**Lesson Plan Sheet**

Name: Time Allotted: 35 min

Subject: Grade Level: Date

**Instructional Objectives: (The student will be able to…)**

 -describe the results of the Compromise of 1850

-describe the impact of the Dred Scott decision

-explain the rise of the Republican party

**Materials Needed:**  overhead outline; student outlines

**Scope and Sequence of the Lesson**

**Introduction**:

 REVIEW

 -what was the MO Compromise (was actually in 1820)

 -why were some northerners anti-abolitionists (see specifics pg 124; 2nd column)

 Have you heard racist people yourself? -racist against who?

**Lesson:** (Verbal input and visual modeling)

**Mexican-American War**

 **-**fought over Texas border dispute

 -gave US western territories including California

**Compromise of 1850**

 -California asked to be admitted to Union as a free state

 -this would have upset the balance of slave and free states

 -the Compromise was a way to settle disagreements over slavery

 -CA admitted as a free state

 -Utah and Mexico territory could decide whether or not they would allow slavery

*LOOK at their location: how was the Compromise different from what had been established before? –Utah territory was north of MO’s southern border*

--Fugitive Slave Act required northern people to help return run-away slaves; became illegal to help slaves escape

 -ignored at times like Christiana Rebellion

**Kansas-Nebraska Act** allowed Kansas and Nebraska to decide for themselves whether or not to allow slavery

**Dred Scott decision**

 -Dred Scott was born in a slave state but taken to a free state by his master

 -he sued for freedom since he had been in a free state

 -US Supreme Court ruled against him

 -as a black, didn’t have the rights of the Constitution

 *-even free blacks couldn’t be citizens*

 -slaves were property protected under the Constitution, even if in a free state

 -basically made Missouri Compromise unconstitutional

**Underground RR**

-a system to help slaves escape

 -Levi Coffin, a Quaker, was one of the main leaders

 -after Fugitive Slave Law, it helped slaves to Canada

 *-before, they had been fairly safe in northern states*

 -at least 50,000 slaves escaped this way

**Rise of Republican Party**

 **-**came about because of stand against slavery

 -first convention held in Philadelphia, but didn’t control the state

 -Democrat James Buchanan elected in 1856

 -Republicans nominated Lincoln in 1860

**People**

**David Wilmot**: Wilmot Proviso: proposed that slavery be banned in area gotten from Mexico; helped establish the Republican party

**Martin Delany:** Pittsburg doctor; published newspaper about the rights of Negroes and women; active in Underground RR; tried to find a place for African Americans in Africa; first Negro to have high rank in Army

**William Still**: clerk of the PA Anti-Slavery Society; helped more than 100 slaves escape every year; kept records and later wrote book of Underground RR

**James Buchanan**: only President from PA; only bachelor President; supported Democratic party; thought slavery wrong but felt US government needed to protect rights of slavery; President when South seceded

**Simon Cameron**: PA state printer; worked for transportation in provements; Senator:; Secretary of War under Lincoln; corrupt

**Guided Practice:** (Teacher assisted Practice)

 Begin chapter Review

**Closure:** (check for understanding)

**Independent Practice:** (Assignment-seat work/homework)

DO Chapter Review; be ready for test on Monday

**Evaluation:**

 Of teacher and lesson- Evaluate on a scale of 1 (low) to 10 (high)

 \_\_\_\_\_\_ My degree of success in reaching my goal

 \_\_\_\_\_\_ Student interest / motivation / participation

 \_\_\_\_\_\_ Classroom management skills

 \_\_\_\_\_\_ Meeting the special needs (learning style, handicapped)

 Something(s) I’d do differently, or do again if I taught this lesson another time: