

The Dred Scott Case

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Grade Level	8 and High School
Duration	2 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 6: The Uses of Geography

17. How to apply geography to interpret the past

AZ Standards

ELA

Reading

Key Ideas and Details

8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

11-12.RI.2 Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.

Writing

Production and Distribution of Writing

8.W.4 and 11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

8.W.6 Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events.

HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. Key tools and representations such as maps, remotely sensed and other images, tables, and graphs

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.

HS.G3.1 Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

HISTORY

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

8.H2.1 Explain how different beliefs about the government's role in social and economic life have affected political debates and policies in the United States.

HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions.

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

8.H3.3 Compare how individual rights, freedoms, and responsibilities have evolved over time around the world.

HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.

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11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.
HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.
HS.H3.5 Explain how different labor systems developed and affected societies over time.

CIVICS

Citizens have individual rights, roles, and responsibilities.

8.C2.2 Explain specific roles, rights and responsibilities of people in a society.

8.C2.3 Analyze concepts and ideals such as majority and minority rights, civil dissent, and the rule of law.

HS.C2.3 Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.

Overview

One of the jobs assigned the Supreme Court of the United States is to interpret the Constitution. Some of their interpretations have become landmarks in American history.

Purpose

In this lesson, students will learn about the details surrounding the landmark Supreme Court case concerning Dred Scott and the impact this case had on U.S. history in the years before the Civil War.

Materials

- Dred Scott-His Life and Impact
- Chart of Dred Scott's Life and Answer Key
- United States During the Civil War map (unlabeled)
<http://geoalliance.asu.edu/sites/default/files/maps/CivilWarUL.pdf> and Answer Key
- Scoring Guide for Dred Scott Power Point
- Images From The Life of Dred Scott PowerPoint
- Student access to computers
- Projection device, Internet, and computer

Objectives

The student will be able to:

1. Identify major events concerning the life of Dred Scott and the Supreme Court case.

2. Explain the impact of the Dred Scott Case.
3. Create a power point.

Procedures

SESSION ONE

1. Introduce the lesson by projecting A Bid for Freedom that presents a hypothetical couple discussing their hope for freedom and concludes with words from a relative of Dred Scott. (4.32 min)
<https://www.nps.gov/media/video/view.htm?id=6E9AE9A4-99BE-1607-4E10B0300D8BE083>
2. Distribute the Dred Scott-His Life and Impact reading and the Chart of Dred Scott's Life. Explain to students they are going to be reading about Dred Scott and his hope for freedom. As they read, they should be filling in the missing information on the chart.
3. Distribute the United States During the Civil War map (unlabeled)
<http://geoalliance.asu.edu/sites/default/files/maps/CivilWarUL.pdf> . Instruct students to color the free states and territories that Dred Scott lived in green and the slave states he lived in red. This will be done as a homework assignment.

SESSION TWO

1. Begin class by showing the Images From The Life of Dred Scott PowerPoint. Discuss the

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images of the people and places that the students have been reading about.

2. Distribute and explain the Scoring Guide For Dred Scott Power Point. Inform students that they may use the Dred Scott-His Life and Impact handout, Chart of Dred Scott's Life, the Internet, and any other resources to complete their power point. Allow time to answer questions, then let students begin working. This will be completed as a homework assignment if not done in class.

Assessment

Geography

The map work may be assessed using the Answer Key provided. Twenty out of 25 points or 80% would be considered mastery.

ELA and Social Sciences

The Chart of Dred Scott's Life may be assessed using the Answer Key provided. Fifty out of sixty points or 80% would be considered mastery.

The power point may be assessed using the Scoring Guide provided. Ninety out of 100 points or 90% would be considered mastery.

Extensions

Students could research and report on other landmark Supreme Court cases (e.g. Marbury vs Madison, Plessy vs Ferguson, Brown vs Topeka Board of Education). The final product could be a power point, poster, or some written format.

Sources

www.wikipedia.org

<https://www.nps.gov/jeff/planyourvisit/dredscott.htm>

Library of Congress (photos) www.loc.gov
National Park Service (photos) www.nps.gov