

**SOCIAL STUDIES**  
Growth of Our Nation

**Chapter 9**  
**SAMPLER**

**myWorld**  
**A C T I V I T Y   G U I D E**

**5**



### Objectives

- Study the background of the conflict between the North and the South prior to the Civil War.
- Analyze the early documents of the United States.
- Defend a position supporting or opposing the possibility of secession in a civic discussion.

### Quest Collaborative Discussion: To Secede or Not to Secede

	Description	Duration	Materials	Participants
<b>STEP 1</b> Set the Stage	Read a blackline master as an introduction to the project.	15 minutes	<b>Blackline Master:</b> Quest Kick Off	Whole Class
<b>STEP 2</b> Launch the Activities	Watch a video with background information.	5 minutes	<b>Video:</b> Gettysburg National Battlefield: Fighting for a Cause <b>Leveled Readers:</b> Freedom!; Journeys to Freedom; Pathways to Freedom	Whole Class
<b>Activity 1</b> A Nation Divided	View a map and information about slave and free states.	20 minutes	<b>Blackline Master:</b> A Nation Divided: A Map of North and South in 1860 <b>Student Activity Mat:</b> 1B United States Outline	Small Groups
<b>Activity 2</b> Establishing Intent	Analyze an excerpt from the Declaration and identify what each part supports.	25 minutes	<b>Primary Source:</b> Establishing Intent: From the Declaration, Venn Diagram graphic organizer	Small Groups
<b>Activity 3</b> Conventions From the Constitution	Read an excerpt from the Constitution and answer questions as a group.	20 minutes	<b>Primary Source:</b> Conventions From the U.S. Constitution	Small Groups
<b>Activity 4</b> The First State Leaves the Union	Review South Carolina's declaration of secession and questions.	20 minutes	<b>Primary Source:</b> South Carolina Leaves the Union: Declaration of Secession	Small Groups
<b>STEP 3</b> <b>ELL</b> Complete the Quest Discuss Your Findings	Discuss your findings to prepare to defend a position.	30 minutes	Quest Materials	Small Groups

Hold a Collaborative Discussion	Discuss the basis of the positions taken by the North and the South.	45 minutes		Whole Class
Answer the <b>Compelling Question</b>	Discuss the compelling question.	15 minutes		Whole Class

Quick Activities				
	Description	Duration	Materials	Participants
Civil War Postage Stamp	Design a postage stamp of a Civil War–era person.	20 minutes	Poster board, art supplies, classroom or Library Media Center resources, postage stamps or pictures of postage stamps (optional)	Small Groups
Letter to the Editor	Write an opinion letter about whether the war was worth fighting.	20 minutes	Classroom or Library Media Center resources <b>Student Activity Mat: 3A</b> Graphic Organizer	Individuals
Reconstruction Matching Game	Play a matching game using terms about Reconstruction.	15 minutes	Index cards	Partners
Songs of the Civil War	Review and compare two songs from the time of the Civil War.	15 minutes	<b>Primary Source:</b> “The Bonnie Blue Flag,” <b>Primary Source:</b> “The Battle Cry of Freedom,” classroom or Library Media Center resources	Whole Class
Civil War Crossword <b>ELL</b>	Complete a crossword using Civil War terms.	15 minutes	<b>Blackline Master:</b> Civil War Crossword, classroom or Library Media Center resources	Partners
<b>Readers Theater:</b> A House Divided	Perform a brief skit about a family during the Civil War.	30 minutes	Script	Small Groups



# Collaborative Discussion: To Secede or Not to Secede



## What does it mean for a state or country to be free?

Welcome to Quest 9, To Secede or Not to Secede. In this Quest, your students will study important documents from the early United States. Their study of these documents will enable them to participate in a collaborative discussion about how both the Union and the Confederacy justified their actions during the Civil War. This study will also enable them to discuss the compelling question at the end of this inquiry.

### Objectives

- Study the background of the conflict between the North and the South prior to the Civil War.
- Analyze the early documents of the United States.
- Defend a position supporting or opposing the possibility of secession in a civic discussion.

### STEP 1 Set the Stage minutes

Begin the Quest by distributing the blackline master **Quest Kick Off**. It will bring the world of the Quest to life, introducing a story to interest students and a mission to motivate them.

#### Story

The fictional country of Democritas has laws very similar to those of the United States. They are wondering whether they should amend their constitution to address the possibility of secession by one of their states. They have hired a team of researchers to study important documents from the founding of the United States.

#### Mission

Students have been hired by the governing body of Democritas to study the issue of secession using early United States documents. They will then hold a civic discussion to determine whether the Southern states had a legal and ideological basis for seceding from the Union.

## STEP 2 Launch the Activities

The following four activities will help students prepare for their civic discussion by giving them the information that they need to defend the position of either the North or the South.

Begin by showing the chapter video **Gettysburg National Battlefield: Fighting for a Cause**, which will give students some of the content background they need to complete the activities. You may also assign the appropriate Leveled Reader for this chapter. Then divide students into an even number of small groups that will remain consistent for all the activities.

### Activity 1 A Nation Divided 20 minutes

**Materials:** Blackline Master: A Nation Divided: A Map of North and South in 1860, **Student Activity Mat 1B** United States Outline (optional)

Explain that by 1804 the Northern states had banned the practice of slavery, while the South continued it.

Distribute the blackline master **A Nation Divided: A Map of North and South in 1860** which shows a map of the United States as it was in 1860. You may want to use **Student Activity Mat 1B** United States Outline to have students fill in the states in the North and the South with different colors.

Have students look at the map and study the list of facts. In their small groups, have the students discuss why the Southern states may have wanted slavery to be allowed in new states admitted to the Union. Ask what they think might have happened if there were more free states than slave states. Then have volunteers share their answers with the class.

### Activity 2 Establishing Intent 25 minutes

**Materials:** Primary Source: Establishing Intent: From the Declaration, Venn Diagram graphic organizer

Remind students that the first document of the newly formed United States was the Declaration of Independence.

Distribute the blackline master **Primary Source: Establishing Intent: From the Declaration**, which shows an excerpt from the Declaration of Independence divided into three sentences, each of which addresses a different concept.

Have students read from the handout. Then distribute the Venn Diagram graphic organizer. Ask the students to label one of the circles “North” and the other “South.” Have the students determine which of the three sentences the North might have used to justify its position, which sentence(s) the South might have used, and any sentence(s) they might have both agreed upon. Have them write the corresponding letter of the sentence in the diagram. Then review the diagrams as a class.

### Activity 3 Conventions From the Constitution 20 minutes

**Materials:** Primary Source: Conventions From the U.S. Constitution

Remind students that the Constitution is the “law of the land,” and that every other law in the United States is derived from or compatible with what is written in the Constitution.

Distribute the blackline master **Primary Source: Conventions From the U.S. Constitution**, which shows an excerpt from the Constitution relating to the admission of new states into the Union.

Have the students review the excerpt. In their small groups, have students work to answer the two questions on the handout. Have the groups read their answers to the class, and discuss.

### Activity 4 The First State Leaves the Union 20 minutes

**Materials:** Primary Source: South Carolina Leaves the Union:  
Declaration of Secession

Explain to students that shortly after the election of President Lincoln (who believed slavery was immoral, and wanted to see it limited in new states), South Carolina became the first state to formally secede from the nation.

Distribute the blackline master **Primary Source: South Carolina Leaves the Union: Declaration of Secession**, which shows an excerpt from the document declaring South Carolina’s separation from the Union.

Have students read the handout. Provide assistance with understanding if required. Then have students discuss the following questions in their small groups:

- Is this document more similar to the Declaration of Independence or the Constitution? Why?
- Based on what you have read from the documents of the early United States, do you think this document is justified? Why or why not?

Circulate as needed to provide support and answer questions. If desired, review the groups’ answers as a class.

## STEP 3 Complete the *Quest*

### Part 1 Discuss Your Findings minutes

**Materials:** Quest materials

Explain to students that they will be preparing for their civic discussion. Assign each small group to defend either the North's position (that the Union cannot be broken up) and the South's position (that states have a right to secede when they do not feel represented). Have the groups meet together to discuss the evidence. Be sure they have access to all of the prior Quest materials. Each group should plan how they intend to present the evidence in order to be convincing.

.....

### Support for English Language Learners

**Reading and Speaking** Provide students with the Quest materials.

**Entering:** Have each student work with a partner to identify one sentence in the Quest materials that supports their assigned side.

**Emerging:** Have students identify one sentence in the Quest materials that supports their assigned side. Have them read the sentence out loud.

**Developing:** Divide students into small groups. Ask each group to find one sentence from the Quest materials that supports the North's position and one that supports the South's position. Have each student say why the sentences support the positions.

**Expanding:** Direct each student to identify two sentences in the Quest materials that support the position opposite theirs. Have the students explain why the sentences support the other side.

**Bridging:** Have each student identify a sentence that supports the position that is opposite theirs. Then have them explain how they will respond to the sentence to defend their position.

## **Part 2 Hold a Civic Discussion** 45 minutes

If desired, invite another class or faculty members to listen in on the discussion. Provide copies of the Quest materials to all in attendance. Have the two sides sit opposite one another in the classroom, and discuss whether the North's position or the South's position was the correct one, given the documents they have read. Use the following questions to help guide the discussion:

- What are the most basic American values, according to the early documents of the United States?
- What role does unity play in the formation of a country?
- How might the threat of secession affect how the government is run?
- The Declaration of Independence was written as a response to British rule, where the colonists did not have any say in government. Was this the case with the South, as South Carolina's secession declaration implied? Why or why not?
- What are some risks of a central government that can overrule the states?
- One of the hallmarks of the Constitution is the balance between federal government and state government. Based on what you have read, which do you think should be stronger?

Be conscious of letting both sides speak on each question. If desired and if time permits, visitors can be allowed to ask questions of the group.

## **Part 3 Compelling Question** 15 minutes

After students complete the civic discussion, encourage them to reflect on what they learned. As a class, discuss the compelling question for this Quest "What does it mean for a state or country to be free?"

Students have learned about why the Union and the Confederacy believed they were following American values. Encourage students to think about what each side was defending. They should use what they learned to answer the compelling question.

# To Secede or Not to Secede

The fictional country of Democritas has a problem. They need to know if they should amend their constitution to address the possibility of secession. Since their laws are similar to the laws of the United States, they have hired a team of researchers to study the early documents of the United States to see whether those documents support the case for the South's secession from the Union.

### Your Mission

Research early United States documents, and participate in a discussion about which early U.S. documents better support the position of the North or the South.

### To prepare for your discussion:

**Activity 1 A Nation Divided:** View a map showing slave states and free states.

**Activity 2 Establishing Intent:** Study an excerpt from the Declaration of Independence.

**Activity 3 Conventions From the Constitution:** Examine an excerpt from the Constitution.

**Activity 4 The First State Leaves the Union:** Study an excerpt from South Carolina's official statement of secession.

### Complete Your Quest

Hold a civic discussion concerning whether the South had or should have had the right to secede from the Union.

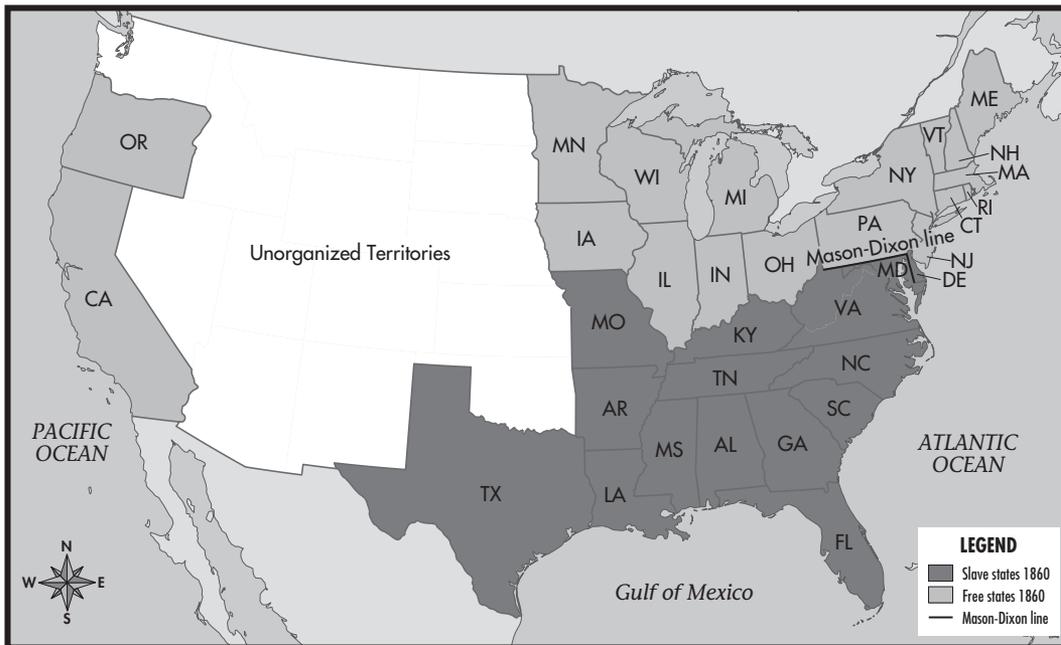


# Activity 1

Name \_\_\_\_\_ Date \_\_\_\_\_

## A Nation Divided: A Map of North and South in 1860

The United States in 1860 was growing larger, but was also growing apart. Slavery was one of the dividing issues between the North and South. This map shows the division between free states and slave states in 1860.



### Path to Conflict

- **Missouri Compromise, 1820:** When Missouri petitioned for statehood, Congress argued over whether new states should be able to allow slavery. Eventually, a compromise was reached: Missouri would be admitted as a slave state, while Maine would enter as a free state. The Mason-Dixon line was established as a guide: new states above the line would be free, new states below would allow slavery.
- **Compromise of 1850:** As the battle over slavery continued, Congress came up with new compromises for states wanting to enter the Union. One result was the Fugitive Slave Act, which required that any enslaved persons captured in the North must be returned to their Southern owners. Previously, once an enslaved person had escaped to the North, they were considered free.
- **Dred Scott Case, 1857:** Dred Scott was an enslaved man whose owner had brought him to live in a Northern state where slavery was illegal. When Scott petitioned the court for his freedom, the Supreme Court ruled that because he was not a citizen, he had no legal standing and would not be freed. This decision was very unpopular in the North.



## Primary Source

**Establishing Intent: From the Declaration**

The Declaration of Independence is the most basic document of the United States. Read this excerpt, broken into three parts. Then use your knowledge of the conflict between the Northern and Southern states to determine which statements they might have used to support their positions.

**Vocabulary**

**endowed**, *v.*, given as a gift

**unalienable**, *adj.*, not able to be removed

**pursuit**, *n.*, search

**instituted**, *v.*, put in place

**deriving**, *v.*, getting

**abolish**, *v.*, do away with

**institute**, *v.*, form

**effect**, *v.*, cause to make happen

- A. We hold these truths to be self-evident, that all men are created equal, that they are **endowed** by their Creator with certain **unalienable** Rights, that among these are Life, Liberty and the **pursuit** of Happiness.
- B. That to secure these rights, Governments are **instituted** among Men, **deriving** their just powers from the consent of the governed.
- C. That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to **abolish** it, and to **institute** a new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to **effect** their Safety and Happiness.

## Primary Source

### Conventions From the U.S. Constitution

Read this excerpt from the United States Constitution. Then answer the questions.

New States may be **admitted** by the Congress into this Union; but no new State shall be formed or erected within the **Jurisdiction** of any other State; nor any State be formed by the **Junction** of two or more States, or Parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress. The Congress shall have Power to **dispose** of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so **construed** as to **Prejudice** any Claims of the United States, or of any particular State.

#### Vocabulary

- admitted**, v., allowed into
- jurisdiction**, v., area of legal authority
- junction**, v., joining
- dispose**, v., remove
- construed**, v., made to look like
- prejudice**, v., exist prior or in contrast to



How does this passage relate to the conflict between the North and the South?

---



---

How does it relate to the excerpt from the Declaration of Independence?

---



---

 Primary Source

## South Carolina Leaves the Union: Declaration of Secession

South Carolina was the first state to secede from the Union. In a document entitled “Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union,” the state gave the reasons for its secession.



In the year 1765, that portion of the British Empire **embracing** Great Britain, **undertook** to make laws for the government of that portion **composed** of the thirteen American Colonies. A struggle for the right of self-government **ensued**, which resulted, on the 4th of July, 1776, in a Declaration, by the Colonies, “that they are, and of right ought to be, FREE AND INDEPENDENT STATES; and that, as free and independent States, they have full power to **levy** war, conclude peace, contract alliances, establish **commerce**, and to do all other acts and things which independent States may of right do.

We, therefore, the People of South Carolina . . . have solemnly declared that the Union **heretofore** existing between this State and the other States of North America, is **dissolved**, and that the State of South Carolina has resumed her position among the nations of the world, as a separate and independent State . . .

### Vocabulary

**embracing**, *v.*, taking as one’s own

**undertook**, *v.*, began as a project

**composed**, *v.*, made up of

**ensued**, *v.*, began

**levy**, *v.*, impose, bring about

**commerce**, *n.*, business dealings

**heretofore**, *adv.*, until this point

**dissolved**, *v.*, broken up

# Quick Activities

## Civil War Postage Stamp

Small Groups  20 minutes

**Materials:** Poster board, art supplies, classroom or Library Media Center resources, postage stamps or pictures of postage stamps (optional)

Explain that one way that the United States celebrates famous people or events is by putting their image on a postage stamp. If desired, pass around examples of postage stamps or pictures of postage stamps. Then divide students into small groups, and give each group a piece of poster board and art supplies. Assign each group one of the following people from the time of the Civil War: **Frederick Douglass, Robert E. Lee, Harriet Beecher Stowe, Clara Barton, Jefferson Davis, or Abraham Lincoln.**

Explain that students will be creating their own postage stamp featuring their assigned person. Encourage students to use classroom or Library Media Center resources to find out what kind of imagery to use on their stamps along with the pictures of their assigned persons. Remind students that they should come up with a new and original design.

Finally have each group explain the connection their assigned person has to the Civil War, and how the images they chose relate to their assigned person.

## Letter to the Editor

Individuals  20 minutes

**Materials:** Classroom or Library Media Center resources, **Student Activity Mat 3A** Graphic Organizer (optional)

Have students imagine that they are living at the time of the Civil War, and that the editor of a local newspaper asks people to write to the paper with their opinions of whether the war is worth fighting. Randomly assign each student one of the following characters:

- Confederate woman whose husband is a soldier
- African American Union soldier
- Battlefield doctor

Provide classroom and Library Media Center resources so that students can look up what life might have been like for their assigned characters. You may want to use **Student Activity Mat 3A** Graphic Organizer to help students organize their research. Then have the students write an opinion letter to the editor of the newspaper from their character's point of view, describing whether or not they think the war is worth fighting. Remind students to use specific examples from their assigned character's life and circumstances to support their opinion.

## Reconstruction Matching Game

Partners  15 minutes

**Materials:** Index cards

Explain that students will be preparing a matching game, using terms relevant to the time of reunification of the North and the South known as Reconstruction.

Hand out index cards, and have students work with a partner to write the following, with the term on one card and the definition on another (read aloud or write on the board):

- **The Thirteenth Amendment** made slavery illegal in the United States.
- **President Lincoln** began a plan for rebuilding the South called Reconstruction.
- **President Johnson** fought with Congress so much over Reconstruction that Congress tried to impeach him.
- **The Fourteenth Amendment** gave the rights of citizenship and equal protection under the law to formerly enslaved persons.
- **The Fifteenth Amendment** gave all male citizens the right to vote.
- **Black codes** were laws designed to make it difficult or impossible for freed African Americans to vote or hold certain types of jobs.
- **Segregation** is the practice of separating people, usually by race.

Then have students turn all the cards facedown, and mix them up. Have partners take turns turning over two cards to see if they can match the Reconstruction term with its definition. Play continues until all cards are matched.

## Songs of the Civil War

Whole Class  15 minutes

**Materials:** Primary Source: “The Bonnie Blue Flag,” Primary Source: “The Battle Cry of Freedom”

Explain that music has often been a part of military operations, and that both the Union and the Confederacy had songs meant to heighten morale and reaffirm the principles of their respective causes.

Distribute the blackline masters **Primary Source: “The Bonnie Blue Flag”** and **Primary Source: “The Battle Cry of Freedom,”** which show the lyrics to two popular Civil War–era songs.

Have students review the lyrics, or read them aloud as a class. Then ask the following questions:

- What is the significance of the flag in each of the songs?
- Do you notice anything similar about how the songs are structured?
- What can you infer about the values of the Union and the Confederacy from the lyrics to these songs?

If desired, students can listen to the songs being performed. The 2003 movie *Gods and Generals* has a rendition of “The Bonnie Blue Flag,” and the following Web site features a performance of “The Battle Cry of Freedom”: <https://www.civilwar.org/learn/primary-sources/civil-war-music-battle-cry-freedom>.

## Civil War Crossword

Partners  15 minutes

**Materials:** Blackline Master: Civil War Crossword, classroom or Library Media Center resources

Review the basics of crossword puzzles with students, including the use of clues and the difference between vertical and horizontal orientation of words.

Distribute the blackline master **Civil War Crossword**, which is a crossword puzzle using vocabulary terms related to the Civil War.

Have students work with a partner to complete the crossword puzzle using the clues on the handout. Provide classroom or Library Media Center resources as needed for the students to reference. When students have completed the crossword, review the answers as a class.

---

### Support for English Language Learners

**Writing** Distribute the blackline master **Civil War Crossword**.

**Entering:** Have students work in small groups. Assign each group one of the clues for the crossword, and have the group determine which vocabulary word matches the clue.

**Emerging:** Divide students into pairs and assign each pair three clues. Have the partners write complete sentences using the clues and vocabulary words.

**Developing:** In small groups, assign one of the vocabulary words to the group. Have the group members work together to write their own explanation of the word.

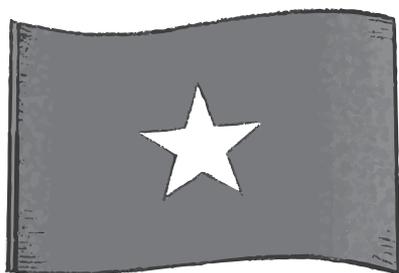
**Expanding:** Have each student select one of the vocabulary words from the handout. Then have the students write what the word means using their own words.

**Bridging:** Instruct students to select one vocabulary word from the handout. Have each student write a short paragraph using the word in its correct historical context.



## The Bonnie Blue Flag

In the early days of the Confederacy, there was no official flag. Different military units would design and fly their own flags for marching into battle. One of the earlier flag designs was the “Bonnie Blue Flag,” which was a battle flag flown during the battle of Fort Sumter. These are the lyrics to a song named after this flag that was popular with Confederate soldiers.



We are a band of brothers And native to the soil, Fighting for the property We gained by honest toil; And when our rights were threatened, The cry rose near and far— “Hurrah for the Bonnie Blue Flag That bears a single star!”

### **CHORUS:**

**Hurrah! Hurrah! For Southern rights hurrah! Hurrah for the Bonnie Blue Flag That bears a single star.**

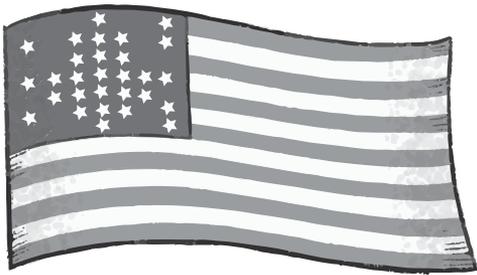
As long as the Union Was faithful to her trust, Like friends and like brothers Both kind were we and just; But now, when Northern treachery Attempts our rights to mar, We hoist on high the Bonnie Blue Flag That bears a single star.

### **CHORUS**



## The Battle Cry of Freedom

Since the American Revolution, the United States flag has been a symbol of freedom and unity. Although the Southern states had begun to declare their separation from the Union in 1860, the Union did not recognize this separation and the flag continued to sport thirty-three stars; one for each state. These lyrics, which reference the Union flag, belong to a song that was popular with Union soldiers during the Civil War.



Yes, we'll rally round the flag, boys, We'll rally once again, Shouting the battle cry of Freedom, We will rally from the hillside, We'll gather from the plain, Shouting the battle cry of Freedom.

### **CHORUS:**

**The Union forever, Hurrah! boys, hurrah! Down with the traitors, Up with the stars; While we rally round the flag, boys, Rally once again, Shouting the battle cry of Freedom.**

We are springing to the call Of our brothers gone before, Shouting the battle cry of Freedom; And we'll fill our vacant ranks with A million free men more, Shouting the battle cry of Freedom.

### **CHORUS**

We will welcome to our numbers The loyal, true and brave, Shouting the battle cry of Freedom; And although they may be poor, Not a man shall be a slave, Shouting the battle cry of Freedom.

# Civil War Crossword

Use the clues to fill in the crossword with the words from the list of terms provided.

abolitionist	Reconstruction
secede	assassination
Union	amendment
Confederacy	sharecropper
emancipation	impeach

## Across

- The freeing of slaves is called \_\_\_\_\_.
- South Carolina was the first state to \_\_\_\_\_ from the Union.
- Congress tried to \_\_\_\_\_ President Johnson.
- An \_\_\_\_\_ believed that slavery should be made illegal.
- The Northern states were referred to as the \_\_\_\_\_.

## Down

- The Southern states referred to themselves as the \_\_\_\_\_.
- John Wilkes Booth played a primary role in the \_\_\_\_\_ of President Lincoln.
- A \_\_\_\_\_ used a portion of the harvest to pay the rent for the land.
- Each change to the Constitution requires an \_\_\_\_\_.
- \_\_\_\_\_ is the effort undertaken by the United States government after the Civil War to rebuild the South.

# Civil War Crossword

A crossword puzzle grid with 9 numbered starting points for words. The grid consists of empty squares for letters. The numbered squares are:

- 1: Top-left vertical word (10 squares)
- 2: Middle horizontal word (10 squares)
- 3: Vertical word (10 squares)
- 4: Horizontal word (5 squares)
- 5: Vertical word (5 squares)
- 6: Horizontal word (6 squares)
- 7: Long horizontal word (15 squares)
- 8: Horizontal word (5 squares)
- 9: Vertical word (10 squares)

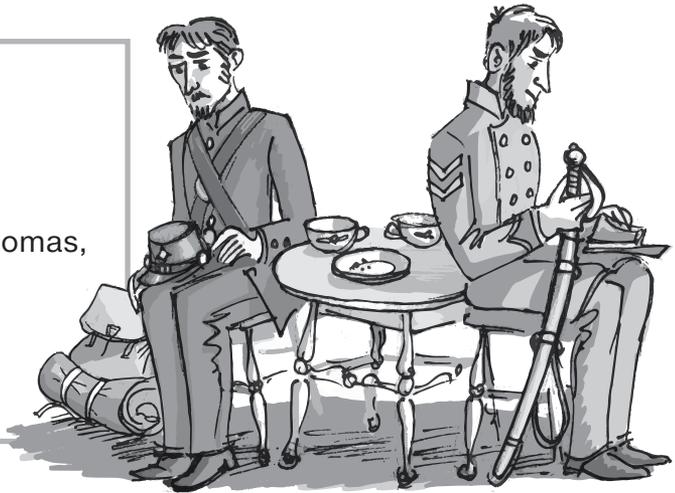


**A story of a family forced to confront their differences during the start of the American Civil War.**

### The Parts

4 players:

- **Thomas Wordsworth**, a young man
- **Margaret Wordsworth**, the mother of Thomas, William and Samuel
- **William Wordsworth**, a young man
- **Samuel Wordsworth**, a young boy



### Director's Notes:

*A family from Virginia is sitting around a table. Margaret is knitting, William is reading a book, and Samuel is playing nearby. Thomas comes in and everyone looks at him; they can tell that something is wrong. Margaret stands up. Samuel watches with wide eyes.*

**Thomas:** Mother, I think you had better sit down.

**Margaret:** Thomas, no . . .  
*putting her hand to her mouth*

**Thomas:** I've enlisted, Mother. And it isn't with the Confederacy.

**Margaret:** Thomas, how could you? Your father will be so ashamed . . . what in the world am I going to tell him?  
*hiding her eyes*

**Thomas:** The truth, what else? Tell him that I'm a Union boy now.  
*shrugging*

**William:** A Union boy! For shame, Thomas. Father's been fighting for the Confederacy all this time, and I'm to join him soon. What will he say to one of his own sons betraying his heritage?  
*leaping up*

**Thomas:** Heritage? Don't we all come from the same heritage? A state cannot just declare itself separated, we are one country, united! We cannot be narrow-minded . . .

**Margaret:**  
*scowling*

Narrow-minded indeed! Your father has owned this plantation for generations. His father's father fought in the Revolution! We fought then for our rights to determine our own way and seize hold of our own happiness! And what does the Union have to do with us anymore? They've been trying to take away our ways, and what do they know of our traditions?

**Thomas:**

Mother, we cannot just abandon our country.

**Margaret:**

Enough! William, talk some sense into him. I declare, I'm shaking like a leaf. I'm going to lie down.

*Margaret storms off. William approaches Thomas. Samuel keeps watching with wide eyes.*

**William:**

Thomas . . . are you really quite sure? What of our right to self-determination, our right to be free?

**Thomas:**

No one is taking away *your* right to be free.

**William:**

The North doesn't understand us, Thomas! And now they've gone and elected Lincoln, and you know how he feels about slavery. Why, if we lost our slaves we'd be ruined!

**Thomas:**

*You* know how *I* feel about slavery. But even apart from that. You think you can just leave your country when it doesn't suit you?

**William:**

The Union betrayed us! No one wants to enforce the Fugitive Slave Act, they don't want our slaves returned to us.

**Thomas:**

Do you know how much courage and character it takes to go North, what with the search parties always on the lookout? If someone makes it up there, they deserve to be free. Your problem is that you don't want freedom for everyone.

**William:** I . . .  
*looking uncomfortable*  
*Samuel walks over to them.*

**Samuel:** William?

**William:** Yes, Samuel?

**Samuel:** If we were slaves, would we go to the North?

**William:** What do you mean?

**Samuel:** I mean, do you think we'd be brave enough to go to the North if we were slaves? To be free?

*Everyone pauses. Samuel looks around, confused.*

**Thomas:** From the mouths of babes, William. Well, what's your answer? Would you go to the North?

**Margaret:** William? Have you talked him out of it yet?  
*calling from offstage*

**William:** No, Mother.

**Thomas:** Well, I have to pack a bag. I'm wanted tomorrow morning, and who knows how long I'll have to march.

**William:** Take . . . take care of yourself. And . . . I hope I don't meet you. On the battlefield, I mean.  
*reaching his hand out to him*

**Thomas:** I hope so too.  
*giving him a firm handshake*

**Samuel:** Where are you going, Thomas?

**Thomas:** North!  
*grinning, and pausing a moment for effect*







# SOCIAL STUDIES

## Growth of Our Nation

The *myWorld Activity Guide* will engage your students through a variety of dynamic hands-on activities and short-term and long-term projects. Supporting an inquiry approach, this guide can be used in a variety of ways to supplement your instruction. Lesson plans and blackline masters will help you integrate the activities into your instruction seamlessly.

### Foster classroom engagement with these activities:

- Long-term Inquiry Projects
- Games
- Civic Discussions
- Art Projects
- Preparing and Acting Out a Skit
- Read Alouds
- Map Activities
- Readers Theater
- and more

# myWorld

## ACTIVITY GUIDE

**SAVVAS**  
LEARNING COMPANY

Savvas.com  
800-848-9500

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.  
Savvas™ and Savvas Learning Company™ are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

SAM: 9780134942094  
ADV: 9780134942803

Join the Conversation  
@SavvasLearning



Get Fresh Ideas for Teaching  
 Blog.Savvas.com