

CITIZENSHIP: FROM THE OLD COURTHOUSE TO THE WHITEHOUSE

This is a lesson plan to examine the significance of Dred and Harriet Scott and their struggle for freedom in the changing of our nation from a slave holding republic to a nation more free.

We will discuss the concept of citizenship in the broad framework of society and government (social and political philosophy). We will instill student appreciation for original documents by introducing them to primary sources relevant citizenship, slavery and slave laws, and civil liberty. This lesson plan may be presented in whole or divided into parts and adapted to suit different grade levels of students.

This is an interdisciplinary curriculum involving language arts, social studies, history, geography, map reading, and art. Students will be provided images or copies of portions the 1807 Louisiana Code; the Missouri Compromise; 1835 and 1845 Missouri laws related to slaves, free Negroes, and malottoes; documents related to the Dred and Harriet Scott suit for freedom; the 13th, 14th, 15th, and 19th Amendments to the Constitution. An accompanying chronology of events will help students in the analysis of relevant documents, people, and events.

Students will use reading, writing, references, and critical thinking skills to evaluate the concept of citizenship and to evaluate the documents and procedures which are offered to protect citizens and their rights, immunities, and privileges.

MATERIALS NEEDED:

The Declaration of Independence.
The Constitution of the United States.
Access to library reference banks.
Tag-board, glue, scissors, magazines.

REQUIREMENTS:

Openness to new ideas and perspectives.
Lively, informed, and respectful participation in all discussions and activities.
Make your best attempt to complete all written and class exercises.

INSTRUCTIONAL PROCEDURES:

A brief history concerning the concept of citizenship.
A brief history of laws concerning slavery in Missouri: Territorial to 1850's.
A brief history of the Dred Scott family.
A Brief History of Virginia Minor
Original document worksheet.
Guided discussion questions.

LEARNING GOALS:

To engage students in an age-appropriate discussion of citizenship and what citizenship entails and means to various national, ethnic, racial, religious and other groups.
To help students appreciate and understand why some personalities and records are deemed to be of "permanent, historical value," not only to the State of Missouri, but to the nation.

LESSON PLAN:

Begin the lesson with an open discussion of the general concept of what citizenship is, who are citizens, and what being a citizen means, that is, what are the duties, rights, immunities and privileges of a citizen. Have the students get into groups and brainstorm a list of their ideas.

1. Have the students review on computer or distribute to them copies of relevant portions of the Declaration of Independence and of the Constitution of United States with only the first ten amendments and specifically without any amendments after the first ten. Have the students read these quietly to themselves, or take turns reading aloud to their group, or take them home with them the night before as homework. Have the students search the documents for comments on citizenship and make a list of their findings, which identifies where in each document the comments were found.

Ask students to mark words that they found hard to understand. In their groups, have the students combine their individual list of words into a single list. Have the students consult the glossary of their text or a dictionary and write down a brief definition for each word.

Once the students have completed this, go around the room and ask each group to report their findings. Lead a discussion of the relevancy of the words and the comments they found in the documents about the concept of citizenship, who is found within the documents to be a citizen, and who is found not to be a citizen, and what the documents say are the duties, rights, immunities and privileges if a citizen.

2. Have the students review on computer or distribute to them copies of relevant portions of 1807 Louisiana Code; the Missouri Compromise; the 1845 and 1845 Missouri laws related to slaves, free Negroes and malottoes. Have the students read these quietly to themselves, or take turns reading aloud to their group, or take them home with them the night before as homework. Have the students search the documents for comments on slavery and freedom and make a list of their findings, which identifies where in each document the comments were found.

Ask students to mark words that they found hard to understand. In their groups, have the students combine their individual list of words into a single list. Have the students consult the glossary of their text or a dictionary and write down a brief definition for each word.

Once the students have completed this, go around the room and ask each group to report their findings. Lead a discussion of the relevancy of the words and the comments they found in the documents about the concepts of citizenship, slavery and freedom, who is found within the documents to be a citizen, and who is found not to be a citizen, and what the documents say are the duties, rights, immunities and privileges if a citizen versus a slave versus free Negroes and malottoes.

3. In groups have the students complete their “Learning from Primary Sources: Original Document Worksheets,” one for each original document. You may adapt the exercise to which questions on the worksheet are relevant to the original documents used.

Bring the groups together and have a general discussion about how they learned from the documents and why the documents are important. Use the questions from the worksheets to discuss the specific subject matter of each document. Use questions from the “guided Discussion Questions” to develop the possible impact of documents and laws like these.

4. Distribute copies of the history of the Dred Scott family. Have the students read this quietly to themselves, or take turns reading aloud to their group, or take them home with them the night before as homework.

Have the students review on computer or distribute to them copies of some of the original documents related to the Dred and Harriet Scott's freedom suits. Have the students read these quietly to themselves, or take turns reading aloud to their group, or take them home with them the night before as homework. Have the students search the documents for comments on slavery and freedom and make a list of their findings, which identifies where in each document the comments were found.

Ask students to mark words that they found hard to understand. In their groups, have the students combine their individual list of words into a single list. Have the students consult the glossary of their text or a dictionary and write down a brief definition for each word.

Once the students have completed this, go around the room and ask each group to report their findings. Lead a discussion of the relevancy of the words and the comments they found in the documents about the concepts of citizenship, slavery and freedom, who is found within the documents to be a citizen, and who is found not to be a citizen, and what the documents say are the duties, rights, immunities and privileges if a citizen versus a slave versus free Negroes and malottoes. Particularly, discuss portions of the decision of the Supreme Court of the United States delivered on 6 March 1857.

5. Have the students review on computer or distribute to them copies of the 13th, 14th, and 15th Amendments. Have the students read these quietly to themselves, or take turns reading aloud to their group, or take them home with them the night before as homework. Have the students search the documents about the concepts of citizenship, slavery and freedom, who is found within the documents to be a citizen, and who is found not to be a citizen, and what the documents say are the duties, rights, immunities and privileges if a citizen versus a slave versus free Negroes and malottoes and make a list of their findings, which identifies where in each amendment the comments were found.

Ask students to mark words that they found hard to understand. In their groups, have the students combine their individual list of words into a single list. Have the students consult the glossary of their text or a dictionary and write down a brief definition for each word.

Once the students have completed this, go around the room and ask each group to report their findings. Lead a discussion of the relevancy of the words and the comments they found in the documents about the concepts of citizenship, slavery and freedom, who is found within the documents to be a citizen, and who is found not to be a citizen, and what the documents say are the duties, rights, immunities and privileges if a citizen versus a slave versus free Negroes and malottoes. Particularly, discuss portions of the decision of the Supreme Court of the United States delivered on 6 March 1857 were overturned by which amendment.

6. Have the students review on computer or distribute to them a brief history of Virginia Minor, parts of the Virginia Minor decision delivered by the Supreme Court of the United States in 1875, and copies of the 14th, and 19th Amendments. Have the students read these quietly to themselves, or take turns reading aloud to their group, or take them home with them the night before as homework. Have the students search the documents about the concepts of citizenship, the right to vote, who is found within the documents to be a "full" citizen, and who is found not

to be a “full” citizen, and what the documents say are the duties, rights, immunities and privileges if a “full” citizen versus a child or woman and make a list of their findings, which identifies where in each document the comments were found.

Ask students to mark words that they found hard to understand. In their groups, have the students combine their individual list of words into a single list. Have the students consult the glossary of their text or a dictionary and write down a brief definition for each word.

Once the students have completed this, go around the room and ask each group to report their findings. Lead a discussion of the relevancy of the words and the comments they found in the documents about the concepts of citizenship, who is found within the documents to be a “full” citizen with the right to vote, and who is found not to be a “full” citizen, and what the documents say are the duties, rights, immunities and privileges if a citizen. Particularly, discuss portions of the decision of the Supreme Court of the United States delivered on 1875 which were overturned by which amendment.

7. Have the students on computer or distribute to them a brief chronology of slavery, citizenship and enforcement of civil rights. Lead a discussion on citizenship from the Old Courthouse to the Whitehouse. Connect the dots discussion questions (IF CORRECT CAN GO FORWARD AND BACKWARD):

Would Mr. Obama have been elected President without the voting rights acts?

Would Mr. Obama have been elected President without the civil rights acts?

Would Congress have the authority to pass the voting rights acts without the 14th Amendment?

Would Congress have the authority to pass the civil rights acts without the 14th Amendment?

Would women have the constitutionally protected right to vote without the 19th Amendment?

Without the right to vote, how does one protect and enforce their rights, immunities and privileges as a citizen?

Was the central argument for Virginia Minor that the 14th Amendment provided citizenship for all persons native born and protected all citizens from laws enacted by states that would deny citizens of the privileges and immunities of citizens of the United States and equal protection of the laws?

Without the 14th Amendment would Virginia Minor been able to get her case to the Supreme Court of the United States?

After the election of Abraham Lincoln, but before he was inaugurated as President, did not South Carolina secede from the Union, followed by the other states which formed the Confederacy, because of what Abraham Lincoln had said about the Dred Scott decision and slavery during his debates with Stephen Douglas while they contested for the 1858 Illinois U.S. Senate seat?

Would there have been a Civil War in 1861 if South Carolina and other states had not secede, or Lincoln not been elected President?

Did Abraham Lincoln win the Republican Party nomination for the 1860 Presidential election, because of his speeches about the Dred Scott decision and the question of slavery?

Without the “national voice” Abraham Lincoln gained through his debates with Stephen Douglas about the Dred Scott decision, would Abraham Lincoln won the Republican nomination?

Would Abraham Lincoln have a “national voice” without the Dred Scott decision?

Would there have been a Civil War in 1861 without the Dred Scott decision to further divide the nation?

Is it fair to sum up that:

Without the Dred Scott decision, Lincoln would not have the Presidency?

Without Lincoln as President, the south would not have seceded in 1860-61?

Without the Dred Scott, there would not have been the 13th Amendment to abolish slavery, the 14th Amendment to define citizenship and provide due process and equal protection, and the 15th Amendment to protect the right to regardless of race or color?

Without the Dred Scott decision and the 14th Amendment equal protection, there would be no basis for Brown v. the Board of Education and other cases , nor any constitutional persuasion for Dr. Martin Luther King's and the rest of the civil rights movements?

Without the Dred Scott case and the 14th Amendment, there would not be authority for Congress to pass and enforce the civil rights acts and the voting rights acts?

Without the Dred Scott case and the 14th Amendment and the civil rights and voting acts, President Obama would not be in the Whitehouse?

Without the Old Courthouse there would be none of the above?

Citizenship from the Old Courthouse to the Whitehouse?