

State's Right to Secession Lesson Plan

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Subject/Lesson: SC History

Grade Level: 8

Overview/Description: This will be a role playing performance task in which students act as attorney's presenting an oral argument before the United States Supreme Court during the Antebellum Era.

Duration: 5 class period (52 minute)

Standards: 8-4: The student will demonstrate an understanding of the multiple events that led to the Civil War.

Objectives: Students will use oral arguments and digital presentation skills to demonstrate their understanding and comprehension of the events leading to the secession of South Carolina from the Union and their understanding of the civic due process of law.

Materials/Resources: SC Department of Education approved textbook for 8th grade SC History, access to Google Slides (or another appropriate digital presentation tool), class notes, prior knowledge, provided links (below), performance task description (below).

Procedures:

Day 1: Introducing project, reviewing content, grouping students, and overviewing rubric

Day 2: Brainstorming, researching and outlining

Day 3: Editing and practicing oral argument

Day 4: Presentations

Day 5: Presentations

Links for Resources:

Case Studies www.landmarkcases.org (access to records from influential cases in the United States)

SC Court Cases www.sccourts.org (access to records and video from SC Supreme Court oral arguments)

BrainPop Causes of the Civil War (worksheets attached)

iCivics www.icivics.org (worksheets attached)

Secession Ordinance www.constitution.org

Assessment/Evaluation: See Attached Rubric

Review/Closure: Real World Application: Show video (Washington Post article and video: "[So you want to Secede from the U.S.: a four step guide](#)")

Reflection Question: Taking what you learned about the secession process and your due process of law, do you feel as though states in current times have the right to challenge the national government and move toward secession? Explain your point of view in no less than two well formulated paragraphs.

Performance Task Description:

State's Right to Secession Performance Task

Year: Antebellum Era

Role: You will be an attorney (appellant or respondent) presenting an oral argument before the United States Supreme Court.

Audience: The United States Supreme Court

Task: Your job is to convince the justices that South Carolina should be allowed to secede (or not) from the Union, based upon the following events: The Compromise of 1850, The Dred-Scott Decision, Bleeding Kansas (The Kansas-Nebraska Act), John Brown's Raid on Harper's Ferry, or The Missouri Compromise. Along with your team, you will create and present an argument and counterargument (rebuttal) using and citing evidence to support your claim and argument. You will then present this to the US Supreme Court (the class) in Moot Court format. You will complete all your work on the google slides presentation (or another appropriate digital presentation tool) shared with you by the US Chief Justice (your teacher).

SC SS 8-4 Oral Argument Rubric

Names: _____

Date: _____

Claim/Thesis: South Carolina has (or does not have) a constitutional right to secede from the United States of America.

Argument: Based upon the events during the Antebellum Era (Bleeding Kansas / Comp. of 1850 / Dred-Scott Decision / Harper's Ferry / Missouri Comp.), South Carolina has (or doesn't have) the right to secede from the United States of America.

Criteria (Each is worth 20 points.)	Points
<p>Argument: Presentation, Delivery, & Creativity [3 minutes, This is why we are right.] Did we state our position clearly, speak clearly, project our voices, and speak towards our audience? Did we use our presentation time wisely? Did we seem passionate about our topic? Did we seem poised and confident as we delivered the information? Did we engage the audience in a creative manner? Did we use stout thinking?</p>	
<p>Argument: Organization, Information, & Technical Aspects Did we use GoogleSlides (or another appropriate digital presentation tool) to compile the information? Is the information presented in a logical manner? Did we use an <u>introduction</u> and a <u>conclusion</u>? Did we use at least 3 pieces of <u>evidence</u>, accompanied by their <u>rules/warrants</u>? Did we reference our sources? Did we use standard English with limited grammatical, punctuation and/or spelling errors?</p>	
<p>Counterargument (Rebuttal): Presentation, Delivery, & Creativity [2 minutes, This is why you are wrong.] Did we state our position clearly, speak clearly, project our voices, and speak towards our audience? Did we use our presentation time wisely? Did we seem passionate about our topic? Did we seem poised and confident as we delivered the information? Did we engage the audience in a creative manner? Did we use stout thinking?</p>	
<p>Counterargument (Rebuttal): Organization, Information, & Technical Aspects Did we use GoogleSlides (or another appropriate digital presentation tool) to compile the information? Is the information presented in a logical manner? Did we address the opposition's main points clearly? Did we reference sources as we developed and presented our counterargument? Were we prepared to address the opposition's main points?</p>	
<p>Participation, Works Cited, & Resource Credibility Did we stay on task and put genuine effort into our work? Did we pay attention and give respect while others were presenting? Did we allow others to speak their opinion without interrupting them? Did we list our sources? Are our sources reliable? Are our sources biased? If so, do we address the bias? Did we use at least three sources? Have we referenced Wikipedia as a source? [Do NOT use wikis such as WIKIPEDIA, ABOUT.COM, BUZZLE, etc...!]</p>	
Total	

Notes on Secession:

8-4.4 Evaluate the arguments of unionists, cooperationists, and secessionists on the issues of states' rights and slavery and the ways that these arguments contributed to South Carolina's secession.

Unionists:

- Members of the South Carolina secession convention in 1860 voted unanimously to secede from the Union.
- There were South Carolinians who strongly discouraged secession prior to the national election of 1860.
- Unionists favored the idea of remaining part of the Union.
- Although Unionists did not necessarily agree with the actions of the North states or the federal government, they did believe that the US Constitution was well-equipped to protect SC's way of life.

Cooperationists:

- Cooperationists were South Carolinians who favored seceding from the Union.
- Seceding was a last resort and only if it was done with the support of all the southern states.
- They believed that it would be a big mistake for South Carolina to secede without the cooperation and support of other southern states.

Secessionists:

- Secessionists, also known as radicals or fire-eaters, argued that breaking apart from the Union was the only answer for South Carolina.
- They believed that the issue was not debatable and had been ready to secede since as early as 1852.
- The events of the 1850s and the election of Lincoln convinced most South Carolinians to support the position of the fire-eaters.

Secession:

- When it became clear that Lincoln was to be the 16th president the SC legislature issued a call for a convention to determine the relationship between SC and the Union.
- The convention met at the First Baptist Church in Columbia but rumors of smallpox outbreak led them to quickly and conveniently adjourn & move to Charleston where support for secession was strongest.
- The SC leaders unanimously adopted the Ordinance of Secession.
- This political statement said that the federal government should not interfere with the decision making and freedoms of the individual states (states' rights).
- Because Lincoln was a Republican and therefore opposed to slavery in the territories (Free Soil - no new territories would allow slavery), many Southerners assumed that the federal government would soon make slavery illegal.
- Ending slavery would, in turn, end southern wealth, political influence and way of life.

- Without waiting for Lincoln to be inaugurated, South Carolina and six other southern states seceded from the union to protect the institution of slavery upon which their way of life depended.