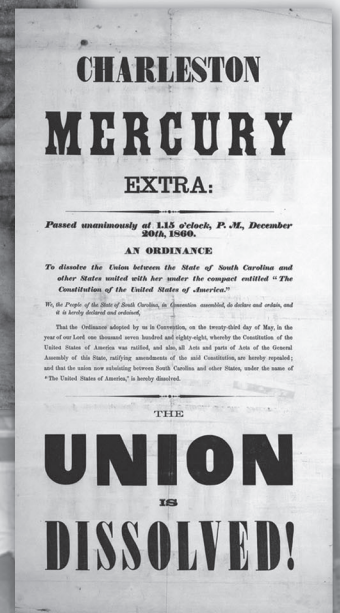


Name: _____

A Nation Divided



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PORTFOLIO

A Nation Divided

Episode 1

Frieze Guide.....	5
Broadside Guide.....	6

Episode 2

The Family	7
Make a Character.....	8
Character Introductions	9
Active Listening Guide.....	10, 11

Episode 3

Life in the 1860s.....	12, 13
Read for Information	14
Research	15
Present Report	16
Taking Notes: Historical Events.....	17

Episode 4

The Underground Railroad.....	18, 19
Read for Information: The Underground Railroad	20
Take a Position	21

Episode 5

Read for Information: Chattanooga Times	22, 23
Who Should be President?.....	24
Reflect on the Presidential Election	25

Episode 6

Take a Position on Secession.....	26
Reflect on the Town Meeting	27

Episode 8

Write a Sense Poem	28
Word Bank	29
Glossary.....	30



FRIEZE GUIDE

Work in your group to plan and make your section of the setting.

1. Discuss the ideas below.

Select two ideas from the list to focus on while working together.

- _____ Be flexible.
- _____ Set a positive tone and be respectful of each other.
- _____ Be supportive and listen carefully to each other's ideas.
- _____ Work to resolve conflicts in a positive way.
- _____ Do a fair share of the work in the group.

2. Plan the setting.

Make a list of features for your section of the setting.

_____	_____
_____	_____
_____	_____

3. Assign jobs. Get to work!

4. Assess your work.

Look at the list above. What did you do to work together effectively?



BROADSIDE GUIDE

A well-written broadside can attract attention and encourage tourism. Think about your message. Use the questions below as a guide.

1. Imagine you are standing on the main street. What do you see?

2. What makes this a great place to live? Record two or three ideas that you can write about.

3. Make a list of words that vividly describe this place. Look at the word bank for ideas.

4. Draft the broadside.

- Write short phrases or sentences.
- Think about organization:
 - What should be stated first?
 - What size should the words be?
 - Should the words all be the same size?

5. Edit the broadside. Ask a classmate to help you edit, using the questions below as a guide.

- Does the information make sense?
- Does it attract attention?
- Is it easy to read?
- Will it encourage people to come to your town?
- Are all the words spelled correctly?

6. Make the final copy.



THE FAMILY

1. DEFINE YOUR FAMILY UNIT.

What is your family's last name(s)? _____

List the names, ages, occupations, and skills of each family member.

First Name	Age	Occupation	Special Skills

Where were your family members born? If they were not born in this town, what caused them to move here? Look at a map of the United States in the 1860s to get ideas.

2. GIVE YOUR FAMILY A "PERSONALITY."

What leisure activities do you enjoy together?

What is a favorite food or recipe of the family?

What is an interesting story you can tell about the family?

Assessment: Answers are complete and realistic to the time and place.



MAKE A CHARACTER

Follow the steps below to make your character. Decide what your character will look like, including hair, facial expression, and clothes.

1. Make the body.

- ☐ Draw a rectangle about 2 1/2 inches wide by 4 inches long.
- ☐ Cut out the rectangle.

2. Make the head.

- ☐ Draw a circle about 2 inches in diameter.
- ☐ Cut out the circle.

3. Make the arms and legs.

- ☐ For the arms, draw two rectangles about 4 inches long by 3/4 inch wide.
- ☐ Draw two more rectangles approximately 1 inch longer for the legs.
- ☐ Cut out the rectangles.

4. Put the body together.

- ☐ Position the head, arms, and legs on the body.
- ☐ Glue the body together.

5. Make clothing realistic to your character in the 1850s.

- ☐ Place the body on fabric or paper.
- ☐ Trace around the shape to make clothing.

6. Mount the figure and add details.

- ☐ Glue the figure on construction paper.
- ☐ Glue clothing on the figure.
- ☐ Add details such as hair, feet, hands, facial features, jewelry, or a hat.

Assessment: Directions are followed for making a realistic character. The size is appropriate, clothing is appropriate for the job role and the 1850s, and details are included. The character is fully completed.



CHARACTER INTRODUCTIONS

Prepare an introduction of your character, using the guidelines below. You are going to introduce your character as though you were that person. With your partner, decide how you want to introduce yourselves using the following guidelines.

- Get into role. Remember you live in the 1850s—a more formal time than now. You are meeting the people in your town for the first time so you want to make a good impression. What information will be interesting to share about your family?
- Underline important information in your biography. Be sure to include your name and position in the family.
- Decide what else to tell about yourself.
- Keep your introduction short and to the point.

Prompts for introduction:

You can begin by saying: I would like to introduce the (name of family)...

Name and family position: _____

Two interesting things about you:

1) _____

2) _____

Practice your introduction with your partner. Use the checklist below to give feedback to your partner.

Checklist for a good introduction:

- ☐ Am I in character?
- ☐ Am I including important information and interesting details?
- ☐ Was the information believable and realistic to the time and place?
- ☐ Did I speak clearly and confidently?
- ☐ Did I make eye contact with my partner?

Make improvements as necessary.



ACTIVE LISTENING GUIDE

Family Introductions

Complete the rectangular box for your family. As families are introduced, fill in a circle for each family—family name and business. After each group of families is introduced, draw lines to families showing how they might be connected to each other and write that on the connecting line. For example, some families may be friends while others may be customers. Think about all the ways families can be connected.

Family name

Family business

Family name

Family business

Family name

Family business

Family name

Family business

Family name

Family business

Family name

Family business

My family name

Family business

Family roles

Family name

Family business

Family name

Family business

Family name

Family business

Family name

Family business

Family name

Family business

Family name

Family business

Family name

Family business

Family name

Family business



LIFE IN THE 1860s

The North and the South were very different in lifestyle and culture in the 1860s. It was said that the South picked cotton and the North weaved it into fabric. This simple statement captures the main difference between the North and the South.

THE NORTH

While agriculture was the primary feature of the South, the North had many industries. The railroad allowed for the efficient transportation of goods from one place to another. Corn and wheat were quickly transported from farms to cities, so farmers grew more food. The inventions of the steel plow and horse-drawn reaper contributed to increased food production as well. Because of these new inventions, fewer workers were needed on farms, so many people moved to work elsewhere, such as in mills in Massachusetts, coalfields in Pennsylvania, and the railroad yards of Chicago. These jobs were difficult and dangerous. Some would say the work was as bad as slave labor in the South. Children of ten years of age or younger worked in the mills, and 12-hour workdays were common. Accidents in the mills were frequent, with little attention given to safety. This was especially hard on young children who were not as cautious when working around the dangerous equipment.

THE SOUTH

Slavery had long been accepted as a way of life. The first African slaves arrived in America in 1619. Southern plantation owners believed that their job was to civilize the African. Slaves were seen as childlike and ignorant. However, the treatment of slaves was frequently harsh; clearly, they were not treated as family members, as some claimed. Many slaves were tortured, as noted in this narrative: "One master is known to put slaves in a barrel with nails driven into it, then roll them down a hill. Another puts salt and pepper in lash wounds and blisters them by a fire and then allows a cat to claw the sores until they bleed." *

Slave families were often split up. Fathers were sold to distant plantations, never to see their families again. Food was limited and slaves often worked 80 hours a week in the fields. Children ate their food from a trough, much like the way pigs were fed. It cost plantation owners a lot of money to keep slaves; money to buy machinery was not available because of the high cost of slavery.

* Rev. T.H. McCallie. *An Early Family Record: The McCallie Family in Tennessee*. Unpublished manuscript. pp. 66–67.



LIFE IN THE 1860s page 2

Compare and Contrast

Thus, the South was locked in a vicious cycle of maintaining its slavery system. While the North was growing rapidly because of labor saving machinery, the South was tied to slavery. In the North, people looked to the West for new land and opportunities; going west was a way to start new lives. In the South, the economy did not support these new opportunities. Slave revolts were a constant fear, and abolitionists in the North were stirring up this restlessness. It felt like the South was sitting on a powder keg, just waiting for something drastic to happen. Twenty-five percent of the people in the South were slave owners, and the other seventy-five were slaves and poor whites. All in all, life in the South was very difficult—except for the wealthy plantation families.

Daniel, C. ed. (1995) *Chronicle of America*. New York: Dorling Kindersley, p. 352.



READ FOR INFORMATION

THE NORTH	THE SOUTH
Type of work	Type of work
Who did the hard labor?	Who did the hard labor?
How did people respond?	How did people respond?

Assessment: At least two types of work are identified for both the North and South. Laborers are accurately identified for the North and South. At least two responses are identified related to the conditions in the North and South.



RESEARCH

Step 1 Select a topic: _____

Step 2 Write two questions that you want to know about your topic.

Question 1: _____

Question 2: _____

Step 3 Locate information about your topic. Find at least two sources.

Source 1: _____

Source 2: _____

Step 4 Take notes to answer the questions.

☐ Add other important questions if appropriate.

☐ Find illustration(s) to support the information.

Step 5 Organize the information.

☐ The content is accurate and interesting.

☐ The sequence of information is clear and logical.

☐ The illustration(s) supports the information.

Step 6 Draft your report.

Step 7 Edit your report.

☐ Is the information clearly explained?

☐ Is the information accurate?

☐ Is there a logical order to your report?

☐ Check for spelling, grammar, punctuation, and capitalization.

Step 8 Finalize your report.



PRESENT REPORT

You will present your report to the class. Use the guidelines below to prepare for your presentation.

The title of my report: _____

Three important facts to share about my topic:

What do I need to have ready for my presentation?

☐ Media ☐ Other visuals ☐ Props or costumes

What do I need to do to have an effective presentation? Practice with a partner! One way to practice is to record your presentation and then listen with your partner using the checklist below.

- ☐ Presentation demonstrates that you have rehearsed what you will say. (There are no pauses, "uhhs," rambling, or searching for something to say.)
- ☐ You speak clearly and confidently; words are correctly pronounced.
- ☐ Facial expressions and posture communicate interest and enthusiasm for the topic.
- ☐ Volume is loud enough so everyone can hear.
- ☐ Eye contact is made with audience.



TAKE NOTES: HISTORICAL EVENTS

As you listen to the reports, write key words or draw quick pictures that will help you remember an event.

Events	Transportation
People	Life at the time



THE UNDERGROUND RAILROAD

Life in our town has been tense. There is debate about the slavery issue and whether or not the North can tell the South what to do. There are no plantations in the area, so the people of Chattanooga do not have much contact with that way of life. Many believe in Jacksonian Democracy; that government should protect the interests of the “common man” and not the rich plantation owners.

Our town is made up of people from all regions of the United States, and even immigrants from other countries. We are a new town and people have different beliefs about slavery. The threat of a divided nation is of concern to the townspeople. Most feel that the nation should not be divided and it should remain one country. Furthermore, the townspeople do not want to go to war over the slavery issue. People feel very strongly about this. No war!

There are rumors that one of the families runs a station on the Underground Railroad.

The Underground Railroad is not really a railroad, nor is it underground. The term refers to a secret way in which slaves escape to the northern states and Canada. People use terms related to the railroad as code words to communicate about the escape routes. Hiding places are called “stations” and people who help slaves escape are called “conductors.” Runaway slaves travel by night and hide at the stations during the day. The conductors provide food, clothing, and sometimes take the runaway slaves to the next station. It is very dangerous not only for the runaway slaves, but also for the conductors. If conductors are caught, they can be jailed and pay an expensive fine. When runaway slaves are caught, they are often punished and then returned to their owners. Slave catchers are paid a lot of money for finding runaways, so there is great risk for everyone involved.

People of the town are quietly talking to one another about the Underground Railroad. Some families do not support the idea of an Underground Railroad. Helping runaway slaves is against the law. Whether slavery is right or wrong does not make any difference; one must obey the law. Others believe slavery is morally wrong, but keep their opinions on this issue to themselves because they do not want to get involved. When friends ask them how they feel about slavery, they change the subject or avoid answering the question.

Some families are simply afraid of what might happen to them if they voice support for the Underground Railroad. They do not want to risk being accused of supporting freedom for the slaves. They do not want people staying away from



THE UNDERGROUND RAILROAD page 2

their businesses because of what they think about slavery. The risks are great. Other families do not see anything wrong with slavery. Slaves have been around for a long time, and that is the way it is. "Why, some of our closest friends own slaves! Slaves are important for the economy." Some say, "If we did not have slaves, there would be many changes." These families like the way things are and do not want to see change.

A few families believe that slavery is wrong and that they need to do their part to help by having a station on the Underground Railroad. Some families speak out against slavery, but they do not want to get involved beyond making a verbal statement. There is a rumor that one of the families in the community has been involved in the Underground Railroad. Everyone in the family is sworn to secrecy. Any rumors of having a station could put the family in danger. However, the rumors persist. Tensions are growing.



READ FOR INFORMATION: THE UNDERGROUND RAILROAD

Two issues were identified that most of the townspeople agreed upon.

What were they?

1. _____

2. _____

What was the Underground Railroad?

People had different views about the Underground Railroad.

What were the positions?	Why did they hold those positions?
1.	
2.	
3.	
4.	

Assessment: The two issues of agreement were identified. Explanation of the Underground Railroad is accurate. Four positions related to the Underground Railroad are identified with a clear explanation for each position.



TAKE A POSITION

What is your position on the Underground Railroad? Do you support it or not?

Position: _____

Explain your position.

What are the risks to your family and job because of this position?

Assessment: A position is identified for the character's family. The explanation is logical to the character's family and circumstances. At least two risks for taking the position are identified, and the risks are plausible to the character and family. Responses demonstrate understanding of the Underground Railroad.



READ FOR INFORMATION: CHATTANOOGA TIMES

Chattanooga Times

LINCOLN RUNS FOR PRESIDENT

The Great Debater Wants to Be President of the United States

Chicago

May 1, 1860

In 1858, Abraham Lincoln ran for the United States Senate and was defeated by Stephen A. Douglas. Lincoln, a native of Kentucky, has also lived in Indiana and Illinois. Lincoln was born in 1809 in Kentucky, and his father was a farmer. Lincoln has gained experience in government having served four terms in the state legislature in Illinois. While serving in the state legislature, he studied law and received his license to practice in 1836. He then decided to run for the House of Representatives. In 1846, he was elected to the House of Representatives, but served for only two years.

In 1858, he was nominated to run against Douglas for the Senate. During the campaign he stated, "A house divided against itself cannot stand. I believe this government cannot endure, permanently half *slave* and half *free*." Lincoln believes that slavery should not be legal in the territories. Lincoln regards it "as a moral, social, and political evil."

Lincoln, the Republican Party candidate, wants government to support building a railroad to the Pacific Ocean. He believes that immigrants should be allowed to come to the United States. He advocates that the United States remain one nation.

A REMATCH!

Douglas wants to be President

Stephen A. Douglas gained national attention when he challenged Abraham Lincoln to seven debates back in 1858 when they were both running for the Senate. The focus of the debates was on whether or not slavery should be allowed in the new U.S. territories. Douglas argued that the people of each territory should have the right to decide that question. Douglas represented the Democratic Party and won the election to the Senate.

Douglas, who was born in 1813 in Vermont, moved to Illinois when he was 20 years old. He has a long record of public service, serving as a prosecuting attorney, state Supreme Court judge, and as a member of the House of Representatives and the Senate.

Douglas is not a slave owner, but he does not object if others own slaves. Douglas believes that the people have the right to decide whether they want slavery. He does not want to divide the United States over the slavery question. He believes that the United States must remain one nation. He thinks the problem of slavery can and must be settled peacefully.



READ FOR INFORMATION: CHATTANOOGA TIMES page 2

Chattanooga Times

TENNESSEAN RUNS FOR PRESIDENT

*John Bell Represents the
Constitutional Union Party*

John Bell, born in Nashville, Tennessee in 1797, is running for the presidency of the United States. Bell is patriotic and well qualified for the job. He is devoted to the Union and the United States Constitution, and the enforcement of its laws. Bell believes that the United States must remain one nation and not divide over the slavery issue. He supports slavery in the states that already have it, but not the expansion of slavery into new states or territories.

Bell served in the House of Representatives from 1827 to 1841 and was Speaker of the House from 1834 to 1835. He was Secretary of War in 1841. From 1847 to 1859, he was a senator from Tennessee. He was born in 1797 in Nashville, Tennessee, so the people of the state know him.

John Bell is a Jacksonian Democrat, believing government must protect the interests of the "common man." His ties to the state make him a "favorite son" of Tennessee.

VICE PRESIDENT BRECKINRIDGE CANDIDATE FOR PRESIDENT

*Breckinridge to Represent the
Southern Democratic Party*

John C. Breckinridge was elected Vice President of the United States in 1857 and serves under President James Buchanan.

Breckinridge was born near Lexington, Kentucky in 1821. After graduating from college, he became a lawyer. He fought in the Mexican War in 1847. In 1849, he was elected to the Kentucky State Legislature. In 1851, he was elected to the House of Representatives from Kentucky.

Breckinridge believes that the United States government must protect slavery. He believes that the U.S. Constitution protects the right of states to decide their own fate. This is the rationale for his support of slavery in the Southern states. With his experience as vice president, he understands the job of president.



WHO SHOULD BE PRESIDENT?

Complete the chart below based on your reading of Portfolio 15.

Presidential Candidate	Positive Attributes	Negative Attributes	Position on Slavery
Abraham Lincoln Republican Party			
Stephan A. Douglas Northern Democratic Party			
John Bell Constitutional Union Party			
John C. Breckinridge Southern Democratic Party			

Who do you want to be president? _____

Why? _____

Assessment: At least one attribute—either positive or negative—is identified for each candidate. Each candidate's position on slavery is accurate and based on the reading. A candidate choice is identified for president and includes a logical reason for that choice.



REFLECT ON THE PRESIDENTIAL ELECTION

Write and sketch a “script” that you would have with your family member about the results of the election. Use speech bubbles like the example shown below. Draw a series of boxes like a cartoon strip. Describe how you and your family feel about the results of the election. What are your concerns for the future? Include at least two picture boxes.



Assessment: At least two picture boxes are included. The character’s point of view is reflected in sketches and script, showing an understanding of the election. Feelings are included either in sketches or words related to the outcome of the election. The script is realistic to the events of the time and the characters in the family. The script effectively uses “voice” and “word choice.”



TAKE A POSITION ON SECESSION

What is your position on Tennessee seceding from the United States?

Position: _____

Explain your position.

Will you speak up about your position? _____

Why or why not?

How would war affect your family and job?

Assessment: A position is identified for the character. The explanation is logical to the character's family and circumstances. A logical explanation is included about speaking out or not. Included are at least two plausible ways in which the impending war will affect the family and their jobs. Responses demonstrate understanding of secession and impending war.



REFLECT ON THE TOWN MEETING

Write and sketch a “script” that you would have with your family member about the results of the town meeting. Use speech bubbles like the example shown below. Draw a series of boxes like a cartoon strip. Describe how you and your family feel about the meeting. What are your concerns for the future? Include at least two pictures.



Assessment: At least two picture boxes are included. The character’s point of view is reflected in sketches and script showing an understanding of the town meeting and impending war. Feelings are included either in sketches or words related to the meeting. The script is realistic to the events of the time and the characters in the family. The script effectively uses “voice” and “word choice.”



WRITE A SENSE POEM

Step 1 Select an event: The Siege or the Battle Above the Clouds.

Imagine you, as your character, have just lived through these two events. Picture one event in your mind. What would you see, hear, touch, smell, and feel? Complete the lines below with at least two descriptive words:

Example: I see stormy plumes of smoke

I see _____

I hear _____

I touch _____

I smell _____

I feel _____

Step 2 Write your poem.

Rewrite your poem on a separate sheet of paper. Do not include the first two words of each line. Think about:

Voice: Does the writer speak directly to the reader? Can the reader sense the person (character) writing the letter?

Word choice: Are the words chosen specific and accurate for the event described? Do the words used vividly describe the event?

Step 3 Add the finishing touches to your poem.

- Show your poem to someone else. Talk about the words you have used for your poem. Are these the best words to use? Does the poem create a vivid picture of the event?
- Check spelling and capitalization.
- Make any changes that will make your poem better.

Assessment: The character's point of view is reflected in the poem showing an understanding of the siege or battle. The poem effectively uses "voice" and "word choice" to describe events and feelings.



WORD BANK

Keep track of the words you learn or words that interest you. Words in your word bank may come from class discussion, research, or any other source during the unit. Next to each word, write a definition of the new word or words that describe the new word. You might even draw a sketch of the word to help you remember its meaning.

[illegible]

GLOSSARY

Abolitionist *noun* person who actively supported the end of slavery

Border States *noun* the states that had slavery but did not secede from the Union: Delaware, Kentucky, Maryland, and Missouri

Confederacy *noun* the 11 states that seceded from the United States of America in 1861

commemorate *verb* the action of honoring something or someone

candidate *noun* someone who is in the running for an award or position

Cotton Belt *noun* a region of the South in which cotton was the main crop grown

Deep South *noun* a geographical term for the southeast United States, including the following states: Alabama, Georgia, Louisiana, Mississippi, Texas, South Carolina, and Florida

endorse *verb* provide support for an idea or person

extended family *noun* a family defined by relatives not part of the immediate family

monument *noun* a type of structure to commemorate an event or person

political party *noun* a group of people that unite because of their similar ideas and feelings about government

secede *verb* to leave an organization or group

Underground Railroad *noun* a secret network of locations (called “stations”) where white “conductors” helped escaped Southern slaves move north

Union *noun* name referring to the United States of America during the Civil War