

**Teacher
Guide**

PRICE OF FREEDOM

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CIVIL WAR GEOGRAPHY

25 minutes

This lesson will introduce students to the basic geography of the United States during the Civil War, including the location of northern and southern states, as well as the border and western states.

Essential Question: How did slavery divide the United States geographically at the onset of the Civil War?

Objective/Standard (Learning Targets)

Students will be able to identify where the Union and Confederate states were located and some of the implications of their geographic location.

Standards

SS4H5

Explain the causes, major events, and consequences of the Civil War.

b. Discuss how the issues of states' rights and slavery increased tensions between the North and South.

SS8H5

Analyze the impact of the Civil War on Georgia. a. Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Compromise of 1850 and the Georgia Platform, the Dred Scott case, Abraham Lincoln's election in 1860, and the debate over secession in Georgia.

SSUSH8

Explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil War.

Map and Globe Skills #7 & #8

- Use a map to explain the impact of geography on historical and current events
- Draw conclusions and make generalizations based on information from maps

Materials Needed

- Projection device + laptop or Interactive Board
- Mapping Activity worksheet
- Access to YouTube
- Colored pencils or markers

Activate Prior Knowledge

- Show students a short clip from this video: *The Civil War: And So It Begins—U.S. Geography for Kids!*
- <https://www.youtube.com/watch?v=P7clm-JBrZg>
- Show from 1:13 to 4:07
- This short clip will introduce the connection between the election of Lincoln, the issue of slavery, and the beginning of the Civil War. It also shows on a map how the southern states became the Confederate States of America.
- After showing the video, have the students discuss the following questions as a Think/Pair/Share activity:
 - o What did the Confederate States of America have in common? (answers should include their location in the South and the practice of slavery)
 - o The quote in the video from Christopher Memminger talks about a “geographical line” that was drawn across the Union. What does he say united all these states? (the election of Abraham Lincoln, a man “hostile to slavery”) [teacher should replay this section of the video, if needed]
- Tell students that they will now be doing a mapping activity that will show how the states in the Union at the time were split, and based on that map, they will answer a few questions.

CIVIL WAR GEOGRAPHY

25 minutes

Activities/Work Period/Student Tasks

- Students will complete the Civil War Geography Mapping Activity. Students can complete this either individually or in groups.
- Upon completion, the teacher can show the activity on the front board and talk through the answers the students gave, using their answers to connect to other standards related to the Civil War or to topics studied earlier. Possibilities are listed below.
 - o Border States: Abolitionist movement
 - o North and South: debate over secession in southern states; tension between northern and southern states
 - o California and Oregon: Westward expansion and the impact on Native Americans; Gold Rush of 1848; Oregon Trail; Compromise of 1850.
 - o Civil War Navies: Union blockade of southern coastlines

Assessment

- The teacher can use the worksheet questions themselves as a formative assessment.
- An extension activity for assessment would be to have students work individually or in groups to research the position that one of the Border States, or California or Oregon took during the beginning of the Civil War and create a brief presentation that answers the questions:
 - o Why didn't this state secede from the Union?
 - o How did citizens of this state disagree?
 - o How did this state contribute to the Union cause during the war?

Notes

After completing this lesson, the teacher can show the remaining few minutes of the video if time allows.

SLAVE NARRATIVES AND THE ABOLITIONIST MOVEMENT

30 minutes

This lesson will provide insight into the experience of enslaved people by using quotes from slave narratives, specifically perspectives showing how they were viewed as property rather than as people. It will also connect those slave narratives to the abolitionist movement and use short excerpts from speeches to help students see the different ways abolitionists approached the fight to end slavery.

Essential Question: How do first person sources help us understand the abolitionist cause prior to the American Civil War?

Objective/Standard (Learning Targets)

- Students will be able to understand the ways in which slave narratives helped people in the United States understand the treatment of enslaved people.
- Students will be able to identify the different approaches abolitionists used to push for the end of slavery in the United States.

Standards

SS4H4

Examine the main ideas of the abolitionist and suffrage movements. (a) Discuss contributions of and challenges faced by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman.

SS8H5

Analyze the impact of the Civil War on Georgia. (a) Explain the importance of key issues and events that led to the Civil War; including slavery

SSUSH7

Investigate political, economic, and social developments during the Age of Jackson (d) Explain how the significance of slavery grew in American politics including slave rebellions and the rise of abolitionism.

Materials Needed

- Projection device + laptop or Interactive Board
- Lesson Worksheet
- Access to YouTube
- Slave Narratives and Abolition PowerPoint

Activate Prior Knowledge

- Show students this short video: Black History in Two Minutes: Abolition in the North
 - o <https://youtu.be/FjW5CO2plw>
- Explain to students that states in the northern United States had outlawed slavery independently, while states in the southern United States resisted this.
- Ask students to discuss as a Think/Pair/Share activity why this would create a divide in the United States prior to the Civil War.
- *Note: if you have already discussed the Missouri Compromise and other compromises prior to the Civil War, you could use those to add context to this discussion.*

SLAVE NARRATIVES AND THE ABOLITIONIST MOVEMENT

30 minutes

Activities/Work Period/Student Tasks

- Introduce the activity to students by explaining that they will be reading and analyzing several first-person quotes. Using the slideshow provided on the .pdf, explain what a Slave Narrative is (slide #2) and the important role they played in describing to people in the North what slavery was like in the South.
- Have students read the quotes from the four writers of Slave Narratives and complete the chart for Task 1 on the Worksheet. This can be done independently or in pairs.
- After students have completed Task 1, ask them to share their answers. Highlight common themes that emerge such as:
 - Enslaved people could be bought and sold like animals
 - Enslaved people could be given as an inheritance to children
 - Enslaved people could be separated from their families or even their children without any consideration
- After this discussion, ask students to complete the reflective question at the end of Task 1. This question can be used as a Ticket-Out-the-Door or as a final opportunity for discussion.
- At this point, the lesson can move to the explanation of the abolitionist movement that begins on Slide #7.
- Have students read the excerpt from each of the speeches and complete the chart for Task 2 on the Worksheet. This can be done independently or in pairs.
- After students have completed Task 2, ask them to share their answers.
- After this discussion, ask students to complete the questions at the end of Task 2. As with Task 1, these questions can be used as a Ticket-Out-the-Door or as a final opportunity for discussion.

Assessment

- The teacher can use the worksheet itself as a formative assessment or, as mentioned above, the teacher can use the final questions for each task as a Ticket-Out-the-Door.

Notes

- If time is limited, the teacher could choose to do only one of the two tasks OR the teacher could exclude discussion in one or both aspects of the lesson.
- For additional reading support or as a timesaving method, teachers could print the slideshow and have students highlight their answers rather than write them on the worksheet.
- Additionally, teachers could have the students complete both tasks or either task in a jigsaw style in order to enhance understanding and support discussion.

CIVIL WAR GEOGRAPHY MAP ACTIVITY



Instructions

1. Shade the following states **red**. South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, Texas, Virginia, Arkansas, Tennessee, and North Carolina. These are states that allowed slavery and seceded from (left) the United States to form the Confederate States.
2. Shade the following states **blue**. California, Connecticut, Illinois, Indiana, Iowa, Kansas, Maine, Massachusetts, Michigan, Minnesota, Nevada, New Hampshire, New Jersey, New York, Ohio, Oregon, Pennsylvania, Rhode Island, Vermont, Wisconsin. These are states that did not allow slavery and remained in the United States.
3. Shade the following states **orange**. Delaware, Kentucky, Maryland, Missouri, West Virginia. These are states that allowed slavery but did NOT leave the United States.

All the areas you did not shade were not states when the Civil War started in 1865. They were territories that had not yet fully joined the United States.

CIVIL WAR GEOGRAPHY MAP ACTIVITY

Questions

1. Consider the orange states, also known as the Border States. The citizens in these states were divided about staying in the United States or joining the Confederate States. Just by looking at their location, why do you think they would have been so divided?

Imagine that Georgia had not joined the Confederate States and instead, had wanted to stay in the United States. Or imagine that Michigan had wanted to join the Confederate States. What would have made this difficult based on their locations?

3. Which states are furthest away from eastern states where most of the Civil War battles took place? _____ and _____. Even though these states were thousands of miles from places like Atlanta or Washington D.C., both had thousands of soldiers who participated in the Civil War. Because gold was discovered in the West in the 1840's, troops from these states protected gold shipments to the US government as they passed through the territories.

4. Which set of states (North or South) had more coastline? _____. You might expect this to be an advantage, but what if you didn't have a strong enough navy to protect the coast? How would that change the situation?

SLAVE NARRATIVES AND ABOLITION

Slave Narratives

The following quotes are from well-known slave narratives. For each one, use the worksheet provided to reflect on the quote.

- Slave narratives were written by escaped enslaved people.
- They told the public about the realities of slavery from a first-person perspective.
- Slave narratives are an historical record that described slavery, but they were also used politically to gain support for the effort to end (or abolish) slavery within the entire United States.
- This movement to end slavery was called the abolitionist movement.



Frederick Douglass

“We were all ranked together at the valuation [estimation of value and price]. Men and women, old and young, married and single, were ranked with horses, sheep, and swine [pigs].”

https://www.gla.ac.uk/media/Media_898204_smxx.pdf



Harriet Tubman

“I grew up like a neglected weed—ignorant of liberty, having no experience of it. Then I was not happy or contented: every time I saw a white man I was afraid of being carried away [either sold or forced to go to work for someone else]. I had two sisters carried away—one of them had two children. We were always uneasy.”

<https://digital.nls.uk/learning/struggles-for-liberty/themes/the-story-of-the-slave/harriet-tubman/>



William Wells Brown

“None but those who have been in a slave state, and who have seen the American slave-trader engaged in his nefarious [wicked or immoral] traffic, can estimate [guess] the sufferings their victims undergo. If there is one feature of American slavery more abominable [terrible] than another; it is that which sanctions [permits] the buying and selling of human beings.”

<https://docsouth.unc.edu/fpn/brownw/brown.html>



Harriet Jacobs

“When I was nearly twelve years old, my mistress [the woman who enslaved her] sickened and died...I could not help having some hopes that she had left me free [in her will]... After a brief period of suspense, the will of my mistress was read, and we learned that she had bequeathed me [handed me down] to her sister’s daughter, a child of five years old. So vanished our hopes.”

<https://www.laphamsquarterly.org/harriet-jacobs/index.html>

SLAVE NARRATIVES AND ABOLITION

Abolitionists

Read the following quotes from the three abolitionists. Use the chart for Task 2 to summarize their perspectives.

- There were a wide variety of people who joined the abolitionist cause before the Civil War.
- Many were Northern white activists that pushed for reform through speeches and articles in newspapers and other publications.
- Others were escaped enslaved people who wrote narratives like those in the previous page or free Black citizens who joined with the northern reformers to gain support for change.
- Some believed that they should focus on changing laws, which required time and compromise, but others were more radical and believed that armed rebellion was the only way to end slavery.



William Lloyd Garrison

“I am a believer in that portion [part] of the Declaration of American Independence in which it is set forth, as among self-evident [obvious] truths, “that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness.” Hence, I am an Abolitionist. Hence, I cannot but regard [view] oppression in every form—and most of all, that which turns a man into a thing—with indignation [anger] and abhorrence [hatred]...My fanaticism is, that I insist on the American people abolishing Slavery.”

“Living or dying, defeated or victorious, be it ours to exclaim, “No compromise with Slavery! Liberty for each, for all, forever!”

<https://tile.loc.gov/storage-services/service/rbc/rbaapc/11000/11000.pdf>

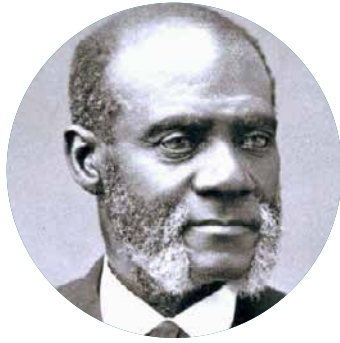


John Brown

“Now, if it is deemed [believed] necessary that I should forfeit [give up] my life for the furtherance of the ends of justice [to continue the goals of justice], and mingle [mix] my blood with the blood of millions in this slave country whose rights are disregarded by wicked, cruel, and unjust enactments [actions], I say ‘let it be done.’”

https://www.gilderlehrman.org/sites/default/files/inline-pdfs/05508.051_FPS.pdf

SLAVE NARRATIVES & ABOLITION WORKSHEET



Henry Highland Garnet

“Neither god, nor angels, or just men, command you to suffer for a single moment. Therefore it is your solemn [sincere] and imperative [necessary] duty to use every means, both moral, intellectual, and physical that promises success.”

“Brethren, arise, arise! Strike for your lives and liberties. Now is the day and the hour. Let every slave throughout the land do this, and the days of slavery are numbered. You cannot be more oppressed than you have been—you cannot suffer greater cruelties than you have already. Rather die freemen than live to be slaves. Remember that you are FOUR MILLIONS!”

<https://www.pbs.org/wgbh/aia/part4/4h2937.html>



Angelina Grimke Weld

“There is nothing to be feared from those who would stop our mouths [keep us quiet], but they themselves should fear and tremble. The current [flow] is even now setting fast against them. If the arm of the North had not caused...slavery to totter [stumble] to its foundation, you would not hear those cries. A few years ago, the South felt secure...but “God has chosen...to bring to nought things that are.” [God has chosen to bring things that exist—slavery—to nothing.]”

“We often hear the question asked, “What shall we do?” Here is an opportunity for doing something now. Every man and every woman present may do something by showing that we fear not a mob...by opening our mouths.”

<https://www.pbs.org/wgbh/aia/part4/4h2939t.html>

SLAVE NARRATIVES & ABOLITION WORKSHEET

Slave Narratives & the Abolitionist Movement

Task 1: Use the chart below to list words or ideas from each quote that shows how southern owners of enslaved people saw them as property, not as actual people. Complete this on your own or with a partner, as instructed by your teacher.

Slave Narrative	Word/Ideas
Frederick Douglass	
Harriet Tubman	
William Wells Brown	
Harriet Jacobs	

Reflective Question (answer below)

Why would first-person accounts like these be important to the anti-slavery (abolitionist) movement in the United States?

SLAVE NARRATIVES & ABOLITION WORKSHEET

Task 2: Read each excerpt from these speeches by important abolitionists from the time before the Civil War. Use the chart below to summarize each person's perspective, then answer the two questions.

Abolitionist	What is the main idea of the quote?	What does the abolitionist say their listeners should do?
William Lloyd Garrison		
John Brown		
Henry Highland Garnet		
Angelica Grimke Weld		

Reflective Questions (answer below)

1. What do they all have in common?

2. How does the language used by the four people show just how tense the situation was in the United States before the Civil War?

THE RECONSTRUCTION AMENDMENTS

25 minutes

This lesson will bridge the students' understanding of the Civil War and their introduction to the time-period of Reconstruction.

Essential Question: What were the strengths and limitations of the 13th, 14th, and 15th Amendments?

Objective/Standard (Learning Targets)

- Students will analyze the text of the 13th, 14th and 15th Amendments.
- Students will examine the importance of the amendments, as well as the limits of the amendments.
- Students will explain how these amendments are related to each other.

Standards

SS4H6a

Analyze the effects of Reconstruction on American life: Describe the purpose of the 13th, 14th, and 15th Amendments.

SS8H6a

Analyze the impact of Reconstruction on Georgia: Explain the roles of the 13th, 14th, and 15th Amendments in Reconstruction.

SSUSH10c

Identify legal, political, and social dimensions of Reconstruction: Describe the significance of the Thirteenth, Fourteenth, and Fifteenth amendments.

Materials Needed

- Projection device + laptop or Interactive Board
- Text of the 13th, 14th and 15th Amendments
- Analysis worksheet

Activate Prior Knowledge

- On the Price of Freedom tour at the Atlanta History Center, students learned that approximately 4 million enslaved persons were freed after the Civil War.
- In a Think-Pair-Share activity, ask the students to think about the difficulties that those newly freed people might have encountered, particularly in the South. If needed, you can provide topics for them to use for reflection: Education, Work, Housing, Representation in Government.
- Have the pairs share their thoughts with the class.

THE RECONSTRUCTION AMENDMENTS

25 minutes

Activities/Work Period/Student Tasks

- Explain that the 13th, 14th and 15th Amendments to the Constitution were passed in order to prevent injustice towards the newly freed people.
- Tell students that they will be reading and evaluating those amendments.
 - On the Amendment Texts document, teachers will find both the original text and a shortened version. For advanced or older grades, teachers can choose to use the original text only. It is recommended that younger grades are provided the shortened text, as well.
- Before students read the text, write the words/phrases that are emphasized in **bold type** on the board and discuss their meanings. (Adjust the words/phrases you review based on whether you are using the original or shortened text).
- In pairs or groups ask students to analyze each amendment using the chart provided in the Analysis Worksheet.
- After students complete the chart, discuss their findings. Possible questions to use for the discussion are:
 - Why is it important that the 13th Amendment was passed first?
 - Why is having the equal protection mentioned in the 14th Amendment so important?
 - Who is left out of the 15th Amendment?
 - What do all of these Amendments have in common?
 - Why do you think they all specifically say that these Amendments apply to the States, not just the United States?

Note: These discussion questions could also be posed to the groups prior to whole-class discussion or could be assigned as written formative assessment.

Assessment

Note: This question can be used as an extended individual written assignment, a discussion post, a final group reflection or a ticket-out-the-door.

Question

Remove one of the three amendments—any of the three. How would removing that one amendment weaken the other two?

Notes

Definitions for Amendment Texts

Involuntary servitude: person held without their consent and forced to do work for another person.

Duly Convicted: found guilty through the legal process.

Naturalized: officially made a citizen of a country.

Jurisdiction: territory where a specific government has legal power.

Enforce: require compliance with a law.

Abridge: limit

Privileges or immunities: rights provided by the law (in other words, no state can take away the rights provided in another state)

Due process of law: fair treatment through legal processes and the courts

Denied or abridged: taken away or limited

Forced service: required to work against your will

Convicted: found guilty in a court of law

Equal protection of the law: right to be treated the same as everyone else by the law and the courts

Additional Option: Instead of having students/groups evaluate all three amendments using the Analysis Worksheet, activity can be completed in a jigsaw or chunking method instead.

RECONSTRUCTION AMENDMENTS TEXTS

Amendment	Quoted Text	Shortened Text
13th Amendment (1865)	<p>SECTION 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.</p> <p>SECTION 2. Congress shall have power to enforce this article by appropriate legislation.</p>	<p>SECTION 1. Neither slavery or forced service, except to punish a person convicted of a crime, will exist in the United States or any place that is governed by the United States.</p> <p>SECTION 2. Congress will have the power to make laws to enforce this.</p>
14th Amendment (1868)	<p>SECTION 1. All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws...</p> <p>SECTION 5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.</p>	<p>SECTION 1. Anyone born in the United States or who has legally become a citizen of the United States are citizens of the United States and the State where they live. No State is allowed to make or enforce any law which will take away the rights of any citizen of the United States, that will take away the life, liberty or property of a citizen without legal reasons, or deny a person the same protection of the law that other citizens receive (equal protection).</p> <p>SECTION 5. Congress will have the power to make laws to enforce this.</p>
15th Amendment (1870)	<p>SECTION 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.</p>	<p>SECTION 1. Neither the United States or any of the States can limit or deny a person the right to vote based on race, color, or previous enslavement.</p>

RECONSTRUCTION ANALYSIS WORKSHEET

Amendment	What is the main focus of this amendment?	Why do you think it was important to pass this amendment after the Civil War?	What is a problem or limit that might exist with this amendment?
13th Amendment (1865)			
14th Amendment (1868)			
15th Amendment (1870)			