

Correlation of Activities to NCSS Standards

Standard II: Time, Continuity, and Change

e. Develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts.

- 1. Documentary TV Simulation*—The simulation presents both sides of the conflict, and the presentation allows the viewers to form their own judgment as to the right and wrong of what the participants in the events were trying to accomplish. (D-16)
- 2. Vote for a Qualified Leader*—Looking at photographs of Lincoln before 1860 and his features in 1865, it is easy to see how the war weighed heavily upon him. Finding his general, as students will try to do in this lesson, was only one of the problems he faced among the many of the Civil War. (D-26)
- 3. Battle of Kaymat Simulation Game*—Whatever feelings are aroused by the Civil War and Gettysburg (Kaymat), to read about the events that took place on that long-ago battlefield can often result in amazement and respect for all who fell and “gave the last full measure of devotion.” (D-44)
- 4. Whole-Group Discussion Questions*—The situations here focus on people in the backwash of events, away from the cataclysmic clash of armies, who try to cope with the situation they find themselves in as best as they can. (D-53)
- 5. The Trial of Andrew Johnson Play*—Students will find that Edmund Ross is the hero of the script; however, they will come to know the drama and anguish that he experienced while making this decision. Students will also question the roles of Sumner and Stevens and what they were trying to accomplish throughout the impeachment proceedings. (D-56)

f. Use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues.

- 1. Dred Scott Inner-Outer Circle Discussion*—The class preparation for the activity must go beyond describing a slave appealing for his freedom before the Supreme Court of the United States. Dred Scott wanted his freedom, but the Northerners and the abolitionists had other serious concerns that focused in the 1850s on the spread of slavery into the newly acquired territories. Southerners, too, were looking beyond Dred Scott, harboring fears that Northern domination of the federal government would eventually destroy their “peculiar institution” and bring economic ruin to the South. (D-8)
- 2. Vote for a Qualified Leader*—Students will analyze the resumés and dossiers of the candidates for general. Grant was an alcoholic, a failure at farming, and a failure at business. But as Lincoln said, “he fights,” and the gossip and rumors were ignored. Ulysses S. Grant was in his element when it came to waging total war against an enemy. (D-26)
- 3. The Trial of Andrew Johnson Play*—When students finish with the play, they will be able to determine that the proceedings were an effort on the part of the Radical Republicans in Congress to rid themselves of a president that was an impediment to their policies. By using their inquiry skills as they make decisions during the second part of the play, they come to realize that both Sumner and Stevens were motivated by the highest of ideals—to safeguard the freedmen and institute measures to reconstruct the Union. (D-56)