



Paideia Seminar Lesson Plan



1861 U.S. Slavery Map

Grade/Subject

HS / Social Studies



Ideas, Values:

Constitution, Freedom, Government, Human Rights, Law



Pre-Seminar Content



Launch Activity:

Read and discuss with students the text of the Emancipation Proclamation. In particular, discuss why Lincoln (and his advisors) might have chosen to free the slaves in certain states and districts and not others.



Inspectional Read:

Display the map in as large a format as possible using an interactive white board. Also distribute copies to the participants for their personal examination and note taking. Discuss with students what the shading on the map indicates and note the date. Ask students to practice their historical thinking to discuss how President Lincoln might have used such a map during the Civil War.

Identify any unfamiliar terminology on the map (including the charts and graphs at the bottom) to discuss in the vocabulary section below.

Background Information:

This map was produced by the U.S. Coast Survey in 1861 using census data from 1860, and it shows the relative prevalence of slavery in Southern counties just before the start of the Civil War. The map, which shades counties based on the percentage of total inhabitants who were enslaved, shows what a range there was in levels of Southern enslavement.

Historian Susan Schulten notes that President Lincoln referred to this particular map often, using it to understand how the progress of emancipation might affect the progress of Union armies. The map even appears in the famous Francis Bicknell Carpenter portrait “First Reading of the Emancipation Proclamation of President Lincoln,” in the lower right corner of the room.

Vocabulary:

Have students use an online (or bound) dictionary to define any unfamiliar terms identified during the *Inspectional Read*.

Analytical Read:

Divide students up into 15 teams and assign one state from the chart at the bottom of the map to each team at random. Have the teams study all the available information on their states from both the map and the accompanying graphics. Have each team then compose a one-paragraph summary of what they learned from a close examination of that state to share with the entire class—including anything unusual or surprising they discovered.



Pre-Seminar Process

-  Define and state purpose for Paideia Seminar.
-  Describe the responsibilities of facilitator and participants.
-  Have participants set a Personal Goal.
-  Agree on a Group Goal.

Seminar Questions

Opening (Identify main ideas from the text.):

- ❖ What element of this map is most interesting when you first look at it as a whole? (round-robin response)
- ❖ What makes that element interesting? (spontaneous discussion)

Core (Analyze textual details.):

- ❖ According to this map, in what regions of the United States is slavery most prevalent? Why do you think that is the case?
- ❖ According to this map, in what regions of the U.S. is slavery least prevalent? Again, why do you think that is the case?
- ❖ What does this map suggest about the economy of the various regions of the South? Why?
- ❖ If you were Lincoln's Secretary of War (Edwin Stanton), how would you recommend that he prosecute the war against the southern states based on the distribution of slavery? Why?

Closing (Personalize and apply the ideas.):

- ❖ Imagine for a moment you are a member of President Lincoln's cabinet advising him on the composition of the Emancipation Proclamation. Based on this map, what advice would you give him about outlawing slavery in the various sections of the United States? Why?

Post-Seminar Process



Have participants do a written self-assessment of their personal participation goal.

 Do a group assessment of the social and intellectual goals of seminar.

 Note reminders for next seminar.



Post-Seminar Content

 *Transition to Writing:*

Have participants take notes to brainstorm ideas that they heard, read, and thought during seminar related to the ideas under discussion (and the paragraphs written during the *Analytical Read*).

 *Writing Task:*

How might the distribution of slavery in the U S. affected the composition of the Emancipation Proclamation? After reading and discussing the 1861 U S. Slavery Map on the relative distribution of slavery in 15 states, write an essay in which you argue the causes of the Emancipation Proclamation and explain the effects of the distribution of slavery on its composition. Support your discussion with evidence from the map. (Argumentation/Cause-Effect)

(LDC Task#: 10)



 *Brainstorm:*

Invite participants to talk in pairs for two minutes to share thoughts about what the writing task is asking and how they might respond.

Structure the Writing:

Allow a few minutes for all to sketch an outline for their writing. Draft the outline and use it to refine their thinking. Provide students with an outline template or templates as necessary to scaffold this stage.

First Draft:

Challenge all to draft their essays by listing key points about the distribution of slavery in the various regions and how that might have affected the composition of the Emancipation Proclamation. Refer to the original map in detail in order to illustrate key points.

Collaborative Revision:

Have participants work in pairs to read their first drafts aloud to each other with emphasis on reader as creator and editor. Listener says back one point heard clearly and asks one question for clarification. Switch roles. Give time for full revisions resulting in a second draft.

Edit:

Once the second draft is complete, have participants work in groups of three-four and this time take turns reading each other's second drafts slowly and silently, marking any spelling or grammar errors they find. (Have dictionaries and grammar handbooks available for reference.) Take this opportunity to clarify/reteach any specific grammar strategies you have identified as a need. Give time for full revisions resulting in a third and final draft.

Publish:

Link to the 1861 Slavery Map on the class web site and publish the student essays electronically in reference to the map. Also consider sharing the student essays with the Library of Congress, where they can be archived for future reference.

This Paideia Lesson Plan was created by:

Name: Terry Roberts

Organization: National Paideia Center



For an introduction to the map as well as a “zoomable” version of the map itself, visit the following web site:

http://www.slate.com/blogs/the_vault/2013/09/04/abraham_lincoln_the_president_used_this_map_to_see_where_slavery_was_strongest.html?wpsrc=theweek