slave states it also included the Fugitive Slave Act, which required northern states to return runaway slaves to the South.

It stated that Georgia was willing to remain in the Union as long as the North complied with the Fugitive Slave Act and would stop trying to ban slavery in new territories.

This allowed the territories to vote on whether or not they wanted to ban slavery.

The Georgia Platform stated that Georgia was willing to remain in the Union as long as the North complied with the Fugitive Slave Act and would stop trying to ban slavery in new territories.

Many Georgians opposed the compromise and threatened secession.

In December 1850, Georgia's lawmakers met to discuss the issue and adopted the Georgia Platform.

It stated that Georgia was willing to remain in the Union as long as the North complied with the Fugitive Slave Act and would stop trying to ban slavery in new territories.

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The balance between free and slave states would upset the Missouri Compromise.

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Another event that sparked anger was the Dred Scott case in 1857. Dred Scott, a Missouri slave, sued for his freedom because he had lived for a period of time with his master in Illinois and Wisconsin (both free). When he returned to Missouri, Scott sued the state based on his belief that his time in the free states made him a free man. When the case made it to the Supreme Court, the court ruled on the side ofMissourii. It also declared that slaves and free blacks were not citizens of the U.S.

Election of 1860

In 1854, those opposing the spread of slavery united and formed the Republican Party. Initially, the party only sought to restrict slavery in new states and territories, not abolish it where it already existed. In 1860, the Republicans nominated Abraham Lincoln of Illinois as their candidate for president of the United States. The Democratic Party was in disarray and split between 3 different candidates. The Democratic Party was in disarray and split between 3 different candidates. Abraham Lincoln won the election on November 6, 1860. The Democratic Party was in disarray and split between 3 different candidates.

Secession in Georgia

When South Carolina seceded from the Union, Georgians were divided in two. One group, including Governor Joseph Brown, wanted to leave the Union right away. The other group, including Governor Joseph Brown, wanted to leave the Union right away. Alexander Stephens, a lawyer from Crawfordville, Georgia, was chosen as one of Georgia’s representatives to the Confederate Congress, where he was elected vice president of the Confederate States of America. Alexander Stephens was named in his honor.

Dred Scott Case

When the case made it to the Supreme Court, the court ruled on the side ofMissourii. It also declared that slaves and free blacks were not citizens of the U.S.

KEY

CIVIL WAR - CLOSE NOTES

Events Leading to the War:

- Dred Scott Case
  
- The Dred Scott decision in 1857 was a major turning point in the conflict over slavery. The case declared that African Americans were not citizens of the United States and that Congress had no authority to ban slavery in the territories.

- Dred Scott was a Missouri slave, sued for his freedom, and was判决 free.

- John Brown
  
- John Brown’s Raid in 1859 was a violent attack on a federal arsenal in Harpers Ferry, Virginia, by abolitionists under the leadership of John Brown. The raid was intended to spark a slave rebellion.

- Kansas-Nebraska Act
  
- The Kansas-Nebraska Act of 1854 abolished the Missouri Compromise of 1820, which had limited slavery to the territories north of 36°30’ latitude. The new law allowed slavery in the territories to expand or remain free, depending on the local population.

- Compromise of 1850
  
- The Compromise of 1850 was a series of agreements that attempted to resolve the issue of slavery in the territories. The compromise included the Fugitive Slave Act, which required Northerners to return runaway slaves to their owners, and the Kansas-Nebraska Act, which allowed territories to decide the issue of slavery through popular sovereignty.

- Gold Rush
  
- The discovery of gold in California in 1848 led to a gold rush, attracting thousands of people from around the world to California. The rush increased the demand for labor and resources, exacerbating tensions between settlers and Native Americans and between free laborers and slaveholders.

- Secession
  
- The South, which was primarily rural and agrarian, was deeply committed to the institution of slavery. The North, which was more industrialized and had a larger free black population, was more opposed to the expansion of slavery.

- Election of 1860
  
- The election of 1860 was a pivotal moment in the conflict over slavery. Abraham Lincoln, a Republican candidate who opposed the expansion of slavery, won the election, sparking tensions between the North and the South.

- Fort Sumter
  
- Fort Sumter, located in Charleston Harbor, South Carolina, was an important strategic location. When South Carolina seceded from the Union, it seized Fort Sumter, leading to the outbreak of the Civil War.

- Union Victory
  
- The Union victory in the Civil War was a major turning point in American history. The war ended slavery, established the Union as a single nation, and transformed the United States into a modern industrial nation.
Events Leading to the Civil War
Differences

• Large differences divided the northern and southern states long before the Civil War started in 1861.

• The two important issues that increased tensions were states’ rights and slavery.
During the 1800s, farming was the way of life in the South while more and more factories were being built in the North.

Northerners wanted to sell their goods in the South, but it was cheaper for Southerners to import goods from Europe.

In 1828, President Jackson put a tariff on imported goods to help Northern industries.
Southerners opposed the tariff because it was put in place to help northern businessmen, rather than southern plantation owners who often imported foreign goods.

In 1832, South Carolina invoked the doctrine of nullification, saying that the tariff was not valid in the state and threatening to withdraw from the Union.

Congress lowered the tariff in 1833.
Many Southerners were angry because they believed the national government was intruding more and more on states’ rights. 

(The authority states have to govern what goes on inside their own borders.)

Many Southern states felt that states should have final authority, not the national government.
Many people in the South believed that states could choose which federal laws to obey.

They felt that if a state didn’t like a law passed by the federal government, then they didn’t have to follow it.

Many also believed that any state could withdraw, or secede, from the Union if it chose to do so.
In the 1800s, slavery became a heated issue between the North and the South.

The North relied mostly on factories and businesses, and did not need slaves in order to maintain its economy.

The South relied on cash crops like cotton, and depended heavily on (free) slave labor to work the large plantations.
Planting Sweet Potatoes at a South Carolina Plantation - 1862
Slave Trader’s Business in Atlanta, 1860s
Many Northern abolitionists spoke out against the evils of slavery and wanted it to end, while Southerners wanted to protect their way of life.

Both sides were concerned about slavery in new territories because they would eventually become states and send representatives to Congress.

Whichever side had the most members in Congress would have the advantage in making laws about slavery and other key issues.
Four Generations of a Slave Family—Beaufort, South Carolina 1862
In 1820, Congress approved the Missouri Compromise in an effort to appease both sides.

The slave state of Missouri applied for statehood, but would upset the balance between free and slave states.

The plan admitted Missouri as a slave state and Maine as a free state.

It also stated that all new states north of a certain point would be free, and all states south of that point would allow slavery.
The slavery issue continued to cause division after the U.S. gained more territory after the war with Mexico in 1848.

The Compromise of 1850 admitted California as a free state, while allowing the rest of the western territories to decide the issue by popular sovereignty.

To pacify slave states, it also included the *Fugitive Slave Act*, which required northern states to return runaway slaves to the South.
Many Georgians opposed the compromise and threatened secession.

In December 1850, Georgia’s lawmakers met to discuss the issue and adopted the Georgia Platform.

It stated that Georgia was willing to remain in the Union as long as the North complied with the Fugitive Slave Act and would stop trying to ban slavery in new territories and states.
• Kansas and Nebraska were originally free territories, but this changed when Congress passed the Kansas-Nebraska Act in 1854.

• This allowed the territories to vote on whether or not they wanted to allow slavery.

• Northerners were angry because this area should be free according to the Missouri Compromise.
• More and more people moved into Kansas to influence the vote, and fighting became so violent that the territory became known as “Bleeding Kansas”.

• In the end, Kansas was admitted as a free state in 1861.

• The Kansas-Nebraska Act greatly divided the nation and destroyed the Missouri Compromise and Compromise of 1850.
COME TO THE RESCUE!!

TO THE CITIZENS OF COOPER:

We have just arrived from Kansas, having been ordered to return home by Col. Reid, for the purpose of raising a Company, of at least SIXTY men, to join him at Westport on the 13th inst., and in order to effect this object, we propose to hold a meeting at the Court House in the city of Boonville, on

MONDAY NEXT.

Let every man attend, and give us his counsel and advice; we want men who can be relied upon, men with strong arms and patriotic hearts, to stand by the gallant Reid, and those who are now with him, upon the border of our State, to resist the aggressions of the lawless bands of abolitionists in Kansas.

J. W. DRAFFIN, H. H. BRAND,
SAM. COLE, BOB. McCULLOCH,
JNO. HOWARD, JNO. SHANKLIN,
AND MANY OTHERS.

Boonville, Sept. 6, 1856.

KANSAS A FREE STATE.
Squatter Sovereignty VINDICATED!
NO WHITE SLAVERY!

The Squatters of Kansas who are favorable to FREEDOM OF SPEECH on all subjects which interest them, and an uncontrolled PRESS: who are determined to do their own THINKING and VOTING independent of FOREIGN DICTATION, are requested to assemble in

MASS MEETING

at the time and places following to wit:

The following speakers will be in attendance, who will address you on the important questions now before the people of Kansas.

DR. CHAS. ROBINSON,
J. A. Wakefield, C. K. Hollliday, M. F. Conway,
W. K. Yall, J. L. Sperz, W. A. Ela, Josiah Miller, O. C. Brown, J. K. Goodin, Dott. Gilpatrick, Rev. Mr. Tuton and J. E. Stewart, C. A. Foster, J. P. Fox, H. Branson,
G. W. Brown, A. H. Malta and others.

TURN OUT AND HEAR THEM!

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Another event that sparked anger was the Dred Scott case in 1857.

Dred Scott, a Missouri slave, sued for his freedom because he had lived for a period of time with his master in Illinois and Wisconsin (both free).

When he returned to Missouri, Scott sued the state based on his belief that his time in the free states made him a free man.
A PUBLIC MEETING
WILL BE HELD ON
THURSDAY EVENING, 2D INSTANT,
at 7; o'clock, in ISRAEL CHURCH, to consider the atrocious decision of the Supreme Court in the
DRED SCOTT CASE,
and other outrages to which the colored people are subject under the Constitution of the United States.
C. L. REMOND,
ROBERT PURVIS,
and others will be speakers on the occasion. Mrs. MOTT, Mr. M'KIN and B. S. JONES of Ohio, have also accepted invitations to be present.
All persons are invited to attend. Admittance free.
When the case made it to the Supreme Court, the court ruled on the side of Missouri.

It also declared that slaves and freed blacks were not citizens of the U.S. and did not have the right to sue in the first place.

This made Northern abolitionists furious because it meant that slave owners could keep their slaves in any state, while Southern slaveholders were pleased with the decision.
In 1854, those opposing the spread of slavery united and formed the Republican Party.

Initially, the party only sought to restrict slavery in new states and territories, not outlaw it where it already existed.

In 1860, the Republicans nominated Abraham Lincoln of Illinois as their candidate for president of the United States.
The Democratic Party was in disarray and split between 3 different candidates.

Abraham Lincoln won the election on November 6, 1860.

Southern states were concerned because they felt Lincoln wanted to end slavery.

South Carolina decided to secede from the Union on December 20, 1860.
President Lincoln’s Inauguration at the U.S. Capitol, 1861
Secession in GA

- When South Carolina seceded from the Union, Georgians were divided in two.
- One group, including Governor Joseph Brown, wanted to leave the Union right away.
- Alexander Stephens disagreed and warned of the economic ruin that would occur from a civil war.
- At a secession convention, Georgians elected to leave the Union on January 19, 1861.
On January 16, 1861, the Georgia Secession Convention met here to consider seceding from the United States. Secession began in response to Abraham Lincoln’s election as president the previous November and the belief that his Republican party was “anti-slavery in its mission and its purpose,” according to Georgia’s secession ordinance. Secession was not a foregone conclusion; initially a slim majority of delegates were opposed to it. After three days of strident rhetoric on both sides of the question, the final vote on January 19 was decidedly pro-secession, 208-89. Delegate Alexander Stephens warned that secession meant war and “who but this Convention will be held responsible for it?” Secession was never put to a popular vote.

Erected for the Civil War 150 commemoration by the Georgia Historical Society, the Georgia Battlefields Association and the Georgia Department of Economic Development
Alexander Stephens was a lawyer from Crawfordville, Georgia.

After the election of 1860 and the secession debate in Georgia, Stephens supported staying with the United States.

However, Stephens was chosen as one of Georgia’s representatives to Confederate Congress, where he was elected Vice President of the Confederate States of America.
Alexander Stephens was a sickly man who never weighed over 100 pounds. Still, one northern politician called him “the strongest man in the South”.
After the Civil War, Stephens was jailed for 5 months.

He was elected to the U.S. House of Representatives in 1877, where he served until 1882.

Stephens was elected Governor of Georgia in 1882, but died shortly after.

Stephens County is named in his honor.
Teacher Info - Comprehension Questions

- Students should answer the questions after discussing the presentation. Afterwards, check and share answers as a class.

- *You can also use this as a quiz!
1. The North's economy was based on what?

2. The South's economy depended heavily on what?

3. Which compromise stated that when a free state is admitted to the Union, a slave state must be admitted to keep the balance?

4. Which compromise admitted California as a free state and instituted the Fugitive Slave Act?

5. What was the Georgia Platform?

6. Which law allowed popular sovereignty in several U.S. territories?

7. What was the Supreme Court's decision in the Dred Scott Case?

8. Who was elected president in 1860? Why were Southerners unhappy with the election?

9. After the election of 1860, which was the first state to secede from the Union?

10. Even though Alexander Stephens spoke against secession, what was his role in the Confederate government?
1. The North's economy was based on what?
Factories (industry)

2. The South's economy depended heavily on what?
Slave labor

3. Which compromise stated that when a free state is admitted to the Union, a slave state must be admitted to keep the balance?
Missouri Compromise

4. Which compromise admitted California as a free state and instituted the Fugitive Slave Act?
Compromise of 1850

5. What was the Georgia Platform?
Georgia was willing to remain in the Union if the North complies with the Fugitive Slave Act and stopped trying to ban slavery

6. Which law allowed popular sovereignty in several U.S. territories?
Kansas-Nebraska Act

7. What was the Supreme Court's decision in the Dred Scott Case?
Denied Scott his freedom & said that slaves and freed blacks were not citizens and did not have the right to sue

8. Who was elected president in 1860 and why were Southerners unhappy with the election?
Abraham Lincoln -- they felt he would ban slavery

9. After the election of 1860, which was the first state to secede from the Union?
South Carolina

10. Even though Alexander Stephens spoke against secession, what was his role in the Confederate government?
Vice President

**KEY**

1. The North's economy was based on Factories (industry).
2. The South's economy depended heavily on Slave labor.
3. The Missouri Compromise stated that when a free state is admitted to the Union, a slave state must be admitted to keep the balance.
4. The Compromise of 1850 admitted California as a free state and instituted the Fugitive Slave Act.
5. The Georgia Platform was that Georgia was willing to remain in the Union if the North complies with the Fugitive Slave Act and stopped trying to ban slavery.
6. The Kansas-Nebraska Act allowed popular sovereignty in several U.S. territories.
7. The Supreme Court's decision in the Dred Scott Case was that they denied Scott his freedom & said that slaves and freed blacks were not citizens and did not have the right to sue.
8. Abraham Lincoln was elected president in 1860 and Southerners were unhappy with the election because they felt he would ban slavery.
9. The first state to secede from the Union after the election of 1860 was South Carolina.
10. Alexander Stephens spoke against secession, but his role in the Confederate government was Vice President.
Teacher Info - Comparing Compromises Venn Diagram

• Have the students compare and contrast the Missouri Compromise and the Compromise of 1850 on the Venn diagram.
Teacher Directions - History Board

- Print out the Events that Led to the Civil War History Board for each student.
- They will create a 6-panel storyboard that outlines important events leading to the Civil War.
- The students will draw an illustration and write a caption for each square.

*Interactive Option:* Print off two copies of the History Boards for each student and have the students cut out the board from ONE copy. They will cut out each box and staple the boxes to the full-page History Board (right on top). This will create a flap over each box. On the top box, the students will draw an illustration of the event. On the bottom box, the students will write a caption describing the event.
### Events that Led to the Civil War: History Board

<table>
<thead>
<tr>
<th>Missouri Compromise</th>
<th>Compromise of 1850 &amp; the Georgia Platform</th>
<th>Kansas-Nebraska Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dred Scott Case</td>
<td>Election of 1860</td>
<td>Debate Over Secession in Georgia</td>
</tr>
</tbody>
</table>
Teacher Info - “Events Leading to the Civil War Movie”

**Flixster-Inspired Review**

- Flixster is an awesome movie-related app. Some of your movie-loving students will be familiar with Flixster.

- In this activity, students will create a movie about the events leading to the Civil War. The movie could be about the whole time period in general, or about one specific part (Missouri Compromise, Compromise of 1850, GA Platform, Kansas-Nebraska Act, Dred Scott Case, Election of 1860, Debate Over Secession in GA, Alexander Stephens, etc.).

- Project the directions screen onto the board and pass out the Flixster handout to each student.
Title of movie

Synopsis:
Write a paragraph to summarize your “movie” (Should include information about the events leading to the Civil War).

In Theaters:
Date it comes out

Rating:
What’s it rated?
G, PG

Running Time:
Length of movie

Director:
Your name

Cast:

Picture

Name of Key Figure

Picture

Name of Key Figure

Picture

Name of Key Figure
Teacher Directions - Happy Birthday to You!

• The students will create a birthday gift for Alexander Stephens. (The gift should represent something that is significant to his life, so they should review facts from their notes before starting.)

• In the textbox, they will write about the significance of the gift. (Why is it perfect for Stephens? Why does he need it? What will he use it for? How could it help him?)
Happy Birthday to You!

Directions: Alexander Stephens’ birthday is February 11th. If he was still alive, what gift would you give him? (It can be more than one thing.) Draw the gift inside of the present. Next, write about the significance of your gift for Stephens’ life. (Why does he need the gift? What will he use it for? How will it help him?)
Teacher - “Give Me Five” Ticket Out the Door

• Have students write down 5 things that they learned from today’s lesson on the fingers.

• (They can write down facts, dates, people, draw symbols, etc.)

• In the center of the palm, they will write down the most important thing that they learned.
Write down 5 things that you learned from today’s lesson on the fingers. In the palm, write down the most important thing you learned.
Thank you so much for downloading this file. I sincerely hope you find it helpful and that your students learn a lot from it! I look forward to reading your feedback in my store.

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Best of luck to you this school year,
Ansley at Brain Wrinkles
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