

Lesson Title: MIHV Lesson 4: Band-Aid Solutions to Slavery and the Lane Trail
 Unit Title: Unit 5: Slavery and Sectionalism

Concept Based (Enduring Understanding, Essential Question, Key Concept):

Essential Question: How did laws during the mid-1800s encourage or discourage the practice of slavery?

Key topics: Missouri Compromise, popular sovereignty, Compromise of 1850, Fugitive Slave Act, Free-Soil Party

Skills: examine sources, identify cause and effect, compare and contrast

Materials/Resources:

- Lesson slides
- Student work: Video/reading analysis sheet

Accommodations for ELL students and students with an IEP or 504 Plan (specific to this lesson):

- Teachers should modify and adapt the readings about enslavement myths as needed for whole-class or individual student success
- As students take notes on the video, provide sentence frames on the whiteboard and pause the video as needed for additional auditory/visual processing time

Learning Goal (content standards/indicators):

- SS 8.1.1.d Evaluate how various United States government decisions impact people, place, and history.
- SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.
- SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.
- SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources.

Learning Tasks (content standard broken down into manageable tasks):

- Connect issues created by slavery in the United States to the "band-aid" solution passed
- Gather names and impacts of critical laws, acts, and policies created leading up the Civil War regarding enslavement
- Analyze crucial facts about the Lane Trail and Underground Railroad in Kansas, Nebraska, and Iowa

Success Criteria:

You will know you have mastered this when you...

- Can name critical laws, acts, and policies regarding enslavement, their impacts, and how they tried to keep the balance of power between slave and free states
- Can explain (in your own words) the 5Ws of the Lane Trail + UGRR in Nebraska

Procedures and Routines:
- Collaborative group work

Instructional Plan for a 90-minute Block:

10 minutes	Anticipatory Activity <ul style="list-style-type: none">- See-think-wonder: project Slide 2. Students have 5 minutes to write down 1-2 things they see/can point to on the map, 1-2 things they think based on the map (inferences), and 1-2 things they wonder (questions) based on what they see- After 5 minutes, record 4-5 student responses in each category- Connect map to today's topic: this is Nebraska before it's a state; notice where the population centers were (along the Missouri River, in the east part of the state, along the borders with Missouri and Iowa)
20 minutes	Modeled Instruction <ul style="list-style-type: none">- On projected screen, show instructions on Slide 3. Distribute student work and preview questions.- <i>Play video on Slide 4 (7:57). Stop video as appropriate to give students time to take notes on each section and replay sections as needed</i>- Check for understanding: turn and talk to a partner: what is popular sovereignty? Explain it in your own words
30 minutes	Independent Practice <ul style="list-style-type: none">- <i>On projected screen, show instructions on Slide 5. Distribute copies of the reading or direct students to reading online</i>- <i>Students read independently OR in partners/groups and answer questions on the second page of the worksheet</i>- <i>Teacher circulates to clarify misunderstandings</i>
10 minutes	Summary/Reflection <p><i>Exit ticket on a notecard, in a notebook, etc. (teacher's choice):</i></p> <ul style="list-style-type: none">- <i>Name of student</i>- <i>SUMMARIZE: The Lane Trail was _____</i>- <i>Something I want to know about the Underground Railroad in Nebraska is: _____</i>

Reference: Gregory, G., & Herndon, L. E. (2010). *Differentiated instructional strategies for the block schedule*. Thousand Oaks, CA: Corwin.

Name:

Block:

BAND-AID SOLUTIONS TO THE ISSUE OF SLAVERY

As we watch the video, answer the questions about each "band-aid" solution to the issue of slavery that the U.S. tried leading up to the Civil War and pro- and anti-slavery arguments.



BAND-AID SOLUTION #1: BALANCE OF POWER



How did Congress try to keep the balance of power between the anti-slavery North and pro-slavery South?



BAND-AID SOLUTION #2: MISSOURI COMPROMISE



How did the Missouri Compromise keep the balance of power between northern and southern states?

How did the line on Missouri's southern border help keep the balance of power between northern and southern states?

PRO-SLAVERY ARGUMENTS

Necessary evil:

Slavery was good:



BAND-AID SOLUTION #3: COMPROMISE OF 1850 & FUGITIVE SLAVE ACT



According to the Fugitive Slave Act, what were Northerners required to do?



BAND-AID SOLUTION #4: KANSAS-NEBRASKA ACT



How would popular sovereignty help keep the balance of power between northern and southern states (maybe)?

ANTI-SLAVERY ARGUMENTS

Thomas Payne's argument:

IN-BETWEEN

Thomas Jefferson's issue:

The Underground Railroad in the Kansas-Nebraska Territories **Adapted from Todd Mildfelt, Symphony in the Flint Hills Field Journal**

By 1854, when white settlers were allowed to settle in the Kansas and Nebraska territories, underground railroads had already been helping thousands of runaway slaves find freedom for many years. Whether well-organized or loosely planned, these brave individuals guided enslaved people towards the north to break free from slavery. When the Kansas and Nebraska territories became open for settlement, it not only provided new opportunities for the Underground Railroad but also became a crucial time for the spread of slavery on the frontier.

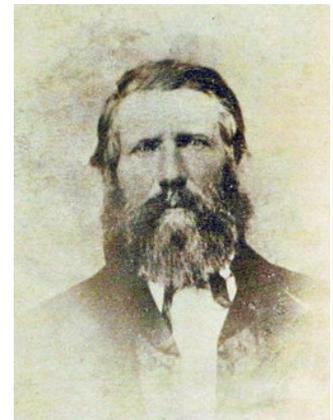
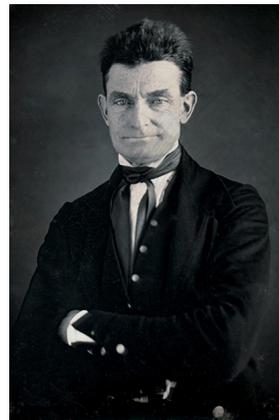
As people started to move into the territories, many were shocked to discover that supporters of slavery from Missouri had come over to Kansas and voted for lawmakers that supported slavery. While most settlers were drawn by the promise of cheap land, small radical groups on both sides stoked anger, leading to acts of violence that earned the territory the nickname Bleeding Kansas.

The year 1856 marked a turning point with clashes between the free-state and pro-slavery groups. The situation teetered on the brink of war, often requiring soldiers from the national government to prevent fighting.

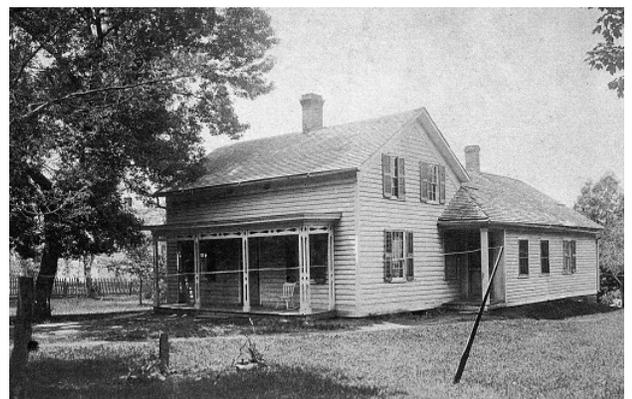
When you think of the Underground Railroad, you might think of freedom seekers hiding in swamps, with conductors providing shelter in secret spots (stations). However, the Underground Railroad in the Nebraska and Kansas territories was more complex. Because the towns were further apart, it was harder to quickly move freedom seekers to safety. The longer distances led to delays lasting for days, weeks, or even months before arrangements for transportation and basic needs could be made.

It's important to acknowledge that many freedom seekers successfully escaped without any assistance from the Underground Railroad. They made the courageous decision to break free and faced huge challenges like hunger, harsh weather, and long distances on their own. Despite these struggles, many managed to travel hundreds of miles to seek help from the Underground Railroad once they reached a safer location.

By 1857, most of the fighting in Kansas had ended, but the tension still remained. Some abolitionists worked on creating an underground railroad network in the area. Drawing on his experience, John Brown, with the help of Ira Blanchard near Civil Bend, Iowa, organized a network. They identified the Lane Trail, a path from Iowa to Topeka (a city in Kansas), as a key route to guide freedom seekers out of Missouri and Kansas.



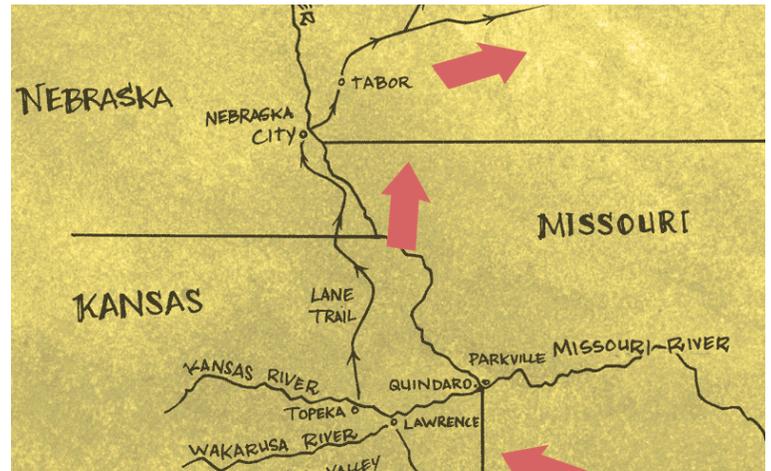
John Brown and Ira Blanchard, abolitionists who helped organize the Lane Trail to help freedom seekers through Kansas, Nebraska, and Iowa.



A station on the Lane Trail in Tabor, Iowa, where freedom seekers could rest. We will visit this house on our field trip!

Freedom seekers usually arrived in Kansas after escaping from northern Arkansas or western and northwest Missouri. The Lane Trail started in Topeka, Kansas. Upon leaving Kansas, the trail dipped through the southeast corner of Nebraska, avoiding Missouri, since Missouri was a slave state. Stations were set up in Nebraska towns south of Omaha like Falls City, Brownville, Peru. Nebraska City was a very important stop on the Lane Trail where ferry boats helped freedom seekers cross the Missouri River into Iowa. The journey continued east and northeast through Iowa, reaching the communities of Springdale and West Branch.

Historians think that 900-1,000 freedom seekers were aided in escaping from Kansas through the Lane Trail between 1856 and 1860. Typically, they would be guided in small groups of one or two, occasionally waiting at safe locations until there was enough money or a larger group to travel together. In Kansas, there was a unique strategy where a team of Underground Railroad conductors escorted these groups all the way to Iowa, commonly known as a "train."



One of the most famous journeys on the Underground Railroad occurred in December 1858, when John Brown led a group of White abolitionists into Missouri to assist 11 enslaved people. After various challenges and detours, including evading slave catchers and enduring a storm, they eventually reached safety in Canada after 84 days.

The stories of these escapes show the courage and resilience of those involved in the Lane Trail, showcasing the relentless pursuit of freedom against all odds.