

North or South?

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History
Grades 9-12



Introduction

After a study of the Civil War, this activity can be used to encourage students to think about the problems that freed slaves faced even though their freedom had been granted. Students will participate in lively debate in which they will discuss whether, as freed slaves, they should stay in the South or go North.

Learning Objectives

[CCSS.ELA-LITERACY.W.9-10.1](#); Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

Materials Needed

- Access to article listed below

Procedure

Warm-up - Begin by allowing students to read [the article found here](#). This is an overview of some of the problems faced by freed slaves after the Civil War.

1. Discuss the difficulties faced by freed slaves after students have read the article. You may also want to consider having students read excerpts from the autobiographical writings of Frederick Douglass or from *Twelve Years a Slave* by Solomon Northup.
2. Put students in small groups of 4-6 students. Assign some of the students the role of defending staying in the South and let the other students defend moving to the North. Allow each group several minutes (10-15) to debate.
3. Bring all students back together to discuss their debates. Let each group share the points they heard and why or why not they felt these were good reasons.
4. Then, give students independent writing time for the writing prompt evaluation below.

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