**Title of Lesson Plan:** The Coming of the War

**Author:** Joe Foster

**Grade Level:** 9th – 12th Grade American History

**Number of Class Periods:** 1-2 45-minute class periods

**Lesson Objectives:**

Students will be able to compare and contrast the differing perspectives of abolitionists and slave holders leading up to the start of the Civil War

**State of Ohio Standards**

Grade 8 - 12. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.

**Materials:**

John Brown’s Courtroom Speech

<https://www.tolerance.org/classroom-resources/texts/john-browns-speech-to-the-court-at-his-trial>

John Calhoun's Speech on the Compromise of 1850

<http://college.cengage.com/history/ayers_primary_sources/calhoun_speech_compromise_1850.htm>

**Essential Questions:**

1. How did each side of the slavery issue view the potential for a Civil War? Was it avoidable or inevitable?
2. How did each side differ in how they viewed the events leading up to the war?
3. What, if any, solutions did either side believe were possible?

**Introduction/Bell Ringer/Hook:**

Introduce the lesson by watching the YouTube video “John Brown Explained”. <https://www.youtube.com/watch?time_continue=3&v=NwvdeyUXeUA&feature=emb_logo>

Ask students to describe John Brown in 1 or 2 words by writing it on a small piece of paper. Collect the papers and transcribe the words on the dry erase board. (For an alternative, enter the words into a word cloud generator such as <https://www.wordclouds.com/> and display for students.)

**Procedure:**

Set-Up:

1. Divide students into groups. Depending on the number of students you may want 2-6 groups.
2. Distribute John Brown’s Courtroom Speech (Appendix A) to half of the groups and John Calhoun's Speech on the Compromise of 1850 (Appendix B) to the other half.
3. Depending on the reading level of your students you may being each group by leading students in a *shared reading* activity. Begin with the teacher reading aloud in order to model pacing and emphasis. Have students join in after a few sentences. This activity should benefit those who read at a lower level. You could also use an excerpted version of John Calhoun’s speech (Appendix C).
4. Explain the concept of “Key Words.” These are not necessarily the most difficult words but rather the words which appear to be the most essential to convey the meaning of the document. Students should ask themselves, “Which words would I change if I wanted this to mean something completely different?” For students at a lower reading level an additional list of essential words and definitions can be used. These words could include: armaments, unconditional, disarmament.

Do Now:

1. Ask students to complete the Summary Organizer (Appendix D) to identify characteristics from the speech including essential vocabulary, main ideas, and in Your Own Words.
2. Allow at least 15-25 minutes for students to document their findings. The number of items required on the Summary Organizer may be altered to differentiate according to student learning needs. Students will probably not complete the entire Organizer in one class.

Share:

1. Observe, answer and ask questions informally as students work. When completed, ask students to share their essential concepts and other findings.

Wrap-Up:

1. Have students review work with partners in the final minutes of class. Encourage them to add additional information or make corrections as they wish.

**Exit Ticket/Demonstration of Understanding:**

1. Conclude the lesson by explaining how arms races fears had been steadily increasing with scientific development s such as the hydrogen bomb and Sputnik. List various treaties that have sought to limit nuclear weapons such as Salt 1, Test Ban Treaty, IMF, etc.
2. Ask students to compose a response essay with ideas based upon the following prompt: Fast forward to November o f1860. Abraham Lincoln has been elected. Write a policy memo addressed to the newly elected paragraph explain why you think Civil War will or won’t be inevitable. Explain at least one compromise that you think would satisfy one of the two opining sides.

**Appendix A**

John Brown's Speech to the Court at His Trial

November 2, 1859

I have, may it please the court, a few words to say. In the first place, I deny everything but what I have all along admitted--the design on my part to free the slaves. I intended certainly to have made a clean thing of that matter, as I did last winter when I went into Missouri and there took slaves without the snapping of a gun on either side, moved them through the country, and finally left them in Canada. I designed to have done the same thing again on a larger scale. That was all I intended. I never did intend murder, or treason, or the destruction of property, or to excite or incite slaves to rebellion, or to make insurrection.

I have another objection; and that is, it is unjust that I should suffer such a penalty. Had I interfered in the manner which I admit, and which I admit has been fairly proved (for I admire the truthfulness and candor of the greater portion of the witnesses who have testified in this case)--had I so interfered in behalf of the rich, the powerful, the intelligent, the so-called great, or in behalf of any of their friends--either father, mother, brother, sister, wife, or children, or any of that class--and suffered and sacrificed what I have in this interference, it would have been all right; and every man in this court would have deemed it an act worthy of reward rather than punishment.

This court acknowledges, as I suppose, the validity of the law of God. I see a book kissed here which I suppose to be the Bible, or at least the New Testament. That teaches me that all things whatsoever I would that men should do to me, I should do even so to them. It teaches me, further, to "remember them that are in bonds, as bound with them." I endeavored to act up to that instruction. I say I am yet too young to understand that God is any respecter of persons. I believe that to have interfered as I have done--as I have always freely admitted I have done--in behalf of His despised poor was not wrong, but right. Now, if it is deemed necessary that I should forfeit my life for the furtherance of the ends of justice, and mingle my blood further with the blood of my children and with the blood of millions in this slave country whose rights are disregarded by wicked, cruel, and unjust enactments--I submit; so let it be done! Let me say one word further.

I feel entirely satisfied with the treatment I have received on my trial. Considering all the circumstances it has been more generous than I expected. But I feel no consciousness of guilt. I have stated that from the first what was my intention and what was not. I never had any design against the life of any person, nor any disposition to commit treason, or excite slaves to rebel, or make any general insurrection. I never encouraged any man to do so, but always discouraged any idea of that kind.

Let me say also a word in regard to the statements made by some of those connected with me. I he[a]r it has been stated by some of them that I have induced them to join me. But the contrary is true. I do not say this to injure them, but as regretting their weakness. There is not one of them but joined me of his own accord, and the greater part of them at their own expense. A number of them I never saw, and never had a word of conversation with till the day they came to me; and that was for the purpose I have stated.

Now I have done.

**Appendix B**

Calhoun's Speech on the Compromise of 1850

       I have, Senators, believed from the first that the agitation of the subject of slavery would, if not prevented by some timely and effective measure, end in disunion. Entertaining this opinion, I have, on all proper occasions, endeavored to call the attention of each of the two great parties which divide the country to adopt some measure to prevent so great a disaster, but without success. The agitation has been permitted to proceed, with almost no attempt to resist it, until it has reached a period when it can no longer be disguised or denied that the Union is in danger. You have thus had forced upon you the greatest and the gravest question that can ever come under your consideration: How can the Union be preserved? . . .

       But we are just at the close of the sixth decade, and the commencement of the seventh. The census is to be taken this year, which must add greatly to the decided preponderance of the North in the House of Representatives and in the electoral college. The prospect is, also, that a great increase will be added to its present preponderance in the Senate during the period of the decade, by the addition of new States. Two Territories, Oregon and Minnesota, are already in progress, and strenuous efforts are making to bring in three additional States from the territory recently conquered from Mexico; which, if successful, will add three other States in a short time to the northern section, making five States; increasing the present number of its States from fifteen to twenty, and of its Senators from thirty to forty. On the contrary, there is not a single territory in progress in the southern section, and no certainty that any additional State will be added to it during the decade. The prospect then, is, that the two sections in the Senate, should the efforts now made to exclude the South from the newly- acquired territories succeed, will stand, before the end of the decade, twenty northern States to twelve southern, (considering Delaware as neutral,) and forty northern Senators to twenty-four southern. This great increase of Senators, added to the great increase of members of the House of Representatives and the electoral college on the part of the North, which must take place under the next decade, will effectually and irretrievably destroy the equilibrium which existed when the Government commenced.

       Had this destruction been the operation of time, without the interference of Government, the South would have had no reason to complain; but such was not the fact. It was caused by the legislation of this Government, which was appointed as the common agent of all, and charged with the protection of the interests and security of all. The legislation by which it has been effected may be classed under three heads. The first is, that series of acts by which the South has been excluded from the common territory belonging to all of the States, as the members of the Federal Union, and which have had the effect of extending vastly the portion allotted to the Northern section, and restricting within narrow limits the portion left the South; the next consists in adopting a system of revenue and disbursements, by which an undue proportion of the burden of taxation has been imposed upon the South, and an undue proportion of its proceeds appropriated to the North; and the last is a system of political measures by which the original character of the Government has been radically changed. . . .

       The result of the whole of these causes combined is, that the North has acquired a decided ascendancy over every department of this Government, and through it a control over all the powers of the system. A single section, governed by the will of the numerical majority, has now, in fact, the control of the Government and the entire powers of the system. What was once a constitutional Federal Republic is now converted, in reality, into one as absolute as that of the Autocrat of Russia, and as despotic in its tendency as any absolute Government that ever existed.

       As, then, the North has the absolute control over the Government, it is manifest that on all questions between it and the South, where there is a diversity of interests, the interests of the latter will be sacrificed to the former, however oppressive the effects may be, as the South possesses no means by which it can resist through the action of the Government. But if there was no question of vital importance to the South, in reference to which there was a diversity of views between the two sections, this state of things might be endured without the hazard of destruction to the South. But such is not the fact. There is a question of vital importance to the southern section, in reference to which the views and feelings of the two sections are as opposite and hostile as they can possible be.

       I refer to the relation between the two races in the southern section, which constitutes a vital portion of her social organization. Every portion of the North entertains views and feelings more or less hostile to it. Those most oppressed and hostile regard it as a sin, and consider themselves under the most sacred obligation to use every effort to destroy it. Indeed to the extent that they conceive they have power, they regard themselves as implicated in the sin, and responsible for suppressing it by the use of all and every means. Those less opposed and hostile, regard it as a crime--an offense against humanity, as they call it; and although not so fanatical, feel themselves bound to use all efforts to effect the same object; while those who are least opposed and hostile, regard it as a blot and a stain on the character of what they call the nation, and feel themselves accordingly bound to give it no countenance of support. On the contrary, the southern section regards the relation as one which cannot be destroyed without subjecting the two races to the greatest calamity, and the section to poverty, desolation, and wretchedness; and accordingly, they feel bound by every consideration of interest and safety, to defend it.

       This hostile feeling on the part of the North towards the social organization of the South long lay dormant, but it only required some cause to act on those who felt most intensely that they were responsible for its continuance, to call it into action. The increasing power of this Government, and of the control of the northern section over all its departments, furnished the cause. It was this which made an impression on the minds of many that there was little or no restraint to prevent the Government from doing whatever it might choose to do. This was sufficient of itself to put the most fanatical portion of the North in action for the purpose of destroying the existing relation between the two races in the slave. . . .

       Having now, Senators, explained what it is that endangers the Union, and traced it to its cause, and explained its nature and character, the question again recurs, How can the Union be saved? To this I answer, there is but one way by which it can be, and that is, by adopting such measures as will satisfy the States belonging to the southern section that they can remain in the Union consistently with their honor and their safety. There is, again, only one way by which that can be effected, and that is, by removing the causes by which this belief has been produced. . . .

       The North has only to will it to accomplish it--to do justice by conceding to the South an equal right in the acquired territory, and to do her duty by causing the stipulations relative to fugitive slaves to be faithfully fulfilled--to cease the agitation of the slave question, and to provide for the insertion of a provision in the Constitution, by an amendment, which will restore to the South in substance the power she possessed of protecting herself, before the equilibrium between the sections was destroyed by the action of this Government. There will be no difficulty in devising such a provision--one that will protect the South, and which at the same time will improve and strengthen the Government, instead of impairing and weakening it.

       But will the North agree to do this? It is for her to answer this question. But, I will say, she cannot refuse, if she has half the love of the Union which she professes to have, or without justly exposing herself to the charge that her love of power and aggrandizement is far greater than her love of the Union. At all events, the responsibility of saving the Union rests on the North, and not the South. The South cannot save it by any act of hers, and the North may save it without any sacrifice whatever, unless to do justice, and to perform her duties under the Constitution, should be regarded by her as a sacrifice.

       It is time, Senators, that there should be an open and manly avowal of all sides, as to what is intended to be done. If the question is not now settled, it is uncertain whether it ever can hereafter be; and we, as the representatives of the States of this Union, regarded as governments, should come a distinct understanding as to our respective views, in order to ascertain whether the great questions at issue can be settled or not. If you, who represent the stronger portion, cannot agree to settle them on the broad principle of justice and duty, say so; and let the States we both represent agree to separate and part in peace. If you are unwilling we should part in peace, tell us so, and we shall know what to do, when you reduce the question to submission or resistance. If you remain silent, you will compel us to infer by your acts what you intend. In that case, California will become the test question. If you admit her, under all the difficulties that oppose her admission, you compel us to infer that you intend to exclude us from the whole of the acquired territory, with the intention of destroying irretrievably the equilibrium between the two sections. We would be blind not to perceive, in that case, that your real objects are power and aggrandizement, and infatuated not to act accordingly.

       I have now, Senators, done my duty in expressing my opinions fully, freely, and candidly, on this solemn occasion. In doing so, I have been governed by the motives which have governed me in all the stages of the agitation of the slavery question since its commencement. I have exerted myself, during the whole period, to arrest it, with the intention of saving the Union, if it could be done; and, if it could not, to save the section where it has pleased Providence to cast my lot, and which I sincerely believe has justice and the Constitution on its side. Having faithfully done my duty to the best of my ability, both to the Union and my section, throughout this agitation, I shall have the consolation, let what will come, that I am free from all responsibility. . . . .

**Appendix C**

Calhoun's Speech on the Compromise of 1850

       I have, Senators, believed from the first that the agitation of the subject of slavery would, if not prevented by some timely and effective measure, end in disunion. Entertaining this opinion, I have, on all proper occasions, endeavored to call the attention of each of the two great parties which divide the country to adopt some measure to prevent so great a disaster, but without success. The agitation has been permitted to proceed, with almost no attempt to resist it, until it has reached a period when it can no longer be disguised or denied that the Union is in danger. You have thus had forced upon you the greatest and the gravest question that can ever come under your consideration: How can the Union be preserved? . . .

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       I have now, Senators, done my duty in expressing my opinions fully, freely, and candidly, on this solemn occasion. In doing so, I have been governed by the motives which have governed me in all the stages of the agitation of the slavery question since its commencement. I have exerted myself, during the whole period, to arrest it, with the intention of saving the Union, if it could be done; and, if it could not, to save the section where it has pleased Providence to cast my lot, and which I sincerely believe has justice and the Constitution on its side. Having faithfully done my duty to the best of my ability, both to the Union and my section, throughout this agitation, I shall have the consolation, let what will come, that I am free from all responsibility. . . . .

**Appendix D Summary Organizer**

Key Words: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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