

Bleeding KS and John Brown

Teacher:

Kandee Muse

Lesson Title:

Bleeding KS and John Brown

Grade Level:

7th Grade

Big Idea:

Students are introduced to causes and then eventually effects of Bleeding KS. How the issue of slavery should be decided and this indecision/fraud lead to all the violence in the territory of KS.

Lesson Abstract:

This lesson is designed to give students an overview of Bleeding KS. They will explore legislative acts, influential people, places, and events that helped shaped this turbulent time in American History.

Standards Alignment:

Common Core Reading Standards for Literacy in History/Social Studies:

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

KS State Standards:

The student understands individuals, groups, ideas, events, and developments during KS territory and the Civil War (1854-1865).

Describes how the dispute over slavery shaped life in KS Territory (e.g., border ruffians, bushwhackers, jayhawkers, the Underground Railroad, free-staters, abolitionists).

Objectives:

The student will:

- Use primary sources and selected readings, to form and support their opinion based on the following question: “Was John Brown a hero or terrorist?”
- Identify causes of Bleeding KS.
- Describe how the dispute of slavery shaped life in KS Territory.

Vocabulary:

Abolitionist, border ruffian, bushwhacker, free-stater, jayhawker, martyr, popular sovereignty, proslavery, treason, Wakarusa War, Beecher's Bibles, Underground Railroad, Marias de Cynes Massacre, Pony Express, Pottawatomie Massacre

Lesson Implementation and Procedures:

At the very beginning of this lesson, I copy from www.kualumni.org a colorable and printable KU Jayhawk. At the top I write, 1st Beak, 2nd Head, 3rd Body, 4th Shoes and KU. Throughout the lessons, I will give short reading assignments for bellringers (usually two to three solid paragraphs). I then ask two questions over the reading, the students can pick either one to answer by writing it on the back of the workSheet. If they get it right, I initial and date it and then they color the body part that corresponds with how many they have answered correctly. (i.e. 1st day, correct answer color the beak. 2nd day wrong answer, no coloring, 3rd day correct answer color head since it is the 2nd part to be colored) If they miss it, I have them re-read and find the answer and point it out to me. You can decide if it needs to be politically correct coloring or allow the K-State fans to be devious!!!!

Short explanation about the stars: I started with Day 1, Day 2, etc but then I didn't want to label each day. So each assignment/lesson/learning process is starred instead of having the chronological order.

*****: Video from unitedstreaming "United States History 1800-1860". I only show a 4 minute clip from it. It introduces the idea of westward expansion, slavery expansion, and shows a picture of the Lincoln and Douglas debate. Review workSheet by showing the clip again. I will pause throughout the short clip to make sure the right answer is known, and to re-enforce ideas like why the two men at the end are very important people.

After the video, a discussion over how problems can be solved. Make it relevant to them (i.e. sports). What if you can't agree? What if you never find common ground? Then what?

Ready Set Go Whoa over the Introduction to Bleeding KS. Start writing on the board, the ideas for North and South. "Bleeding KS" people

*****: Before we can understand Bleeding KS, we have to understand the rules and legislative acts that were passed before KS became an official territory. I pass out a workSheet that has 4 different maps of the U.S. (I also have art boxes on the tables that have crayons, markers, and colored pencils. The students pick out 3 distinct colors: one free, one slave, and one popular sovereignty/choice) It has the look of the U.S. at that time (i.e. there is an accurate map of 1820 U.S.). There are two maps per side. From the KS Journeys textbook, the student reads the Compromise of 1820. On their paper, they write the concepts of this Compromise (i.e. MO slave state, Maine free state, 36 degree line). The students then color (with correct color) the concepts. Maine is free, use your free color and color Maine. Missouri is slave, use your slave color and color Missouri. The 36 degree line is drawn in with a pen/pencil and

labeled. The students then read the Compromise of 1850. On their paper, they write the concepts. They then color the concepts using the same colors as the Compromise of 1820. The “popular sovereignty/choice” color will be utilized here. (Make sure they have a key somewhere on their paper). KS-NE Act is next. The last map is used to show the North/free states, South/slave states, and border states.

***** Introducing John Brown www.territorialKSonline.org has a lesson plan called Dear Wife & Children everyone. It gives a background on Who was John Brown, Why was John Brown in KS Territory, What was the Battle of Osawatomie? Then students will utilize a graphic organizer and John Brown’s primary source letter to his wife that shows his thoughts and feelings on KS and the issue of slavery.

***** Still Introducing John Brown. www.territorialKSonline.org has a lesson called This Guilty Land. It uses primary sources, photograph of artifacts, or songs from this time period that introduces John Brown. This information is presented on “cards”. As the students go through the cards, they place them into two piles: 1) what John Brown says about himself or that it is a direct quote from him and 2) what others say about him

This lesson has a graphic organizer that asks 4 questions. What does John Brown say about himself and his cause? What do others say about John Brown? What does John Brown do to end slavery? What do I think about John Brown and why?

***** Today more primary source documents, readings from Midnight Rising by Horowitz, other John Brown books, photographs, artifacts, and other readings to re-enforce the idea of John Brown’s character. Who is he?

***** Today the students will complete a Historic Character I Am Poem---John Brown. (This is attached at the end). After the students have presented their poem and have finished the audience participation worksheet, I have the kids open a new word document and type their “ideas” (from their poems). I just want the one word answer or possible two words....not the “I am” part or “I wonder” part just what they student put in. After they have completed this, save it. Go to the wordle website and have the student create a wordle using their poem. (I also complete a wordle with all of the student’s responses, it really shows their main ideas and concepts). (Sidebar: I found the Historic Character I Am Poem somewhere on the web, but I can’t find it again to give proper credit. So I did not create it and therefore am taking no responsibility for the awesome creativity of it).

***** Today we dive into the attempts at a constitution. I show a short power point on how “easy” it is for KS ratify a constitution and become a state. Then we examine Popular Sovereignty and the LeCompton Constution. This lesson plan is on www.territorialKSonline.org It explains the concept of popular sovereignty under the KS-NE Act. It also examines issues regarding political rights and how this issue of slavery would be determined politically. “Making

Sense of the Lecompton Constitution” is a table the students will fill out as they read background information.

***** Today the students will examine the rights and the Wyandotte Constitution. This lesson plan is on www.territorialKSonline.org . It evaluates this constitution with respect to the civil rights of women and African Americans. It also defines rights guaranteed, granted, and protected by state and federal constitutions. “Reading the Wyandotte Constitution” is the primary source document that the students will analyze the different aspects of this document.

Each constitutional lesson has a wrap up of why or why not it wasn’t ratified. I also created a power point that re-enforces these constitutional attempts. The students fill it out while reading in the KS Journey textbook. This power point also has thinking questions about Gov. Reeder, election fraud, bogus legislature, why people came to KS, what were they looking for, do you think they could live in KS without having an opinion on slavery....either way?

*****Now the kids are ready to complete the Bleeding KS Poster. I give them poster paper, glue, or art supplies. They can use the internet for research, finding pictures to print off (with permission before they do), may use clip art for ideas, and word to type their “captions”. They may not copy and paste, it has to be their own ideas!

Technology Integration:

www.territorialKSonline.org
KSbookfestival.KS.gov/kansapedia/bleeding-KS/15145
KSbookfestival.KS.gov/kansapedia/KS-nebraska-act/15159
KSbookfestival.KS.gov/p/online-exhibits-willing-to-die-for-freedom-introduction/15398
www.quia.com for quiz

Evaluation and Assessment:

Completion of projects: History Lab for John Brown epitaph (this will also include the answer to their opinion hero or terrorist), Bleeding KS poster, 4 constitutional attempts power point.

Quia quiz

Extension and Enrichment:

I modify this assignment by allowing the student to choose two people and four key terms on the Bleeding KS poster.

For enrichment, I have created games on www.quia.com that re-enforce the concepts while the kids are playing games like battleship, hangman, rags to riches, challenge board, memory,

concentration. These are available online through my quia account. I can either have the kids log-in or just click on the link to the game from my homepage.

Day 1 Video workSheet

1. When CA was admitted, how many states were there in the Union?
2. What ocean is on the western part of the U.S.?
3. What ocean is on the eastern part of the U.S.?
4. What grew from 2.5 million in 1760 to 25 million in 1850?
5. The Federal Postal Service launched a twice weekly postal service that guaranteed mail would be delivered in from St. Louis, MO to San Francisco, CA in _____ days.
6. In 1860, the _____ was created because they thought they could deliver the mail faster.
7. Name the two major cities involved in the Pony Express. Where did it start and end?
8. How long did it take the Pony Express to make this run?
9. The Southern economy was based on **factories or agriculture**
10. The Northern economy was based on **factories or agriculture**
11. As a result the **North or South** was much richer
12. Generally, the **North or South** opposed slavery
13. **True or False:** The Southerners thought slavery was vital to their economy and it would collapse without it.
14. The KS territory was settled by **Northerners or Southerners or Both**
15. A proslavery band of Missourians crossed into KS and destroyed the town of _____ (a free state town, supporting the North cause.)
16. At the very end of the video, identify the two politicians. One has a white coat and is standing at the podium, giving his speech. The other is behind him in a black coat, waiting his turn.

Introduction to Bleeding KS

<http://history1800s.about.com/od/1800sglossary/g/blKSdef.htm>

Definition: Bleeding KS was a term coined to describe the violent civil disturbances in the US territory of KS from 1854 to 1858. The violence was provoked by the KS-Nebraska Act, a piece of legislation passed in the US Congress in 1854.

The KS-Nebraska Act declared that "popular sovereignty" would decide whether KS would be a slave or free state when admitted to the Union. And people on both sides of the issue flooded into the KS territory in order to weigh any potential vote in favor of their cause.

By 1855 there were actually two competing governments in KS, and things turned violent the following year when an armed force in favor of slavery burned the "free soil" town of Lawrence, KS.

The fanatical abolitionist John Brown and his followers retaliated, executing several pro-slavery men at Pottawatomie Creek, KS in May 1856.

The violence even spread into the US Capitol. In May 1856 a congressman from South Carolina violently attacked a Massachusetts senator with a cane in response to a fiery speech about slavery and the unrest in KS.

Violent outbreaks continued until 1858, and it is estimated that approximately 200 people were killed in what essentially a minor civil war (and a precursor to the American Civil War).

The term "Bleeding KS" was coined by the influential newspaper editor Horace Greeley, editor

Bleeding KS Poster project (at the end of the unit)

Poster project must include:

1. 4 Constitutional attempts
2. Missouri Compromise

3. Compromise of 1850
4. KS-NE Act
5. John Brown

Select 4 other people from the list below:

David Rice Atchison, Stephen Douglas, James Lane, Abraham Lincoln, Andrew Reeder, Charles Robinson, Charles Sumner, Dred Scott, William "Bloody Bill" Anderson, William Quantrill, Secret Six, Eli Whitney, William Lloyd Garrison, Sheriff Jones

Select 8 key terms/ideas from the list below:

Abolitionist, border ruffian, bushwhacker, free-stater, jayhawker, martyr, popular sovereignty, proslavery, treason, Wakarusa War, Beecher's Bibles, Underground Railroad, Marias de Cynes Massacre, Pony Express, Pottawatomie Massacre

Finally, you must have when KS becomes the 34th state.

I will give you the rest of the week in class to work on this, it will be due Jan 20th.



According to www.dictionary.com, an epitaph is

1. a commemorative inscription on a tomb or mortuary monument about the person buried at that site.
2. a brief poem or other writing in praise of a deceased person.

John Brown led an interesting life. Some believe he was a hero and martyr. Others say he was a terrorist. Whichever side you believe, his life wasn't dull. From his early years with his father, throughout Bleeding KS, to his fall at Harper's Ferry, John Brown was never sitting still.

Pretend John's wife has approached you to write an epitaph for him. What do you say? Is it positive? Negative? Did you support his cause? Or maybe, just his bravery? Was he a coward? As you decide which side John Brown is on, support it with evidence based on the ideas that you read (primary source documents, artifacts, photographs, I Am poems).

Your assignment is to write an epitaph for John Brown. Remember an epitaph is usually positive, however, if you disagree with him....then by all means, write how you feel (but support it with evidence.)

Please don't ask me how long it needs to be....you are writing about a very complexed man. (In other words, one sentence isn't enough)

Your epitaph may be a poem, brief writing, or more of a narrative. Please use the back of this page for your epitaph.

Historic Character I Am Poem---John Brown

Directions: Fill in each of the spaces below by following the prompts. Don't use the same idea/concepts/word unless the poem asks you too.

I am a (name two special things about your character)

I wonder (something your character would really wonder about)

I hear (something your character would hear)

I see (something that your character would see)

I am (repeat the first line of your poem)

I pretend (something your character would want to pretend)

I feel (something going on in your character's life)

I touch (what might your character touch)

I worry (what would really bother your character)

I cry (what made your character really sad)

I am (repeat the first line of your poem)

I understand (something your character knows very well)

I say (something your character believes in)

I dream (something your character dreams about)

I try (something your character really makes an effort about)

I hope (something your character actually hopes for)

I am (repeat the first line of your poem)

John Brown poem audience response:

Who is presenting _____

List three things this poem lists about John Brown.

What was the best line/idea of this poem? Explain.....

Who is presenting _____

List three things this poem lists about John Brown.

What was the best line/idea of this poem? Explain.....

Who is presenting _____

List three things this poem lists about John Brown.

What was the best line/idea of this poem? Explain.....

Bleeding KS People

Name _____

1. I am the first governor of the state of KS.

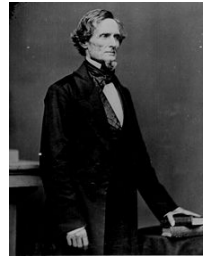
I am strongly against slavery and
join the free soil party. Who am I?



2. I am a bushwhacker who burnt the city of

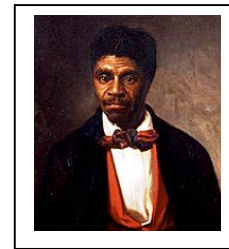


Who am I?

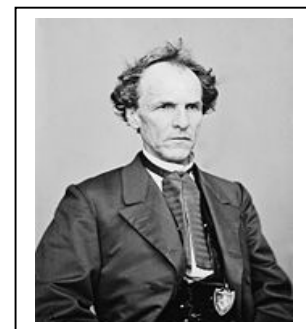


Lawrence.

3. I am a slave who had a case heard before the Supreme Court of the United States. I lost and that ruling upheld the Fugitive Slave Law. Who am I?

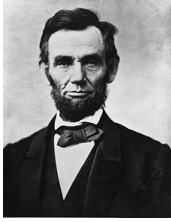


4. I am part of the free soil party and became one of the state's first senators. I escaped the burning of Lawrence by hiding out in a cornfieldin my nightshirt. Who am I?

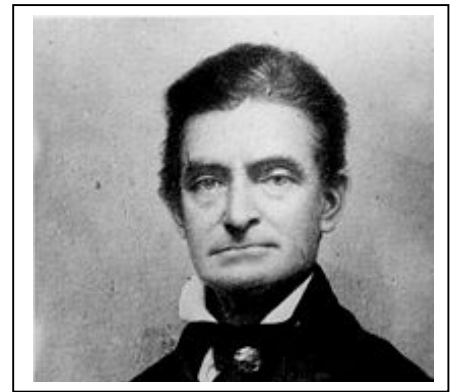


5. I am the President of the Confederate States of America. Who am I?

6. I am President of the United States of America. Who am I?



7. I am a fanatical Jayhawker. I believe slavery is wrong and try to get rid of it. In an attempt to lead a slave revolution, I lead a raid on the arsenal at Harper's Ferry, VA. It is not successful and I am caught and eventually, hung for my crime. Who am I?

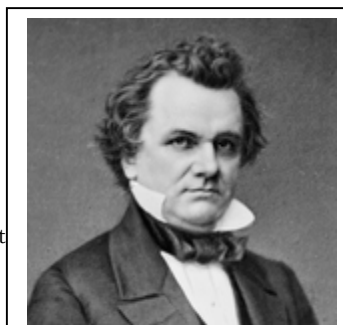


8. I am a bushwhacker leader from Missouri who earned



the nickname "Bloody Bill". Who am I?

1. I am a senator from Illinois who introduced the KS-NE Act of 1854. This act opened the territories of KS and Nebraska up for settlers. Who am I?



I

Words: This is the study guide/guided practice for this “chapter”

Popular sovereignty

Free soil

Fanatical

Ban

Open-minded

Guerrilla warfare

Bushwhacker

Jayhawker

Border Ruffian

Abolitionist

People

John Brown

William Quantrill

Dred Scot

Abraham Lincoln

Jefferson Davis

Stephen Douglas

James Lane

Charles Robinson

William Anderson

Places

Lawrence, KS

Harper's Ferry, VA

Mine Creek, KS

Osawatomie, KS

Topeka, KS

Potawatomie Creek

Leavenworth, KS

Legislation

Missouri Compromise (1820)

Compromise of 1850

KS-NE Act (1854)

3/5th Compromise

Key Ideas

Underground Railroad

Pony Express

Economy of North? South?

Why did KS become known as “Bleeding KS”

Why did the KS territory have two governments?

The different Constitutions (Topeka, Lecompton, Leavenworth, Wyandotte)

New England Emigrant Aid Societies

KS became a state on _____