

8<sup>th</sup> Grade Social Studies St. Andrews Middle Teacher Mr. Werts

Day 1-2

<p><b>Standards</b></p>	<p>8-3.4 Analyze the position of SC on the issues that divided the nation in the early 1800's including the assumption of state debts, the creation of a national bank, the protective tariff and the role of the United States and the European conflict between France and England and the War of 1812.</p>
<p><b>Learning Targets/I Can Statements</b></p>	<p>I can explain and analyze the events and issues between England and France during the War of 1812.</p>
<p><b>Essential Question(s)</b></p>	<p>In what ways did the people who supported the Louisiana Purchase differ from those who did not support the Louisiana Purchase?</p>
	<p>What possible outcomes were there between France and England and the War of 1812 that prompted the sale of the Louisiana Purchase to the United States?</p>
<p><b>Resources</b></p>	<p><del>Source/Worksheet attached</del></p>
<p><b>Learning Activities or Experiences</b></p>	<p><b>Review Previous Notes- 5 minutes</b></p> <ul style="list-style-type: none"> <li>Review previous notes that were handed out in class.</li> </ul> <p><b>Greatest Real Estate Deal in History – 15 minutes</b></p> <ul style="list-style-type: none"> <li>Read and analyze the article provided called Greatest Real Estate in History.</li> <li>Highlight and underline key words and phrases.</li> </ul> <p><b>Essay Rough Draft - 25 minutes</b></p> <ul style="list-style-type: none"> <li>Construct a summary of "The Greatest Real Estate Deal in History"</li> </ul> <p><b>Closure- 5 minutes</b></p> <ul style="list-style-type: none"> <li>Take this time to go back and fix any grammatical errors and review your work.</li> </ul> <p><b>Review Previous Notes- 5 minutes (Day 2)</b></p> <ul style="list-style-type: none"> <li>Review previous notes that were handed out in class.</li> </ul> <p><b>Greatest Real Estate Deal in History – 15 minutes</b></p> <ul style="list-style-type: none"> <li>Read and analyze the article provided called Greatest Real Estate in History.</li> <li>Highlight and underline key words and phrases.</li> </ul> <p><b>Essay Rough Draft - 25 minutes</b></p> <ul style="list-style-type: none"> <li>Construct a summary of "The Greatest Real Estate Deal in History"</li> </ul> <p><b>Closure- 5 minutes</b></p> <ul style="list-style-type: none"> <li>Take this time to go back and fix any grammatical errors and review your work.</li> </ul>

Day 3-4

<b>Standards</b>	8-3.4 Analyze the position of SC on the issues that divided the nation in the early 1800's including the assumption of state debts, the creation of a national bank, the protective tariff and the role of the United States and the European conflict between France and England and the War of 1812.
<b>Learning Targets/I Can Statements</b>	I can explain and analyze the events and issues between England and France during the War of 1812.
<b>Essential Question(s)</b>	<p>In what ways did the people who supported the Louisiana Purchase differ from those who did not support the Louisiana Purchase ?</p> <p>What possible outcomes were there between France and England and the War of 1812 that prompted the sale of the Louisiana Purchase to the United States ?</p>
<b>Resources</b>	Source Reading/Worksheet
<b>Learning Activities or Experiences</b>	<p><b>Review Previous Article and Read Over Questions 5-minutes</b></p> <ul style="list-style-type: none"> <li>Review previous notes that were handed out in class.</li> </ul> <p><b>Greatest Real Estate Deal in History- 15 minutes</b></p> <ul style="list-style-type: none"> <li>Refer to the article to answer the questions from the article Greatest Real Estate Deal in History.</li> <li>Construct a Venn Diagram comparing and contrasting about the people who supported the purchase and the ones who did not support the purchase.</li> </ul> <p><b>Essay - 25 minutes</b></p> <ul style="list-style-type: none"> <li>Construct an essay about how the text compares those who supported the Louisiana Purchase to those who did not support the Louisiana Purchase.</li> </ul> <p><b>Closure- 5 minutes</b></p> <ul style="list-style-type: none"> <li>Review essay and check for grammatical errors and then correct the mistakes.</li> </ul> <p><b>Review Previous Article and Read Over Question- 5 minutes</b></p> <ul style="list-style-type: none"> <li>Review previous notes that were handed out in class.</li> </ul> <p><b>Greatest Real Estate Deal in History- 15 minutes</b></p> <ul style="list-style-type: none"> <li>Refer to the article to answer the questions from the article Greatest Real Estate Deal in History.</li> <li>Construct a Venn Diagram comparing and contrasting about the people who supported the purchase and the ones who did not support the purchase.</li> </ul> <p><b>Essay - 25 minutes</b></p> <ul style="list-style-type: none"> <li>Construct an essay about how the text compares those who supported the Louisiana Purchase to those who did not support the Louisiana Purchase.</li> </ul> <p><b>Closure- 5 minutes</b></p> <ul style="list-style-type: none"> <li>Review essay and check for grammatical errors and then correct the mistakes.</li> </ul>

Day 5-6

<p><b>Standards</b></p>	<p>8-4.1: Explain the importance of agriculture in antebellum South Carolina, including the plantation system and the impact of the cotton gin on all social classes.</p>
<p><b>Learning Targets/I Can Statements</b></p>	<p>I can explain the importance of agriculture in antebellum south including the plantation system and the impact of the cotton gin on all social classes in sequence and demand of more slaves after the invention of the cotton gin.</p>
<p><b>Essential Question(s)</b></p>	<p>In what ways did the cotton gin increase the need for slaves? Why?</p>
<p><b>Resources</b></p>	<p>Source/Worksheet</p>
<p><b>Learning Activities or Experiences</b></p>	<p><b>Review Previous Notes-5 minutes</b></p> <ul style="list-style-type: none"> <li>Review Guided Notes that were handled out during class before COVID-19</li> </ul> <p><b>Finish Essay - 15 minutes</b></p> <ul style="list-style-type: none"> <li>Finish and complete essay from previous lesson</li> </ul>
	<p><b>Cotton Gin and the Growth of Slavery – 25 minutes</b></p> <ul style="list-style-type: none"> <li>Read and analyze the article Cotton Gin and the Growth of Slavery</li> <li>Highlight and underline key words and phrases</li> <li>Answer the six questions that corresponds to the article and put them in sequence.</li> </ul> <p><b>Closure- 5 minutes</b></p> <ul style="list-style-type: none"> <li>Write down three key takeaways from the article.</li> </ul> <p><b>Review Previous Notes- 5 minutes (Day 6)</b></p> <ul style="list-style-type: none"> <li>Review Guided Notes that were handled out during class before COVID-19</li> </ul> <p><b>Finish Essay - 15 minutes</b></p> <ul style="list-style-type: none"> <li>Finish and complete essay from previous lesson</li> </ul> <p><b>Cotton Gin and the Growth of Slavery – 25 minutes</b></p> <ul style="list-style-type: none"> <li>Read and analyze the article Cotton Gin and the Growth of Slavery</li> <li>Highlight and underline key words and phrases</li> <li>Answer the six questions that corresponds to the article and put them in sequence.</li> </ul> <p><b>Closure- 5 minutes</b></p> <p>Write down three key takeaways from the article</p>

**Day 7-8**

<b>Standards</b>	8-4.1: Explain the importance of agriculture in antebellum South Carolina, including the plantation system and the impact of the cotton gin on all social classes.
<b>Learning Targets/I Can Statements</b>	I can explain the importance of agriculture in antebellum south including the plantation system and the impact of the cotton gin on all social classes in sequence and demand of more slaves after the invention of the cotton gin.
<b>Essential Question(s)</b>	In what ways did the cotton gin increase the need for slaves? Why?
<b>Resources</b>	<b>Primary Source/Worksheet</b>
<b>Learning Activities or Experiences</b>	<p><b>Review Notes -5 minutes</b></p> <ul style="list-style-type: none"> <li>• Review Guided Notes that were handed out before COVID-19.</li> </ul> <p><b>Eli Whitney – 20 minutes</b></p> <ul style="list-style-type: none"> <li>• Read and analyze the Eli Whitney article</li> <li>• Highlight and underline key words and phrases</li> </ul> <p><b>Eli Whitney Questions – 25 min</b></p> <ul style="list-style-type: none"> <li>• Answer the essay questions for the Eli Whitney article</li> </ul> <p><b>Closure- 5 minutes</b></p> <ul style="list-style-type: none"> <li>• Review each question and make sure the answers are correct.</li> </ul> <p><b>Review Notes- 5 minutes (Day 8)</b></p> <ul style="list-style-type: none"> <li>• Review Guided Notes that were handed out before COVID-19.</li> </ul> <p><b>Slave Life on Plantation- 20 minutes</b></p> <ul style="list-style-type: none"> <li>• Read and analyze the Slave Life on Plantation article</li> <li>• Highlight and underline key words and phrases</li> </ul> <p><b>Slave Life on Plantation Questions- 25 minutes</b></p> <ul style="list-style-type: none"> <li>• Answer the two essay questions for the Slave Life on Plantation article</li> </ul> <p><b>Closure- 5 minutes</b></p> <ul style="list-style-type: none"> <li>• Review each question and make sure that the answers are correct.</li> </ul>

Day 9-10

<p><b>Standards</b></p>	<p>8-4.1: Explain the importance of agriculture in antebellum South Carolina, including the plantation system and the impact of the cotton gin on all social classes.</p>
<p><b>Learning Targets/I Can Statements</b></p>	<p>I can explain the importance of agriculture in antebellum south including the plantation system and the impact of the cotton gin on all social classes in sequence and demand of more slaves after the invention of the cotton gin.</p>
<p><b>Essential Question(s)</b></p>	<p>How do you think the Senators of the North and South got along in the mid1800s? Do you think the newspapers would be more biased in the North or South?Why?</p>
<p><b>Resources</b></p>	<p><b>Primary Source Models and Articles</b></p>
<p><b>Learning Activities or Experiences</b></p>	<p><b>Read Model 1 -5 minutes</b></p> <ul style="list-style-type: none"> <li>• Read Model One on handout Day 9-10.</li> </ul> <p><del><b>When I Was in 4<sup>th</sup> Grade – 25 minutes</b></del></p> <ul style="list-style-type: none"> <li>• Follow the model and write an account of when you first heard about or read a book about slavery. Be sure to include how it made you feel.</li> <li>• Highlight and underline key words and phrases</li> <li>• Write a short protest letter following the directions from the worksheet Day 9-10.</li> </ul> <p><b>Caning of Senator Sumner- 20 minutes</b></p> <ul style="list-style-type: none"> <li>• Read the article <b>Model 3</b> and define key terms and answer the questions using the article.</li> </ul> <p><b>Closure- 5 minutes</b></p> <ul style="list-style-type: none"> <li>• Check work for correct answers and grammatical errors.</li> </ul> <p><b>Read Model 1 -5 minutes (Day 10)</b></p> <ul style="list-style-type: none"> <li>• Answer the essential question: How do you think slaves might have felt on a daily basis?</li> </ul> <p><b>Read 2 Models Under Question 4 – 25 minutes</b></p> <ul style="list-style-type: none"> <li>• Read both models and write a reflection.</li> <li>• Highlight and underline key words and phrases</li> </ul> <p><b>Finish Reflection - 20 minutes</b></p> <ul style="list-style-type: none"> <li>• Finish up Model 4 Reflection and answer Model 5 Leaving the Union (10 reasons) .</li> </ul> <p><b>Closure- 5 minutes</b></p> <ul style="list-style-type: none"> <li>• Check work for correct answers and grammatical errors.</li> </ul>

Day 11-12

<b>Standards</b>	8-4.1: Explain the importance of agriculture in antebellum South Carolina, including the plantation system and the impact of the cotton gin on all social classes.
<b>Learning Targets/I Can Statements</b>	I can explain the importance of agriculture in antebellum south including the plantation system and the impact of the cotton gin on all social classes in sequence and demand of more slaves after the invention of the cotton gin.
<b>Essential Question(s)</b>	How can newspaper articles make a villain look like a hero? Explain.
<b>Resources</b>	<b>Newspaper Articles and Political Cartoons Worksheet</b>
<b>Learning</b>	<b>Background Info-5 minutes</b>
<b>Activities or Experiences</b>	<ul style="list-style-type: none"> <li>• Read the Background Information on the worksheet.</li> </ul> <b>Southern Chivalry Cartoon- 15 minutes</b> <ul style="list-style-type: none"> <li>• Analyze the cartoon and make notes of what you see and how this cartoon makes you feel.</li> </ul>
	<b>Question 1 - 25 minutes</b> <ul style="list-style-type: none"> <li>• Read the question and write two paragraphs about how the artist wants you to view Preston Brooks and how this artist wants you to view Charles Sumner.</li> </ul> <b>Closure- 5 minutes</b> <ul style="list-style-type: none"> <li>• Make sure your two paragraphs are well constructed and are the length that is required.</li> </ul> <b>Review Notes -5 minutes (Day 12)</b> <ul style="list-style-type: none"> <li>• Review notes and relook at the cartoon and see if you can add any more points you missed previously.</li> </ul> <b>Southern Chivalry Cartoon- 15 minutes</b> <ul style="list-style-type: none"> <li>• Relook at the cartoon and make notes of what you see and how this cartoon makes you feel after a second look.</li> </ul> <b>Question 2 - 25 minutes</b> <ul style="list-style-type: none"> <li>• Read the question and write two paragraphs on why you think man people in the North were sympathetic to abolitionism and why man people in the South were for the continuation of slavery. Explain.</li> </ul> <b>Closure- 5 minutes</b> <ul style="list-style-type: none"> <li>• Make sure your two paragraphs are well constructed and are the length that is required.</li> </ul>

Day 13-14

<b>Standards</b>	8-4.1: Explain the importance of agriculture in antebellum South Carolina, including the plantation system and the impact of the cotton gin on all social classes.
<b>Learning Targets/I Can Statements</b>	I can explain the importance of agriculture in antebellum south including the plantation system and the impact of the cotton gin on all social classes in sequence and demand of more slaves after the invention of the cotton gin.
<b>Essential Question(s)</b>	In what ways do you think the invention of the cotton gin changed the southern economy and the involvement of slave labor in the South?
<b>Resources</b>	<b>Primary Source Article and Questions</b>
<b>Learning Activities or Experiences</b>	<p><b>Review Notes -5 minutes</b></p> <ul style="list-style-type: none"> <li>Review Guided Notes given out in class before COVID-19.</li> </ul> <p><b>Cotton Gin Background Article - 10 minutes</b></p> <ul style="list-style-type: none"> <li>Read and analyze the Cotton Gin Background article.</li> <li>Highlight and underline key words and phrases.</li> </ul> <p><b>Cotton Gin Questions - 30 minutes</b></p> <ul style="list-style-type: none"> <li>Answer all three questions pertaining to the article with a two paragraph explanation for each question</li> </ul> <p><b>Closure- 5 minutes</b></p> <ul style="list-style-type: none"> <li>Review questions and make changes without grammatical errors.</li> </ul> <p><b>Review Notes -5 minutes (Day 14)</b></p> <ul style="list-style-type: none"> <li>Review Guided Notes given out in class before COVID-19.</li> </ul> <p><b>Make Corrections - 10 minutes</b></p> <ul style="list-style-type: none"> <li>Reread questions from previous assignment and make corrections to paragraphs and check for grammatical errors.</li> </ul> <p><b>Essential Question - 30 minutes</b></p> <ul style="list-style-type: none"> <li>Answer this essential question in three paragraphs Essential Question: What impact did the cotton gin have on the institution of slavery during the 19<sup>th</sup> century? What do you think are some possible outcomes to the South gaining so many slaves?</li> </ul> <p><b>Closure- 5 minutes</b></p> <ul style="list-style-type: none"> <li>Review essential question and check for grammatical errors.</li> </ul>

Day 15-16

<b>Standards</b>	8-4.1: Explain the importance of agriculture in antebellum South Carolina, including the plantation system and the impact of the cotton gin on all social classes.
<b>Learning Targets/I Can Statements</b>	I can explain the importance of agriculture in antebellum south including the plantation system and the impact of the cotton gin on all social classes in sequence and demand of more slaves after the invention of the cotton gin.
<b>Essential Question(s)</b>	In what ways do you think the invention of the cotton gin changed the Southern economy and the slaves lives on the plantation?
<b>Resources</b>	<b>Primary Source and Questions attached</b>
<b>Learning Activities or Experiences</b>	<p><b>Review Guided Notes-5 minutes</b></p> <ul style="list-style-type: none"> <li>Review Guided Notes handed out in class before COVID-19.</li> </ul> <p><b>Cotton Gin and Slave Life - 25 minutes</b></p> <ul style="list-style-type: none"> <li>Read and analyze the article Cotton Gin and Slave Life article.</li> <li>Highlight or underline relevant facts about the Cotton Gin article.</li> </ul> <p><b>Cotton Gin Short Answer - 15 minutes</b></p> <ul style="list-style-type: none"> <li>Answer the four short answer questions.</li> </ul> <p><b>Closure- 5 minutes</b></p> <ul style="list-style-type: none"> <li>Review Questions and check for grammatical errors.</li> </ul> <p><b>Review Guided Notes-5 minutes (Day 16)</b></p> <ul style="list-style-type: none"> <li>Review Guided Notes handed out in class before COVID-19.</li> </ul> <p><b>Essential Question - 25 minutes</b></p> <ul style="list-style-type: none"> <li>Answer the following essential question in three paragraphs Essential Question: Why do you think the slaves were forbidden to learn how to read and write. What was the purpose do you think in this? Explain.</li> </ul> <p><b>Short Answer - 15 minutes</b></p> <ul style="list-style-type: none"> <li>Answer the following question is one paragraph. Short Answer: How does this article make you feel as to how the slaves were treated. Explain in your own words.</li> </ul> <p><b>Closure- 5 minutes</b></p> <ul style="list-style-type: none"> <li>Review Questions and check for grammatical errors.</li> </ul>



**Mr. Werts Work Packet 8<sup>th</sup> Grade Social Studies St. Andrews Middle School**

If you have any questions on how to do an assignment please feel free to contact me through email [brent.werts@richlandone.org](mailto:brent.werts@richlandone.org)

You must complete each days assignment in order to get credit for being at school otherwise you will be marked absent for that day.

As you complete each assignment please title your loose leaf paper with day corresponding to the assignment. This must be done for that day to get credit for the assignment.

(Example: Day 2 Assignment. Mr. Werts. Date: 3-16-20)

You do not have to write the questions but be sure to label your work correctly so that I will know.

These assignments are in accordance to the following 8<sup>th</sup> grade state standards for social studies:

**8-3.4:** Analyze the position of SC on the issues that divided the nation in the early 1800s, including the assumption of state debts, the creation of a national bank, the protective tariff and the role of the United States in the European conflict between France and England and in the War of 1812.

**8-4.1:** Explain the importance of agriculture in antebellum South Carolina, including the plantation system and the impact of the cotton gin on all social classes.

**8-4.2:** Analyze how sectionalism arose from racial tension, including the Denmark Vesey plot, slave codes, and the growth of the abolitionist movement.

**Directions: Read the passage below and answer the question(s) that follow.****Greatest Real Estate Deal in History?**

In 1803, the United States doubled in size when President Thomas Jefferson agreed to buy 828,000 square miles of land from France. This real estate deal came to be known as the Louisiana Purchase. Many scholars have called it the biggest feat in Jefferson's presidency because it so radically changed the United States.

It all started with Jefferson's plans to spread the U.S. territory and bolster trade of its goods. The population of the U.S. was skyrocketing, and the country had to expand to meet the geographical demands of its people. Specifically, people needed more land to graze livestock and raise crops. In addition to adding more land, Jefferson wanted to sell American goods all over the world. To do that, he needed a port because most goods were transported using boats. The port that U.S. wanted was on the Mississippi River in New Orleans. At the time, though, New Orleans was not owned by the United States. Thomas Jefferson wanted to change that.

Luckily for Jefferson, the Louisiana Territory that he purchased was enormous and included New Orleans. Its borders were the Mississippi River (east) and to the Rocky Mountains (west). It also went to Canada (north) and to the Gulf of Mexico (south). Before Jefferson bought it, the Louisiana Territory had changed hands a few times. France claimed it in 1682. After the French and Indian War (1754–63), France ceded it to Spain. Spain kept it until 1801 and then promised it to France in a secret deal.

When Spain owned the Louisiana Territory, the U.S. and Spain signed a deal in 1795 that said that the U.S. could use New Orleans for trade. Things changed when Spain gave the land back to France, though, because France had a strong emperor—Napoleon Bonaparte.

Napoleon wanted a huge empire that included land holdings in North America. When he took over France, he planned to stop the U.S. from using New Orleans. He also did not want the U.S. to move out west.

Jefferson decided to try to convince France to sell the Louisiana Territory to the U.S. Jefferson sent his right-hand man, James Monroe, to France to try to buy New Orleans and part of all of Florida. Monroe was authorized to spend up to \$10 million to make the deal a reality. Monroe was happily surprised when he got to France. Napoleon had changed his mind about allowing the U.S. to buy New Orleans. He offered Monroe the entire Louisiana Territory for \$15 million. Monroe immediately agreed because Napoleon was offering an enormous amount of land for a relatively low price.

Why would Napoleon offer this? He needed money badly because France was dealing with an outbreak of Yellow Fever as well as an imminent war with Great Britain. Napoleon, a strategic and intelligent leader, knew he needed to focus on his land in Europe. He also knew that he badly needed the money from the sale of the Louisiana Territory. With his sale to Monroe and Jefferson, Napoleon abandoned his plans for a massive empire in North America.

As a result of this monumental real estate deal between the U.S. and France, the Louisiana Purchase was drafted on April 30, 1803, and signed on May 2. When the land officially became part of the U.S. in December 1803, Jefferson sent explorers west almost immediately. Meriwether Lewis and William Clark led the Corps of Discovery Expedition in 1804. Some say that this real estate deal was the best thing Jefferson ever accomplished because it doubled the size of the country and secured ownership of New Orleans. At the time of the deal, though, many Americans believed the opposite was true about the deal. Those against the deal believed that the purchase of the Louisiana Territory was illegal because the Constitution did not give Jefferson the right to purchase land for the U.S. Technically, these detractors were correct. Jefferson was even aware of the fact that he did not have the right to buy land. Despite knowing that the law was technically not on his side in the deal, Jefferson decided to go ahead with the deal. He thought that passing up a deal like that would be ludicrous.

**Write a one page summary of "The Greatest Real Estate Deal in History?". Support your summary with details from the text. Each paragraph needs to be 5-8 sentences each. Summary in your own words.**

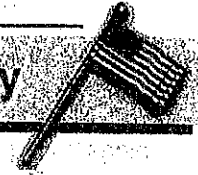
**Directions: Answer the following question(s) relating to the passage titled "The Greatest Real Estate Deal in History?"**

1. **The reader can conclude that Jefferson did not want to wait to get permission to buy the Louisiana Territory because he felt he might not get such a good deal from Napoleon if he waited too long. Which evidence from the text *best* supports this conclusion? Select *three* that apply.**
  2. Things changed when Spain gave the land back to France, though, because France had a strong emperor—Napoleon Bonaparte.
  3. Monroe immediately agreed because Napoleon was offering an enormous amount of land for a relatively low price.
  4. Why would Napoleon offer this? He needed money badly because France was dealing with an outbreak of Yellow Fever as well as an imminent war with Great Britain.
  5. He also knew that he badly needed the money from the sale of the Louisiana Territory.
  6. When the land officially became part of the U.S. in December 1803, Jefferson sent explorers west almost immediately.
  7. Despite knowing that the law was technically not on his side in the deal, Jefferson decided to go ahead with the deal.
2. **Which sentence *best* summarizes the central idea of the text?**
  - A. Thomas Jefferson was a great president.
  - B. Both Napoleon Bonaparte and Thomas Jefferson did things that were illegal to progress their causes.
  - C. The Louisiana Purchase changed the landscape, food production, and trade potential of the United States forever.
  - D. France, Spain, and the United States engaged in an extensive debate over which country should own the Louisiana Territory.
3. **What conclusion can be drawn about how the text compares those who supported the Louisiana Purchase to those who did not? You are to draw a Venn Diagram and write a Compare/Contrast essay. Support your answer with details from the text.**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## The Cotton Gin and the Growth of Slavery



The first African slaves arrived at the Jamestown Colony in Virginia in August 1619. They were listed as "bound servants" and were probably freed at the end of their term of service. The colonies needed workers to do the hard work of settling, clearing, and farming the land. While Northern colonists preferred using white indentured servants, the Southern colonists turned to buying black slaves. Eventually laws dealing with the practice of slavery made it a legal institution in the colonies.

By the 1790s, slavery had become an unpopular institution in the United States. Northern states abolished slavery either through court action or laws. While Southerners had much more money invested in slaves and were not prepared to abolish slavery, it seemed that the practice might die out on its own. Slaves were mainly used to grow rice and tobacco. Rice production was limited to the coastline of South Carolina and Georgia, and tobacco was hard on the soil, so many felt that slavery would end someday because it was not profitable.

However, that all changed when a young inventor named Eli Whitney invented the cotton gin in April 1793. While visiting a Georgia plantation as a tutor, Whitney heard the planters discussing the problem of separating the cotton from the seeds imbedded in the cotton boll. Sea island cotton was easier to clean (remove the seeds), but it only grew in a limited area along the coast. Upland cotton could be grown over much of the south, but it was extremely difficult to clean.

Whitney's machine was called a cotton gin. It was a box with a hand-cranked cylinder that fed the cotton through narrow slots, wide enough for the cotton, but too narrow for the seeds. The seeds dropped to the bottom and out of the way. With this machine, one person could do in a day what had taken months to do before.

Combined with the recent opening of the first cotton mill (business that turned raw cotton into usable thread and cloth) in the United States, the invention of the cotton gin led to an explosion in the production of and demand for cotton. In 1792, the United States produced 10,000 bales of cotton. In 1825, the cotton states produced 533,000 bales of cotton. Cotton plantations began to spread from the coast of Georgia to Mississippi. Slaves were now in high demand, and the price of slaves went up. It became clear that the South would never voluntarily give up this large pool of workers.

### Sequencing

Place these events in order from first to last by placing the numbers one through six on the blank next to each event.

- \_\_\_\_ A. Northern states abolish slavery
- \_\_\_\_ B. Cotton gin is invented
- \_\_\_\_ C. First African slaves in the colonies
- \_\_\_\_ D. U.S. produces 533,000 bales of cotton
- \_\_\_\_ E. Slavery seems to be decreasing
- \_\_\_\_ F. Slaves are in high demand

**Directions: Read excerpt and answer questions below each reading.**

Eli Whitney patented his cotton engine, or "gin," in 1794. A mechanical device to separate cotton fibers from cotton seed, it dramatically lowered the cost of producing cotton fiber. Formerly, workers (usually slaves) had separated the seeds from the lint by hand, painstaking work that required hours of work to produce a pound of lint. By mechanizing the process, the gin could produce more than 50 pounds of lint per day. Cotton fabric, formerly quite expensive due to the high cost of production, became dramatically cheaper, and cotton clothing became commonplace. In the early decades of the 19th century, Southern farmers changed more and more of their farming into highly profitable cotton production, and large-scale plantation agriculture became common in the Deep South states of Georgia, Mississippi, Alabama, and Louisiana.

The gin's effect on the economy and on the lives of the slaves who made up a significant part of that economy was complex. The cotton gin freed slaves from the hard labor of separating seeds from the lint by hand. At the same time, the dramatically lowered cost of producing cotton fiber, the increase in the amount of cotton fabric demanded by textile mills, and the increasing popularity of large-scale plantation agriculture resulted in a dramatic increase in the demand for more slaves to work those plantations. Overall, the slave population in the South grew from 700,000 before Whitney's patent to more than three million in 1850—striking evidence of the changing Southern economy and its growing dependence on the slave system to keep the economy running.

Cotton growing proved especially well-suited to slave labor. A relatively delicate plant, growing and harvesting cotton was a labor-intensive process. On large Southern plantations, much of that labor was provided by slaves working in gangs. Gang labor fit the slave system particularly well: dozens of slaves collected into a work crew could be supervised by a single white overseer, which made for more efficient work. Unlike solitary jobs like shepherding, which made constant supervision of individual slave workers extremely difficult from a practical standpoint, gang labor in the cotton fields allowed one overseer to supervise (and, when necessary, to discipline and punish) large numbers of slaves simultaneously.

- 1) What effect did the cotton gin have on the price of cotton? What did this effect have on the use of cotton?
- 2) What effect did the creation of the cotton gin have on slavery?
- 3) What was gang labor? Why was gang labor a positive for slave owners?

On large cotton plantations both the work and the punishments were constant and unforgiving. During the height of harvesting season, slaves worked from sun up to sundown; when the moon was full, they worked into the night as well. Slave owners varied in their reputations for physical violence, but none avoided punishment completely in the quest to extract more labor from their slaves. Beatings and whippings were frequently used to coerce un-compliant slaves; slaves who resisted labor or attempted to escape were punished with mutilation, sale away from their families, and occasionally death. There is no simple way to determine whether and how the cotton gin affected the lives of individual slaves. It is possible that the adoption of the gin made the working hours of a few individual slaves somewhat less difficult. However, given the barbarity of slavery generally—rampant abuse, the separation of families, lives of forced labor in acute deprivation, and the overarching dehumanization that the system enforced—it seems clear that any invention that encouraged the growth and expansion of the institution increased the misery of slaves. Given the cotton gin's effects on the spread of large-scale cotton agriculture and the resultant growth in the institution of slavery in the first half of the 19th century, it is difficult to portray its introduction as anything other than a disaster from the perspective of enslaved African-Americans.

- 4) Describe how slaves were treated. (5-8 Sentences)
- 5) Why can the creation of the cotton gin be considered a disaster for enslaved African-Americans? Explain.

Day: 9-10    8-3.4- 8-4.1    Name: \_\_\_\_\_ . Date: \_\_\_\_\_

**1. Model:** When I was in fourth grade I read a book called *To Be a Slave* by Julius Lester. It made me really upset, and I've thought differently about slavery ever since. The book quoted slaves who talked about what it was like to be sold into slavery and taken to America. I especially remember how awful the Middle Passage was. People were stacked in the holds of ships like they were boxes and bales. It was dark and dirty down there, and the slaves often got sick. When someone died, the slave ship's crew just threw the body overboard. The other thing I remember about the book was just wondering how anyone could treat a human being like they were something less, not even a real person. The slave traders stood the slaves up on blocks and auctioned them off. The people who came to buy slaves would check their teeth and everything. Now we are studying slavery in our history class, and I am reminded again of how wrong and terrible it is "To Be a Slave."

**TO DO:** Follow the model and write an account of when you first heard about or read a book about slavery, how did that make you feel and follow it up with what you would want to learn more about concerning slavery.

**2. Protest Letter Directions:** The president has announced a new \$30 tax on every video game manufactured by Japan and sold to the United States. Write a letter to the president in the space to protest the new video game tariff. Be sure to include all the vocabulary words in the letter.

**To Do:** Define these terms before you write your Protest letter on a separate sheet of paper.

Abolitionist, impressment, inflammatory, morality, nationalism, nullify, secession, sectionalism

**3. Model Reading:** The Caning of Senator Sumner in late May of 1856, Massachusetts Senator Charles Sumner gave a speech in which he personally insulted Southern senators for their support of the expansion of slavery into Kansas. Two days later, Preston Brooks, a congressman from South Carolina, beat Sumner unconscious with a heavy walking cane as he sat at his desk in the Senate chamber. The reactions in Massachusetts and South Carolina newspapers were very different.

The Courier, Boston, May 23, 1856. The telegraph gives us an account of an unmanly personal attack by a Representative of South Carolina upon Senator Sumner of Massachusetts, while our Senator was sitting at his desk. . . . There is no excuse for brutality—there is no excuse for the man who assaults another at disadvantage anywhere. . . . It is a well understood axiom [an obvious truth] and rule of the United States Congress, that no member shall be allowed to be held responsible for words spoken in debate. The member from South Carolina transgressed [violated] every rule of honor which should animate or restrain one gentleman in his connections with another, in his ruffian [tough or thuggish] assault upon Mr. Sumner. There is no chivalry [honor] in a brute. There is no manliness in a scoundrel. If Mr. Brooks is a nephew to Senator Butler, as it is said that he is, the Senator has only cause to regret that his blood runs through such ignoble [dishonorable] veins.

The South Carolinian, Columbia, May 27, 1856 We were not mistaken in asserting, on Saturday last, that the Hon. Preston S. Brooks had not only the approval, but the hearty congratulations of the people of South Carolina for his summary chastisement [punishment] of the abolitionist Sumner. Immediately upon the reception of the news on Saturday last, a most enthusiastic meeting was convened [held] in the town of Newberry, at which Gen. Williams, the Intendant [mayor] presided. . . . The meeting voted [Preston] a handsome gold-headed cane. . . . Here in Columbia, a handsome sum [a lot of money] headed by the Governor of the State, has been subscribed [promised by the people], for the purpose of presenting Mr. Brooks with a splendid silver pitcher, goblet and stick, which will be conveyed [taken] to him in a few days. . . . And, to add the crowning glory to the good work, the slaves of Columbia have already a handsome subscription [money promised by others], and will present and appropriate token of their regard to him who has made the first practical issue for their preservation and protection in their rights and enjoyments as the happiest laborers on the face of the globe.

**TO DO:** Answer the following questions in complete sentences.

**OBSERVE:**

- How did the people of Columbia reward Preston Brooks for his actions?
- How does the Southern writer describe the slaves of Columbia?
- What words and phrases does the Northern writer use to speak of Brooks and his actions?

**EVALUATE:**

Why does the Northern writer feel Brooks behaved dishonorably?

Why does the Southern writer feel Brooks behaved honorably?

**CONCLUDE:**

- Why is "no member shall be allowed to be held responsible for words spoken in debate" a useful rule for Congress?
- In what way do the different reactions to this event reflect larger political issues of the time?

4. **MODEL:** I belong to the school marching band, and there's nothing like it. When we're marching in a parade and the drums are booming around me, my heart practically beats in time to my feet. Everyone else is in rhythm, feet hitting the street with mine, and then the drum major's baton goes up. Trumpets, flutes, and trombones lift in unison. All at once, music blasts through the air. Our music. The feet, the drums, the music—all of us, together, we're like a sports team. We've got matching uniforms, even. Only instead of winning a game, we're winning the music. People yell and clap and stomp their feet as we go by. They want to be part of what we're doing. We like them okay. They're our listeners. But we are the band.

**MODEL:** I guess everybody has their crew. Mine is the skaters. We know what it means to do an ollie, a kickflip, a slide, and a grind. I should say grinds because there are a bunch of different kinds, like the 5-0, the Nosegrind, and the Hurricane. We know how amazing it feels to land a fingerflip airwalk or just to go airborne. A lot of people like skate parks, but me and my friends are just as happy when we find some good rails and stairs, like at a grade school whose name I won't mention. Trust me, it's great. And don't even get me started on the boards. You should see the art on some of those things. Sometimes I hear talk about skaters, like everyone thinks we're on drugs and shoplifting and stuff. But we're actually athletes. If you don't believe me, try doing an aerial or a lip trick yourself and see how it goes. You can call us artists, too. Only we use air, motion, and gravity instead of paint. We're always trying something new, helping each other out and competing with each other all at the same time. (Not the posers, though.) I go down to the skate shop just to see who's there. Other people get this weird look on their face when they hear us at school, like we're speaking a foreign language. But come hang with us sometime, and I'll show you what an ollie looks like.

**TO DO:** After reading the models write a one page reflection like the models given. Be sure to include your view as to why learning history in school is important and how you feel when you hear about the material in Social Studies class.

5. **Leaving a Union MODEL:** What would have to happen to make you leave your parent's home?

**TO DO:** Create a list of circumstances that would make you consider leaving the union of your family.

1.

2.

3.

4.

5. **TO DO:**

6. GIVE ME 10 REASONS ON A SEPARATE SHEET OF PAPER. THEN EXPLAIN IN 3-4 SENTENCES EACH

7. WHY YOU CHOSE THOSE CIRCUMSTANCES.

8.

9.

10.

## Slavery Divides the Nation Part 2

**Instructions:** Read the background information below and examine the picture. Answer the questions.

**Background:** In the mid-1800s, the USA was becoming drastically divided over the issue of slavery. Violence even broke out in Congress. A proslavery representative named Preston Brooks of South Carolina radically opposed the abolitionist movement. On May 22, 1856, Senator Charles Sumner of Massachusetts was delivering an anti-slavery speech in Washington D.C. in Congress. Preston Brooks attacked Charles Sumner with a cane for speaking against the South and slavery in the Senate chambers.



**SOUTHERN CHIVALRY — ARGUMENT VERSUS CLUB'S.**

1. How does the artist want you to view Preston Brooks? How does this artist want you to view Charles Sumner? Explain your reasoning behind your answer. (2-Paragraphs 3-5 sentences)
2. Charles Sumner was from the North in Massachusetts and Preston Brooks was from the South in South Carolina. Why do you think many in the North were sympathetic to abolitionism and many in the South were for the continuation of slavery? Explain. (2-Paragraphs 3-5 Sentences)



Day 13-14 8-4.1. Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Cotton Gin Background

Cotton is a soft fiber that grows around the seeds of the cotton plant. The seeds are sticky and sometimes difficult to separate from the cotton fiber. Before the invention of the cotton gin, in 1793, the process was extremely labor-intensive.

The cotton gin, a mechanical device which removes the seeds from cotton was invented by Eli Whitney in 1793. This new device could generate up to 50 pounds of cleaned cotton daily. This was double what could be cleaned by hand and helped make cotton production a lucrative business. It contributed to the economic growth of the Southern states of the US, a prime cotton-growing area. By 1860, cotton production represented more than half of all US exports. Some historians believe the invention also reinvigorated the slave economy and added decades to its life.

By the early part of the 19th Century, the Southern economy depended on the labor of African American slaves forced into providing cheap or free labor. In 1810 there were 1.2 million African American slaves in the US. By 1860 there were 4 million. Slaves were concentrated on the large plantations of about 10,000 big planters. Each of these plantations held 50-100 or more slaves.

1. How did the cotton gin make the harvesting of cotton more efficient? Explain 3-4 sentences
2. How effective was the cotton gin at processing cotton? (3-4 Sentences)
3. What impact did cotton ultimately have on American economy?

In two paragraphs 3-5 sentences each answer the following EQ:

**ESSENTIAL QUESTION:** What impact did the cotton gin have the institution of slavery during the 19<sup>th</sup> century?

What do you think are some possible outcomes to the South having so many slaves?  
Explain. 2 paragraphs

Day 15-16. 8-4.1. Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Cotton Gin & Slave Life

Slaves were forbidden by law to learn to read or write. As a result we have few written accounts of their lives. However, Solomon Northup's account survived. He was a New Yorker and a freeman when he was kidnapped and sold as a slave in 1841. The following excerpt is a description of the time he spent on a cotton plantation in Louisiana.

### Cotton Gin Background

*"The hands are required to be in the cotton field as soon as it is light in the morning, and, with the exception of ten or fifteen minutes, which is given them at noon to swallow their allowance of cold bacon, they are not permitted to be a moment idle until it is too dark to see, and when the moon is full, they often times labor till the middle of the night. They do not dare to stop even at dinner time, nor return to the quarters, however late it be until the order to halt is given by the driver. The day's work over in the field, the baskets are "toted," or in other words, carried to the gin-house, where the cotton is weighed. No matter how fatigued and weary he may be -- no matter how much he longs for sleep and rest -- a slave never approaches the gin-house with his basket of cotton but with fear. If it falls short in weight -- if he has not performed the full task appointed of him, he knows that he must suffer. And if he has exceeded it by ten or twenty pounds, in all probability his master will measure the next day's task accordingly. So, whether he has too little or too much, his approach to the gin-house is always with fear and trembling."*

### Cotton Gin & Slave Life

1. Please describe this particular slave's daily schedule from morning to night. (2-3 Sentences)
2. Slaves approach the gin-house with such fear. What happens if the slave:
  - a. Falls short in weight? Exceeds the weight of cotton he/she is supposed to pick for the day?
3. ON YOUR OWN: Describe how the cotton gin was both a "blessing and a curse." (Write two paragraphs explaining) ( 5-8 Sentences Each)

Essential Question: (5-8sentences) 2 Paragraphs

Why do you think the slaves were forbidden to learn how to read and to write? What was the purpose do you think in this? Explain and infer in your own words.