

# The Civil War And The Meaning of Liberty

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## STUDENT READINGS

### Part I: Antebellum America (1830-1850)

Selected Key Events	Selected Key People	Selected Key Terms
Nullification Crisis, 1832 Indian Removal Act, 1830 Mexican-American War California statehood	Andrew Jackson James K. Polk David Wilmot John O’Sullivan	antebellum South antebellum North white supremacy domestic slave trade

### Part II: Abolition and the National Politics of Slavery (1830-1860)

Nat Turner’s Rebellion Compromise of 1850 Kansas-Nebraska Act presidential election of 1860	American Anti-Slavery Society Frederick Douglass Dred Scott John Brown	sectionalism resistance, rebellion, flight abolitionist movement “a house divided”
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### Part III: The Civil War and the Meaning of Liberty (1860-1865)

Crittenden Compromise Emancipation Proclamation Draft Riots of 1863 Battle of Gettysburg Special Field Order, No. 15	Abraham Lincoln Clara Barton General Ulysses Grant General Robert E. Lee	secession emancipation <i>habeas corpus</i> Thirteenth Amendment
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## PRIORITIZING UNDER-REPRESENTED HISTORIES

- Illustrates relationships among slavery, race, the growth of the economy, and the acquisition of territory through dispossession of Native people from their lands by the United States.
- Shows the agency enslaved people expressed through resistance, rebellion, and flight.
- Highlights leadership of Blacks in the abolition movement.
- Presents motivations and roles of Black and Native American soldiers in the war.
- Documents the participation of free and enslaved women during the war.

## SKILL DEVELOPMENT THROUGH LESSONS

A short description of each lesson can be found on the unit webpage [here](#).

Students will:

**Inquire** about the meaning of “liberty.”

**Read maps and interpret data sets** to explain the growth of the cotton economy.

**Analyze** images such as period political cartoons, battlefield drawings, and photographs.

**Compare and contrast** points of view among Black abolitionists.

**Close read** *Address to the People of the United States* and evaluate change over time in interpretation of the U.S. Constitution.

**Analyze** letters, diaries, and written narratives to understand the impact of the war on individuals and families.

**Use food** as a historical source.

**Summarize** one of four political positions, acting as historians and using primary source excerpts, that was taken in the spring of 1864 on the Thirteenth Amendment.

**Design** a memorial to understand the phenomena of historical memory.

## LINKS FOR FURTHER CURRICULUM EVALUATION

**Videos** - A free online [video collection](#) accompanies this unit, and the videos are incorporated throughout the Digital Editions. These selected videos highlight under-represented voices:

- [What is the importance of the abolition movement?](#)
- [What did freedom mean to enslaved people?](#)
- [How did enslaved people create freedom?](#)

**Print Format** - This unit [preview](#) includes the table of contents, a reading excerpt, and a sample lesson plan.

**Digital Editions Format** - Interested in what the Digital Editions format looks like? Check out our web-based curriculum [here](#).