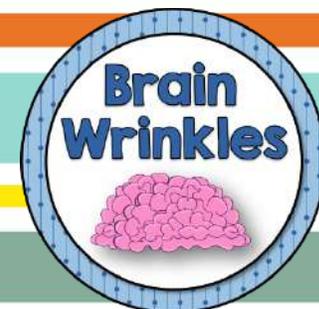


SS8H6a

Events Leading  
to the  
**Civil War**



# Standards

**SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.**

a. Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Missouri Compromise, Compromise of 1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, the debate over secession in Georgia, and the role of Alexander Stephens.

# Teacher Info – Who's & What's

- Print off the Who's & What's handout for each student. (Print front and back to save paper.)
- BEFORE the lesson, have students fill in the squares with what they *think* each term means.
- AFTER the presentation, the students will write down new (factual) information about each term.
- Check the answers as a class.

# Who's & What's

**Directions:** BEFORE the lesson, write what you *think* each term means. AFTER the presentation, you will write down new information about each term.

<p style="text-align: center;"><b>States' Rights</b></p> <p>What I think this means:</p>          <p>Definition:</p>	<p style="text-align: center;"><b>Nullification</b></p> <p>What I think this means:</p>          <p>Definition:</p>
<p style="text-align: center;"><b>Missouri Compromise</b></p> <p>What I think happened:</p>          <p>Definition:</p>	<p style="text-align: center;"><b>Compromise of 1850</b></p> <p>What I think happened:</p>          <p>Definition:</p>
<p style="text-align: center;"><b>Georgia Platform</b></p> <p>What I think this means:</p>          <p>Definition:</p>	<p style="text-align: center;"><b>Kansas-Nebraska Act</b></p> <p>What I think happened:</p>          <p>Definition:</p>

# Who's & What's

**Directions:** BEFORE the lesson, write what you *think* each term means. AFTER the presentation, you will write down new information about each term.

<p style="text-align: center;"><b>Dred Scott Case</b></p> <p>What I think happened:</p>          <p>Definition:</p>	<p style="text-align: center;"><b>Election of 1860</b></p> <p>What I think happened:</p>          <p>Definition:</p>
<p style="text-align: center;"><b>Debate Over Secession in Georgia</b></p> <p>What I think happened:</p>          <p>Definition:</p>	<p style="text-align: center;"><b>Alexander Stephens</b></p> <p>Who I think this is:</p>          <p>Definition:</p>

# Teacher Directions – CLOZE Notes

- The next pages are handouts for the students to use for note-taking during the presentation. (Print front to back to save paper and ink.)
- Check the answers as a class after the presentation.
- \*Please note – the slides in this presentation are content-heavy. Feel free to open the editable file if you'd like to delete anything. I've found that it's better to have too much than not enough!

# Events Leading to the Civil War - CLOZE Notes 1

## A New Tariff

- During the 1800s, \_\_\_\_\_ in the South while more and more \_\_\_\_\_ were being built in the North.
- Northerners wanted to sell their goods in the South, but it was cheaper for Southerners to \_\_\_\_\_.
- In 1828, \_\_\_\_\_ on imported goods to help Northern industries.

## Nullification

- Southerners \_\_\_\_\_ because it was put in place to help northern businessmen, rather than southern plantation owners who often imported foreign goods.
- In 1832, South Carolina invoked the \_\_\_\_\_, saying that the tariff was \_\_\_\_\_.
- in the state and threatening to withdraw from the Union.
- Congress \_\_\_\_\_ in 1833.

## States' Rights

- Many \_\_\_\_\_ because they believed the national government was intruding more and more on \_\_\_\_\_.
- Many Southern states felt that states should have \_\_\_\_\_, not the national government.
- Many people in the South believed that states could \_\_\_\_\_ to obey.
- They felt that if a state didn't like a law passed by the federal government, then they \_\_\_\_\_.
- Many also believed that any state could withdraw, or \_\_\_\_\_ if it chose to do so.

## Slavery

- The North relied mostly on factories and businesses, and \_\_\_\_\_ in order to maintain its economy.
- The South \_\_\_\_\_ like cotton, and depended heavily on (free) \_\_\_\_\_ to work the large plantations.
- Many Northern abolitionists spoke out against the \_\_\_\_\_ and wanted it to end, while Southerners wanted to \_\_\_\_\_.
- Both sides were concerned about slavery in new territories because they would eventually become states and send \_\_\_\_\_.
- Whichever side had the most members in Congress would have the \_\_\_\_\_ about slavery and other key issues.

# Events Leading to the Civil War - CLOZE Notes 2

## Missouri Compromise

- In 1820, Congress approved the \_\_\_\_\_ in an effort to appease both sides.
- The slave state of Missouri applied for statehood, but would \_\_\_\_\_ between free and slave states.
- The plan admitted \_\_\_\_\_ and \_\_\_\_\_.
- It also stated that all new states \_\_\_\_\_, and all states south of that point would allow slavery.

## Compromise of 1850

- The slavery issue continued to cause division after the \_\_\_\_\_ after the war with Mexico in 1848.
- The Compromise of 1850 admitted \_\_\_\_\_, while allowing the rest of the western territories to decide the issue by \_\_\_\_\_.
- To pacify slave states, it also included the \_\_\_\_\_, which required northern states to \_\_\_\_\_ to the South.

## Georgia Platform

- Many Georgians opposed the compromise and \_\_\_\_\_.
- In December 1850, Georgia's lawmakers met to discuss the issue and adopted the \_\_\_\_\_.
- It stated that Georgia was willing to remain in the Union as long as the North complied with the Fugitive Slave Act and would \_\_\_\_\_ in new territories and states.

## Kansas-Nebraska Act

- Kansas and Nebraska were \_\_\_\_\_, but this changed when Congress passed the Kansas-Nebraska Act in 1854.
- This allowed the \_\_\_\_\_ on whether or not they wanted to allow slavery. \_\_\_\_\_ because this area should be free according to the Missouri Compromise.
- More and more people moved into Kansas to \_\_\_\_\_, and fighting became so violent that the territory became known as \_\_\_\_\_.
- In the end, Kansas was admitted as a free state in 1861.
- The Kansas-Nebraska Act greatly \_\_\_\_\_ and destroyed the Missouri Compromise and Compromise of 1850.

# Events Leading to the Civil War - CLOZE Notes 3

## Dred Scott Case

- Another event that sparked anger was the \_\_\_\_\_ in 1857.
- Dred Scott, a Missouri slave, \_\_\_\_\_ because he had lived for a period of time with his master in Illinois and Wisconsin (both free).
- When he returned to Missouri, Scott sued the state based on his belief that his \_\_\_\_\_ made him a free man.
- When the case made it to the Supreme Court, the court ruled on the \_\_\_\_\_.
- It also declared that slaves and freed blacks were \_\_\_\_\_ and did not have the \_\_\_\_\_ in the first place.
- This made Northern \_\_\_\_\_ because it meant that slave owners could keep their slaves in any state, while Southern \_\_\_\_\_ with the decision.

## Election of 1860

- In 1854, those opposing the spread of slavery united and formed the \_\_\_\_\_.
- Initially, the party only sought to \_\_\_\_\_ and territories, not outlaw it where it already existed.
- In 1860, the Republicans nominated \_\_\_\_\_ as their candidate for president of the United States.
- The Democratic Party was in disarray and split between \_\_\_\_\_.
- Abraham Lincoln won the election on \_\_\_\_\_.
- Southern states were concerned because they felt \_\_\_\_\_.
- \_\_\_\_\_ from the Union on December 20, 1860.

## Secession in Georgia

- When South Carolina seceded from the Union, \_\_\_\_\_ in two.
- One group, including Governor Joseph Brown, wanted to \_\_\_\_\_.
- Alexander Stephens disagreed and warned of the \_\_\_\_\_ that would occur from a civil war.
- At a secession convention, Georgians \_\_\_\_\_ on January 19, 1861.

## Alexander Stephens

- Alexander Stephens was a \_\_\_\_\_ from Crawfordville, Georgia.
- After the election of 1860 and the secession debate in Georgia, Stephens \_\_\_\_\_ with the United States.
- However, Stephens was chosen as one of Georgia's representatives to Confederate Congress, where he was elected \_\_\_\_\_.
- After the Civil War, Stephens was \_\_\_\_\_ in 1877, where he served until 1882.
- Stephens was elected \_\_\_\_\_ in 1882, but died shortly after.
- \_\_\_\_\_ is named in his honor.

# Events Leading to the Civil War - CLOZE Notes 1

## KEY

### A New Tariff

- During the 1800s, **farming was the way of life** in the South while more and more **factories** were being built in the North.
- Northerners wanted to sell their goods in the South, but it was cheaper for Southerners to **import goods from Europe**.
- In 1828, **President Jackson put a tariff** on imported goods to help Northern industries.

### Nullification

- Southerners **opposed the tariff** because it was put in place to help northern businessmen, rather than southern plantation owners who often imported foreign goods.
- In 1832, South Carolina invoked the **doctrine of nullification**, saying that the tariff was **not valid** in the state and threatening to withdraw from the Union.
- Congress **lowered the tariff** in 1833.

### States' Rights

- Many **Southerners were angry** because they believed the national government was intruding more and more on **states' rights**.
- Many Southern states felt that states should have **final authority**, not the national government.
- Many people in the South believed that states could **choose which federal laws** to obey.
- They felt that if a state didn't like a law passed by the federal government, then they **didn't have to follow it**.
- Many also believed that any state could withdraw, or **secede, from the Union** if it chose to do so.

### Slavery

- The North relied mostly on factories and businesses, and **did not need slaves** in order to maintain its economy.
- The South **relied on cash crops** like cotton, and depended heavily on (free) **slave labor** to work the large plantations.
- Many Northern abolitionists spoke out against the **evils of slavery** and wanted it to end, while Southerners wanted to **protect their way of life**.
- Both sides were concerned about slavery in new territories because they would eventually become states and send **representatives to Congress**.
- Whichever side had the most members in Congress would have the **advantage in making laws** about slavery and other key issues.

# Events Leading to the Civil War - CLOZE Notes 2

## KEY

### Missouri Compromise

- In 1820, Congress approved the **Missouri Compromise** in an effort to appease both sides.
- The slave state of Missouri applied for statehood, but would **upset the balance** between free and slave states.
- The plan admitted **Missouri as a slave state** and **Maine as a free state**.
- It also stated that all new states **north of a certain point would be free**, and all states south of that point would allow slavery.

### Compromise of 1850

- The slavery issue continued to cause division after the **U.S. gained more territory** after the war with Mexico in 1848.
- The Compromise of 1850 admitted **California as a free state**, while allowing the rest of the western territories to decide the issue by **popular sovereignty**.
- To pacify slave states, it also included the **Fugitive Slave Act**, which required northern states to **return runaway slaves** to the South.

### Georgia Platform

- Many Georgians opposed the compromise and **threatened secession**.
- In December 1850, Georgia's lawmakers met to discuss the issue and adopted the **Georgia Platform**.
- It stated that Georgia was willing to remain in the Union as long as the North complied with the Fugitive Slave Act and would **stop trying to ban slavery** in new territories and states.

### Kansas-Nebraska Act

- Kansas and Nebraska were **originally free territories**, but this changed when Congress passed the Kansas-Nebraska Act in 1854.
- This allowed the **territories to vote** on whether or not they wanted to allow slavery.
- **Northerners were angry** because this area should be free according to the Missouri Compromise.
- More and more people moved into Kansas to **influence the vote**, and fighting became so violent that the territory became known as "**Bleeding Kansas**".
- In the end, Kansas was admitted as a free state in 1861.
- The Kansas-Nebraska Act greatly **divided the nation** and destroyed the Missouri Compromise and Compromise of 1850.

# Events Leading to the Civil War - CLOZE Notes 3

## KEY

### Dred Scott Case

- Another event that sparked anger was the **Dred Scott case** in 1857.
- Dred Scott, a Missouri slave, **sued for his freedom** because he had lived for a period of time with his master in Illinois and Wisconsin (both free).
- When he returned to Missouri, Scott sued the state based on his belief that his **time in the free states** made him a free man.
- When the case made it to the Supreme Court, the court ruled on the **side of Missouri**.
- It also declared that slaves and freed blacks were **not citizens of the U.S.** and did not have the **right to sue** in the first place.
- This made Northern **abolitionists furious** because it meant that slave owners could keep their slaves in any state, while Southern **slaveholders were pleased** with the decision.

### Election of 1860

- In 1854, those opposing the spread of slavery united and formed the **Republican Party**.
- Initially, the party only sought to **restrict slavery in new states** and territories, not outlaw it where it already existed.
- In 1860, the Republicans nominated **Abraham Lincoln of Illinois** as their candidate for president of the United States.
- The Democratic Party was in disarray and split between **3 different candidates**.
- Abraham Lincoln won the election on **November 6, 1860**.
- Southern states were concerned because they felt **Lincoln wanted to end slavery**.
- **South Carolina decided to secede** from the Union on December 20, 1860.

### Secession in Georgia

- When South Carolina seceded from the Union, **Georgians were divided** in two.
- One group, including Governor Joseph Brown, wanted to **leave the Union right away**.
- Alexander Stephens disagreed and warned of the **economic ruin** that would occur from a civil war.
- At a secession convention, Georgians **elected to leave the Union** on January 19, 1861.

### Alexander Stephens

- Alexander Stephens was a **lawyer** from Crawfordville, Georgia.
- After the election of 1860 and the secession debate in Georgia, Stephens **supported staying** with the United States.
- However, Stephens was chosen as one of Georgia's representatives to Confederate Congress, where he was elected **Vice President of the Confederate States of America**.
- After the Civil War, Stephens was **jailed for 5 months**.
- He was elected to the **U.S. House of Representatives** in 1877, where he served until 1882.
- Stephens was elected **Governor of Georgia** in 1882, but died shortly after.
- **Stephens County** is named in his honor.

SS8H6a

Events Leading  
to the  
**Civil War**

# Differences

- Large differences divided the northern and southern states long before the Civil War started in 1861.
- The two important issues that increased tensions were **states' rights** and **slavery**.

# A New Tariff

- During the 1800s, farming was the way of life in the South while more and more factories were being built in the North.
- Northerners wanted to sell their goods in the South, but it was cheaper for Southerners to import goods from Europe.
- In 1828, President Jackson put a tariff on imported goods to help Northern industries.

# Nullification

- Southerners opposed the tariff because it was put in place to help northern businessmen, rather than southern plantation owners who often imported foreign goods.
- In 1832, South Carolina invoked the doctrine of nullification, saying that the tariff was not valid in the state and threatening to withdraw from the Union.
- Congress lowered the tariff in 1833.

# States' Rights

- Many Southerners were angry because they believed the national government was intruding more and more on states' rights.
  - (The authority states have to govern what goes on inside their own borders.)
- Many Southern states felt that states should have final authority, not the national government.

# States' Rights

- Many people in the South believed that states could choose which federal laws to obey.
- They felt that if a state didn't like a law passed by the federal government, then they didn't have to follow it.
- Many also believed that any state could withdraw, or secede, from the Union if it chose to do so.

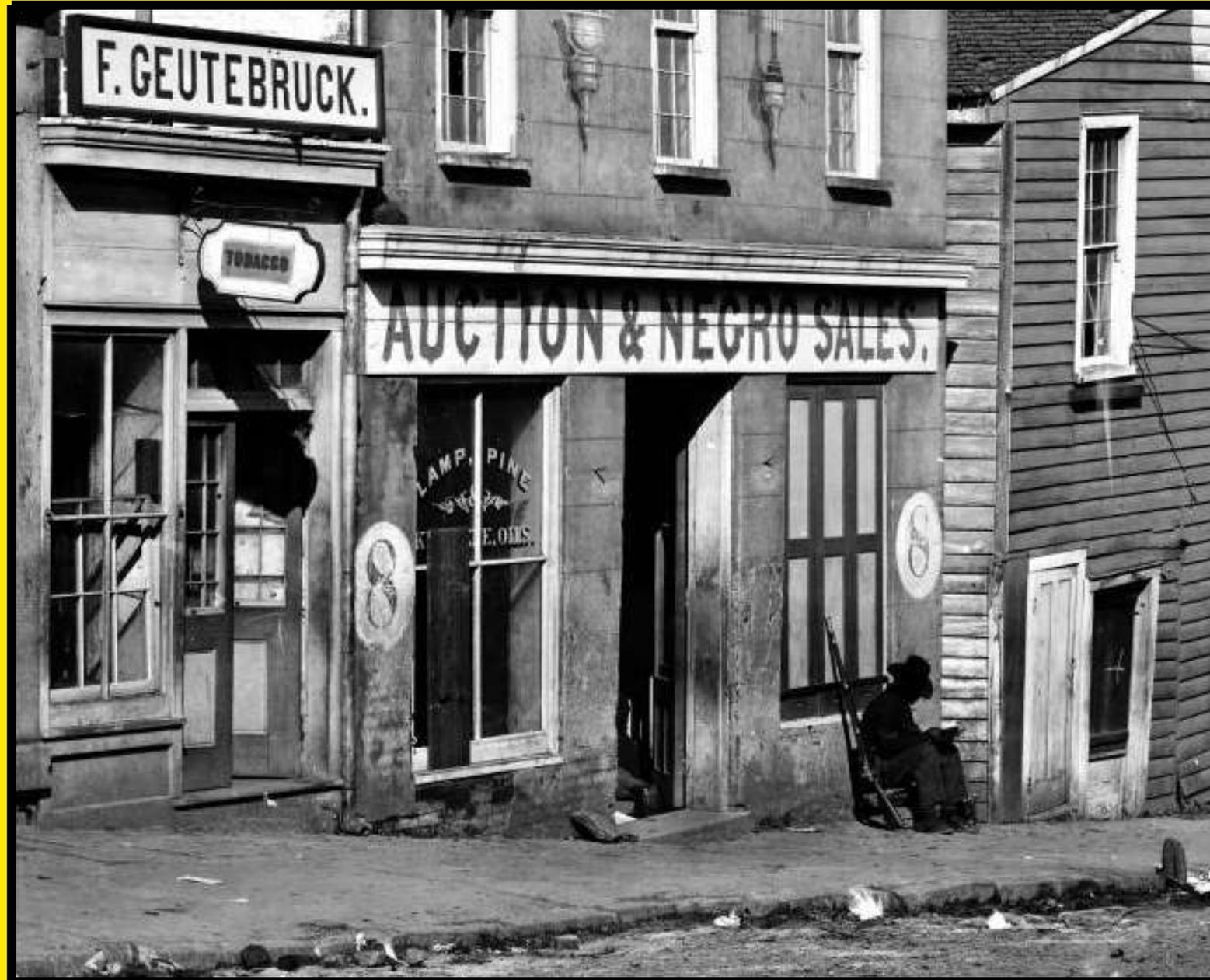
# Slavery

- In the 1800s, slavery became a heated issue between the North and the South.
- The North relied mostly on factories and businesses, and did not need slaves in order to maintain its economy.
- The South relied on cash crops like cotton, and depended heavily on (free) slave labor to work the large plantations.

# Planting Sweet Potatoes at a South Carolina Plantation - 1862



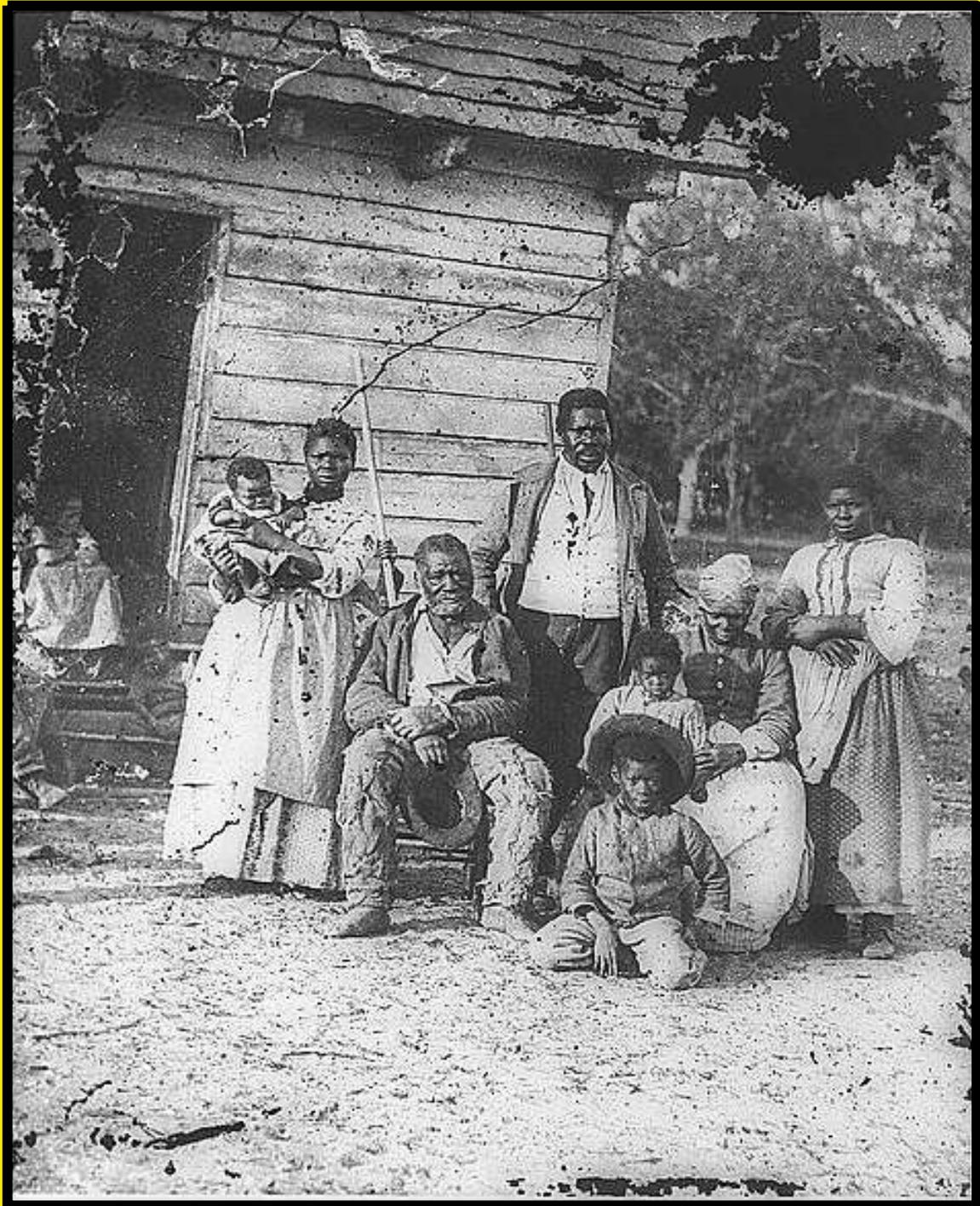
# Slave Trader's Business in Atlanta, 1860s



# Slavery

- Many Northern abolitionists spoke out against the evils of slavery and wanted it to end, while Southerners wanted to protect their way of life.
- Both sides were concerned about slavery in new territories because they would eventually become states and send representatives to Congress.
- Whichever side had the most members in Congress would have the advantage in making laws about slavery and other key issues.

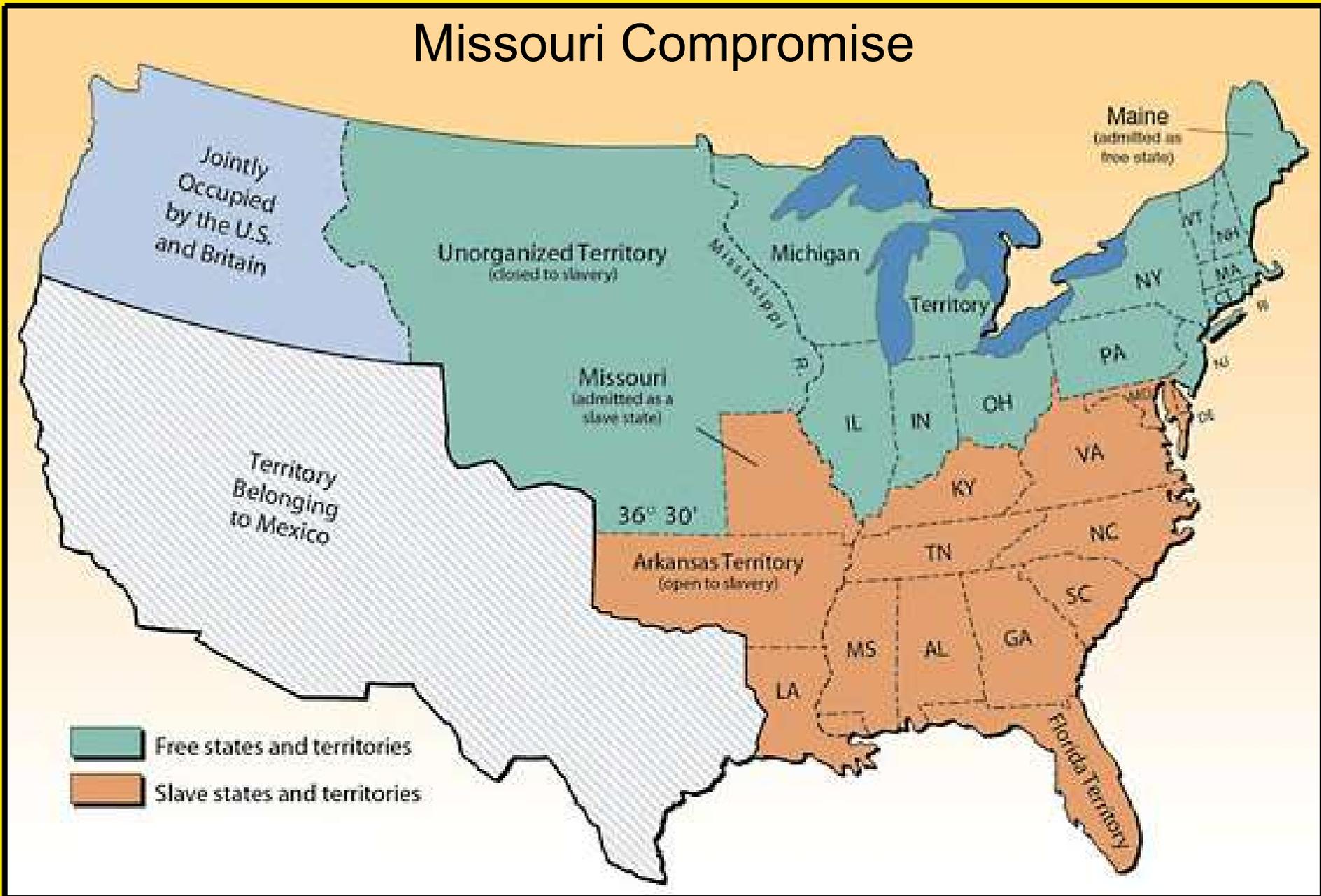
Four Generations of a Slave  
Family— Beaufort, South  
Carolina 1862



# Missouri Compromise

- In 1820, Congress approved the Missouri Compromise in an effort to appease both sides.
- The slave state of Missouri applied for statehood, but would upset the balance between free and slave states.
- The plan admitted Missouri as a slave state and Maine as a free state.
- It also stated that all new states north of a certain point would be free, and all states south of that point would allow slavery.

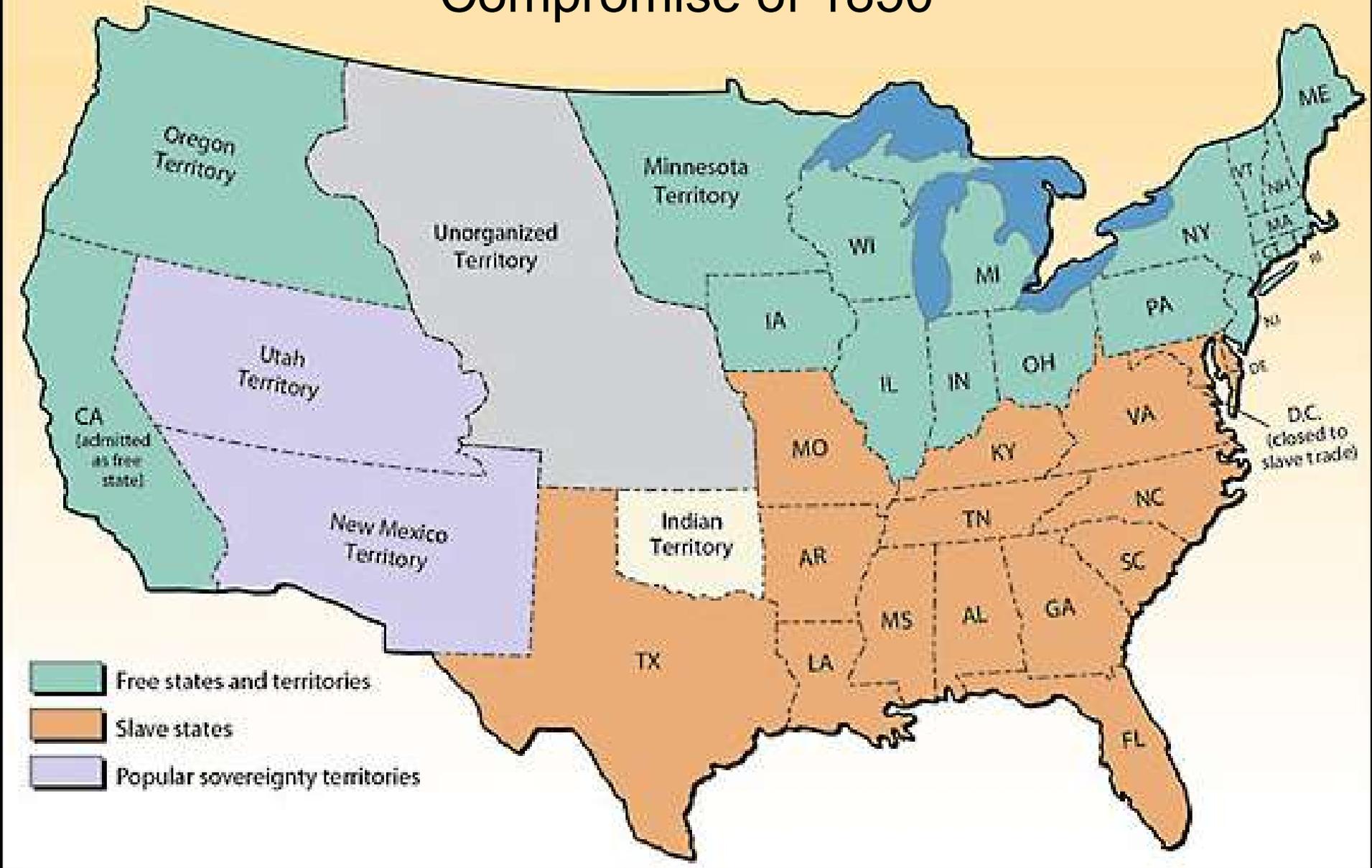
# Missouri Compromise



# Compromise of 1850

- The slavery issue continued to cause division after the U.S. gained more territory after the war with Mexico in 1848.
- The Compromise of 1850 admitted California as a free state, while allowing the rest of the western territories to decide the issue by popular sovereignty.
- To pacify slave states, it also included the *Fugitive Slave Act*, which required northern states to return runaway slaves to the South.

# Compromise of 1850



# Escaped Slaves - 1862

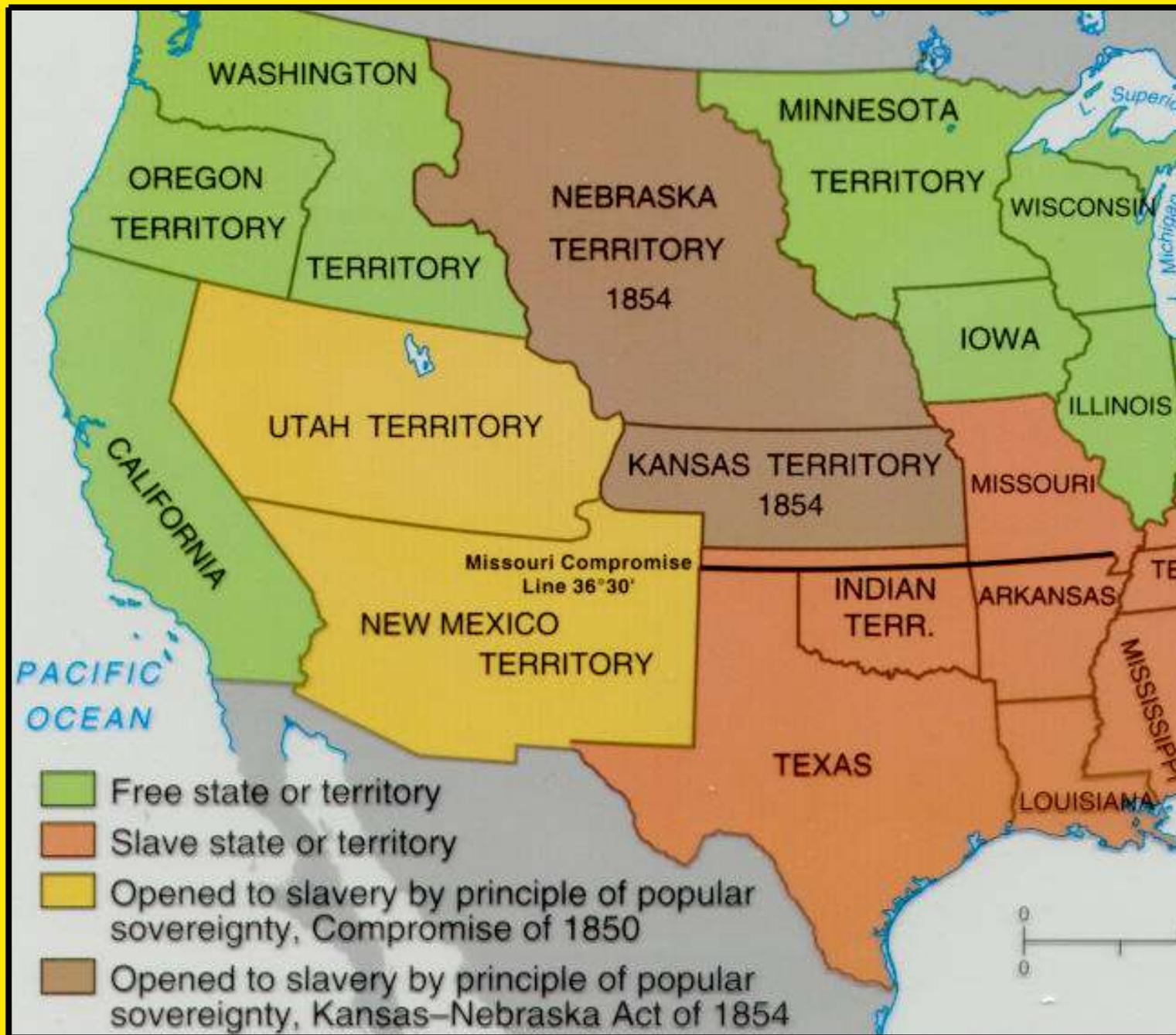


# Georgia Platform

- Many Georgians opposed the compromise and threatened secession.
- In December 1850, Georgia's lawmakers met to discuss the issue and adopted the Georgia Platform.
- It stated that Georgia was willing to remain in the Union as long as the North complied with the Fugitive Slave Act and would stop trying to ban slavery in new territories and states.

# Kansas-Nebraska Act

- Kansas and Nebraska were originally free territories, but this changed when Congress passed the Kansas-Nebraska Act in 1854.
- This allowed the territories to vote on whether or not they wanted to allow slavery.
- Northerners were angry because this area should be free according to the Missouri Compromise.



# Kansas-Nebraska Act

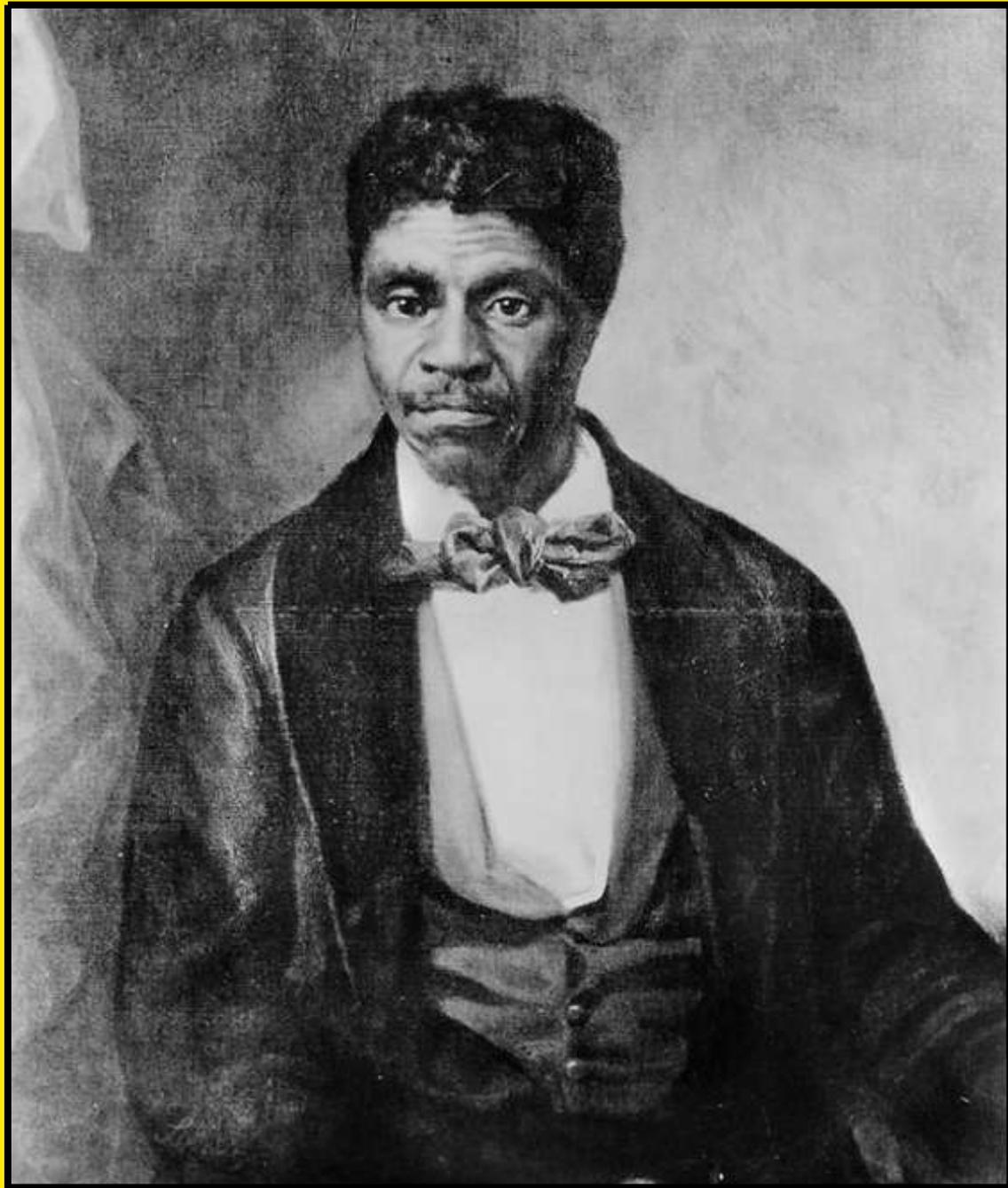
- More and more people moved into Kansas to influence the vote, and fighting became so violent that the territory became known as “Bleeding Kansas”.
- In the end, Kansas was admitted as a free state in 1861.
- The Kansas-Nebraska Act greatly divided the nation and destroyed the Missouri Compromise and Compromise of 1850.





# Dred Scott Case

- Another event that sparked anger was the Dred Scott case in 1857.
- Dred Scott, a Missouri slave, sued for his freedom because he had lived for a period of time with his master in Illinois and Wisconsin (both free).
- When he returned to Missouri, Scott sued the state based on his belief that his time in the free states made him a free man.



# A PUBLIC MEETING

WILL BE HELD ON

THURSDAY EVENING, 2D INSTANT,

at 7 o'clock, in ISRAEL CHURCH, to consider the atrocious decision of the Supreme Court in the

## DRED SCOTT CASE,

and other outrages to which the colored people are subject under the Constitution of the United States.

**C. L. REMOND,**

**ROBERT PURVIS,**

and others will be speakers on the occasion. Mrs. MOTT, Mr. M'KIM and B. S. JONES of Ohio, have also accepted invitations to be present.

All persons are invited to attend. Admittance free.

# Dred Scott Case

- When the case made it to the Supreme Court, the court ruled on the side of Missouri.
- It also declared that slaves and freed blacks were not citizens of the U.S. and did not have the right to sue in the first place.
- This made Northern abolitionists furious because it meant that slave owners could keep their slaves in any state, while Southern slaveholders were pleased with the decision.

# Election of 1860

- In 1854, those opposing the spread of slavery united and formed the Republican Party.
- Initially, the party only sought to restrict slavery in new states and territories, not outlaw it where it already existed.
- In 1860, the Republicans nominated Abraham Lincoln of Illinois as their candidate for president of the United States.



Abraham  
Lincoln  
1864

# Election of 1860

- The Democratic Party was in disarray and split between 3 different candidates.
- Abraham Lincoln won the election on November 6, 1860.
- Southern states were concerned because they felt Lincoln wanted to end slavery.
- South Carolina decided to secede from the Union on December 20, 1860.

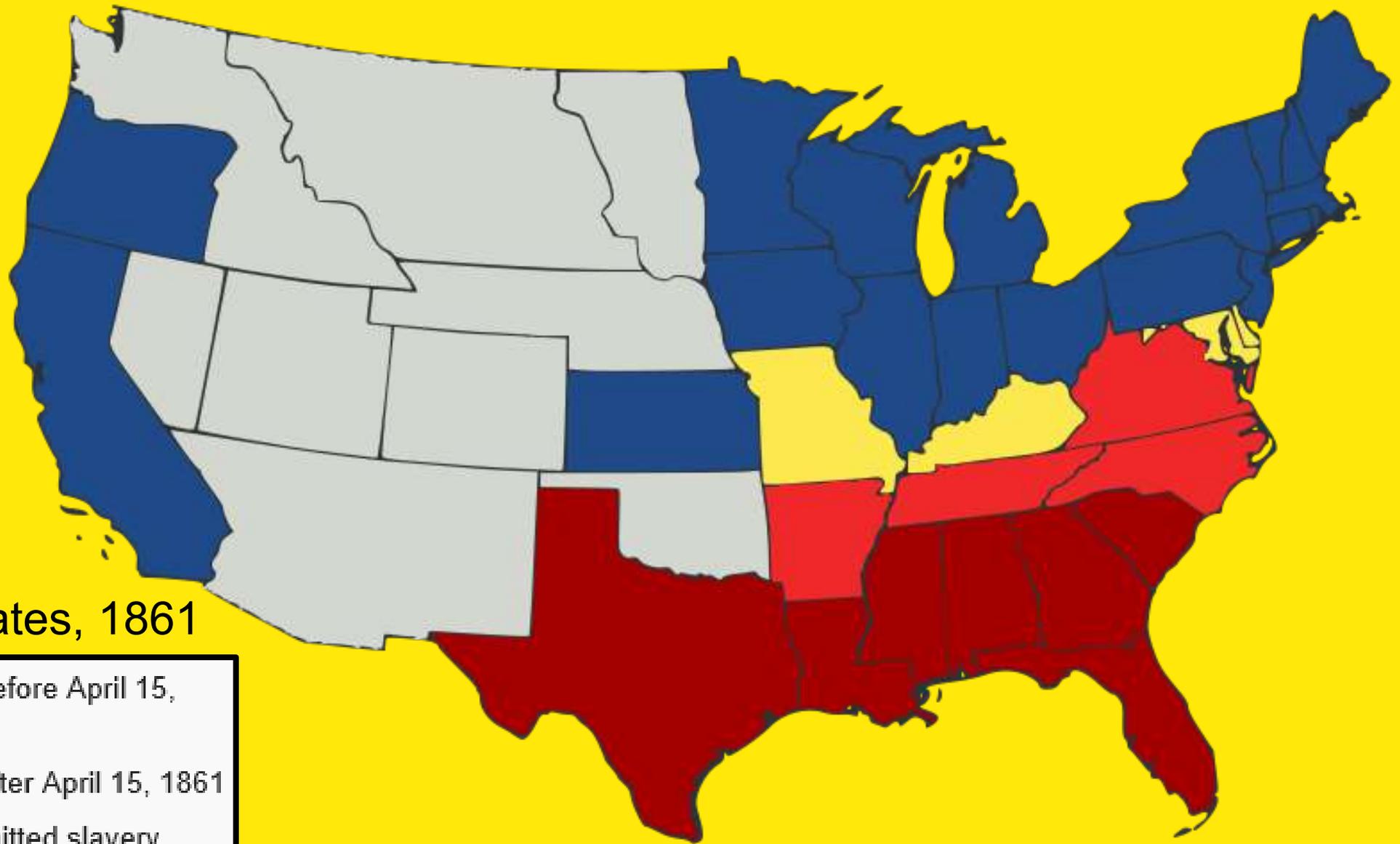
# President Lincoln's Inauguration at the U.S. Capitol, 1861



# Secession in GA

- When South Carolina seceded from the Union, Georgians were divided in two.
- One group, including Governor Joseph Brown, wanted to leave the Union right away.
- Alexander Stephens disagreed and warned of the economic ruin that would occur from a civil war.
- At a secession convention, Georgians elected to leave the Union on January 19, 1861.





## Status of the States, 1861



# Alexander Stephens

- Alexander Stephens was a lawyer from Crawfordville, Georgia.
- After the election of 1860 and the secession debate in Georgia, Stephens supported staying with the United States.
- However, Stephens was chosen as one of Georgia's representatives to Confederate Congress, where he was elected Vice President of the Confederate States of America.



Alexander Stephens was a sickly man who never weighed over 100 pounds. Still, one northern politician called him “the strongest man in the South”.

# Alexander Stephens

- After the Civil War, Stephens was jailed for 5 months.
- He was elected to the U.S. House of Representatives in 1877, where he served until 1882.
- Stephens was elected Governor of Georgia in 1882, but died shortly after.
- Stephens County is named in his honor.

# Teacher Info – Comprehension Questions

- Students should answer the questions after discussing the presentation. Afterwards, check and share answers as a class.
- \*You can also use this as a quiz!

# Compromise Questions

1. The North's economy was based on what?
2. The South's economy depended heavily on what?
3. Which compromise stated that when a free state is admitted to the Union, a slave state must be admitted to keep the balance?
4. Which compromise admitted California as a free state and instituted the Fugitive Slave Act?
5. What was the Georgia Platform?
6. Which law allowed popular sovereignty in several U.S. territories?
7. What was the Supreme Court's decision in the Dred Scott Case?
8. Who was elected president in 1860? Why were Southerners unhappy with the election?
9. After the election of 1860, which was the first state to secede from the Union?
10. Even though Alexander Stephens spoke against secession, what was his role in the Confederate government?

# Comprehension

## Questions - KEY

1. The North's economy was based on what?  
**Factories (industry)**
2. The South's economy depended heavily on what?  
**Slave labor**
3. Which compromise stated that when a free state is admitted to the Union, a slave state must be admitted to keep the balance?  
**Missouri Compromise**
4. Which compromise admitted California as a free state and instituted the Fugitive Slave Act?  
**Compromise of 1850**
5. What was the Georgia Platform?  
**Georgia was willing to remain in the Union if the North complies with the Fugitive Slave Act and stopped trying to ban slavery in new territories**
6. Which law allowed popular sovereignty in several U.S. territories?  
**Kansas-Nebraska Act**
7. What was the Supreme Court's decision in the Dred Scott Case?  
**Denied Scott his freedom & said that slaves and freed blacks were not citizens and did not have the right to sue**
8. Who was elected president in 1860? Why were Southerners unhappy with the election?  
**Abraham Lincoln – they felt he would ban slavery**
9. After the election of 1860, which was the first state to secede from the Union?  
**South Carolina**
10. Even though Alexander Stephens spoke against secession, what was his role in the Confederate government?  
**Vice President**

# Teacher Info – Comparing Compromises Venn Diagram

- Have the students compare and contrast the Missouri Compromise and the Compromise of 1850 on the Venn diagram.

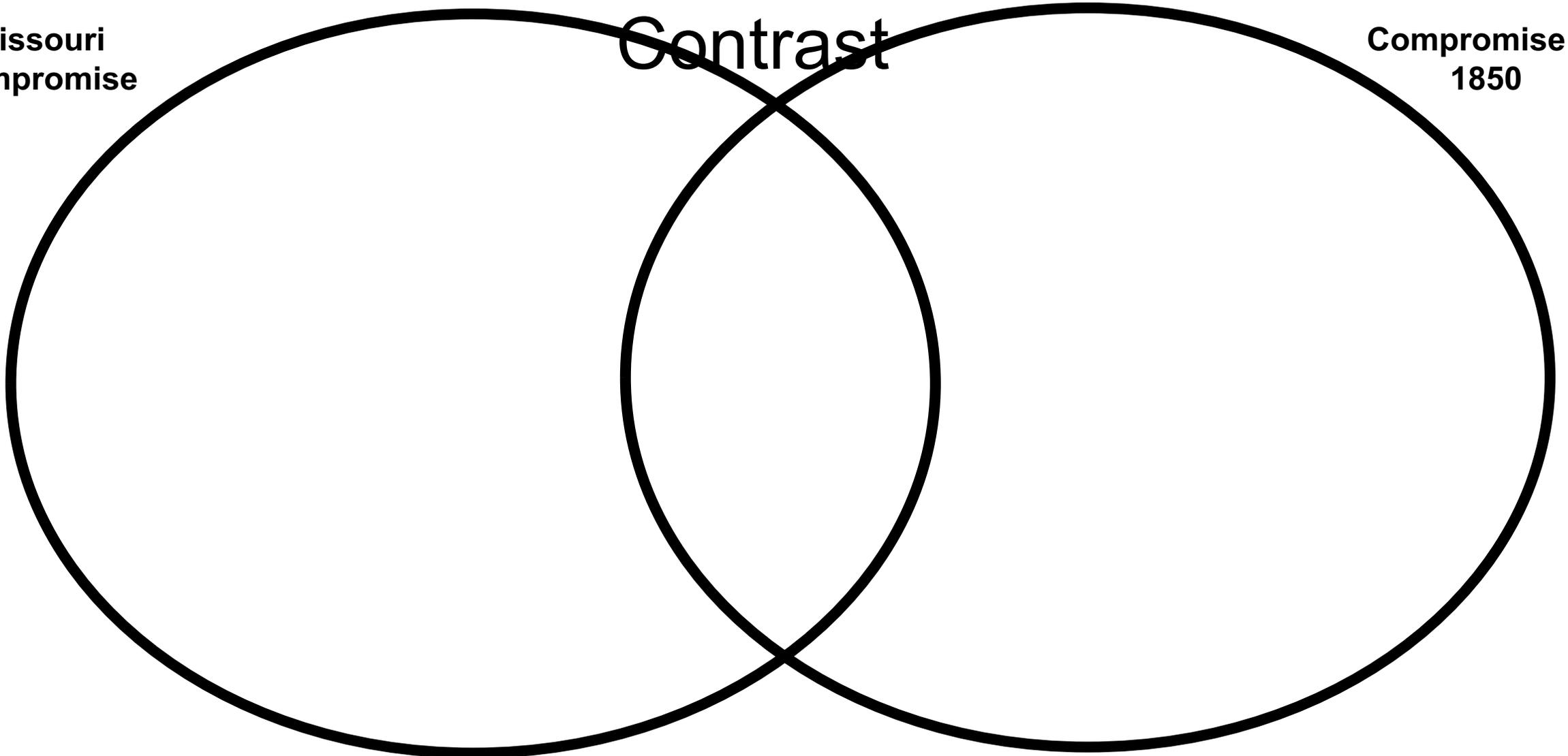
# Comparing Compromises

Compare and

Contrast

Missouri  
Compromise

Compromise of  
1850



# Teacher Directions – History Board

- Print out the Events that Led to the Civil War History Board for each student.
- They will create a 6-panel storyboard that outlines important events leading to the Civil War.
- The students will draw an illustration and write a caption for each square.
- **\*Interactive Option:** Print off two copies of the History Boards for each student and have the students cut out the board from ONE copy. They will cut out each box and staple the boxes to the full-page History Board (right on top). This will create a flap over each box. On the top box, the students will draw an illustration of the event. On the bottom box, the students will write a caption describing the event.

# Events that Led to the Civil War: History Board

Missouri Compromise

Compromise of 1850 & the Georgia Platform

Kansas-Nebraska Act

Dred Scott Case

Election of 1860

Debate Over Secession in Georgia

## Teacher Info – “Events Leading to the Civil War Movie”

### Flixster-Inspired Review

- Flixster is an awesome movie-related app. Some of your movie-loving students will be familiar with Flixster.
- In this activity, students will create a movie about the events leading to the Civil War. The movie could be about the whole time period in general, or about one specific part (Missouri Compromise, Compromise of 1850, GA Platform, Kansas-Nebraska Act, Dred Scott Case, Election of 1860, Debate Over Secession in GA, Alexander Stephens, etc.).
- Project the directions screen onto the board and pass out the Flixster handout to each student.

# Flixster

Title of movie



What %  
thought  
It was  
bad



What %  
thought  
it was  
good

Cast:

Poster

Synopsis:

Picture

Draw the poster for  
the movie here.

Write a paragraph to  
summarize your  
"movie" (Should  
include information  
about the events  
leading to the Civil  
War).

Name of Key Figure

Picture

Name of Key Figure

Picture

In Theaters: Date it comes out

Running Time: Length of movie

Rating: What's it rated?  
G, PG

Director: Your name Name of Key Figure

# Flixster

---



\_\_ %



\_\_ %

Cast:

---

---

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Poster

Synopsis:

In Theaters:

Running Time:

Rating:

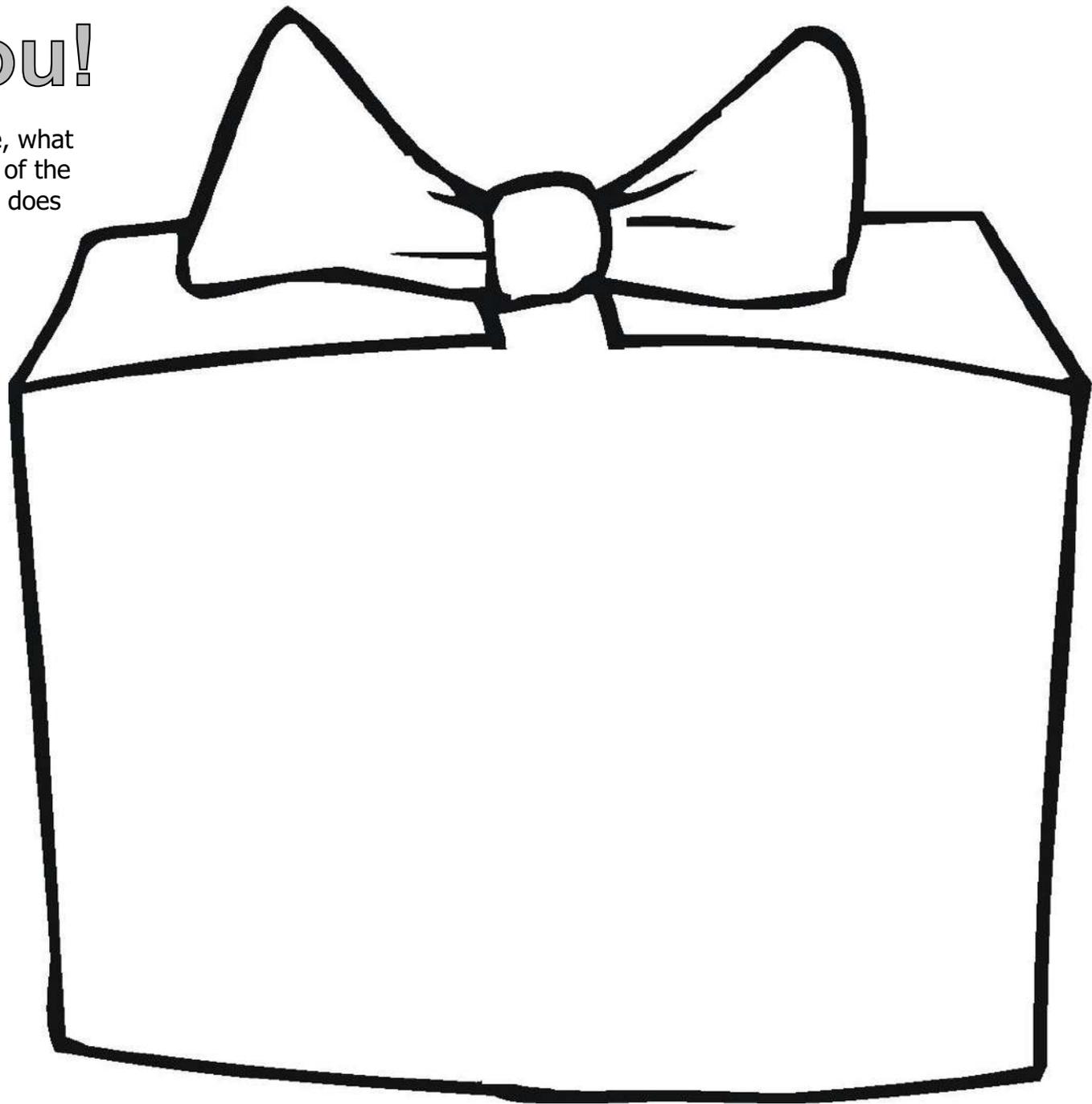
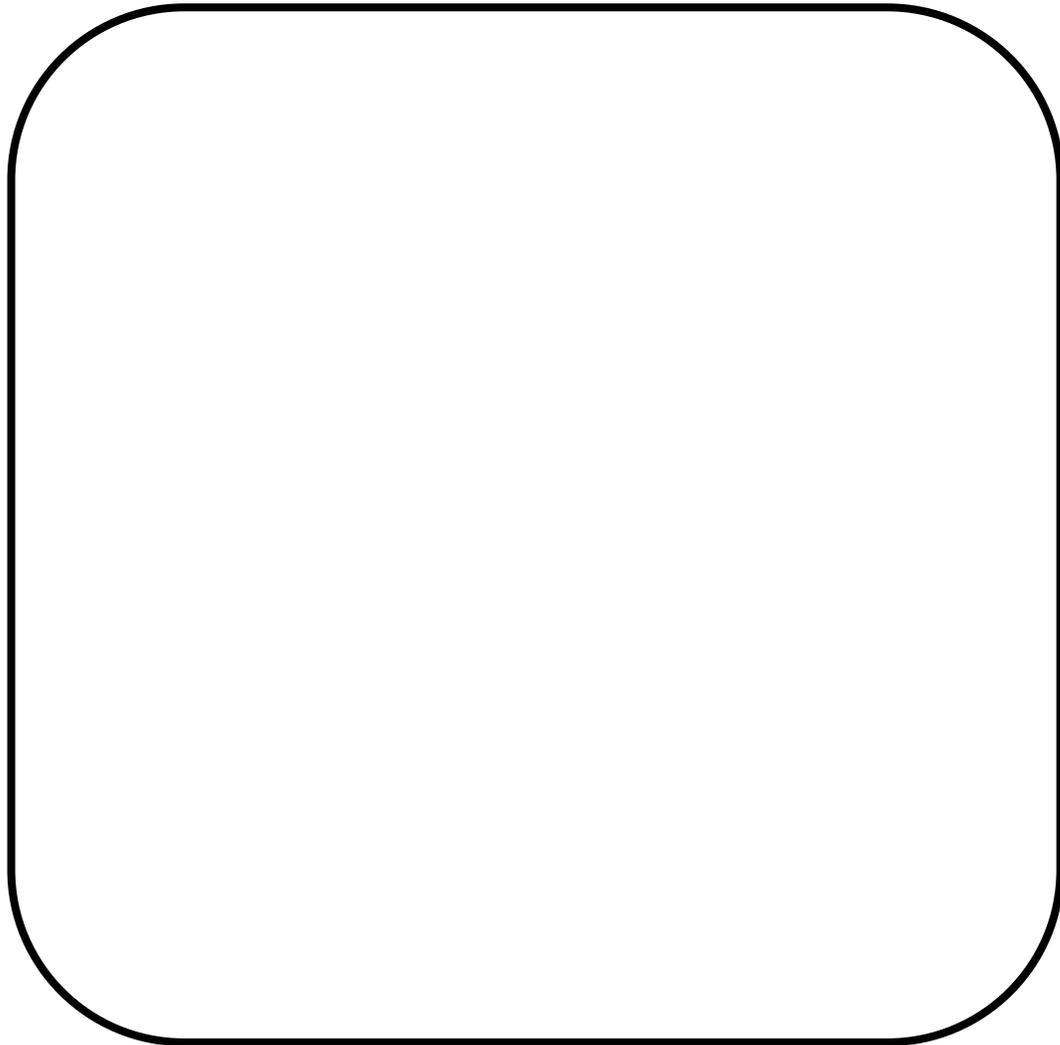
Director:

# Teacher Directions – Happy Birthday to You!

- The students will create a birthday gift for Alexander Stephens.  
(The gift should represent something that is significant to his life, so they should review facts from their notes before starting.)
- In the textbox, they will write about the significance of the gift. (Why is it perfect for Stephens? Why does he need it? What will he use it for? How could it help him?)

# Happy Birthday to You!

**Directions:** Alexander Stephens' birthday is February 11<sup>th</sup>. If he was still alive, what gift would you give him? (It can be more than one thing.) Draw the gift inside of the present. Next, write about the significance of your gift for Stephens' life. (Why does he need the gift? What will he use it for? How will it help him?)

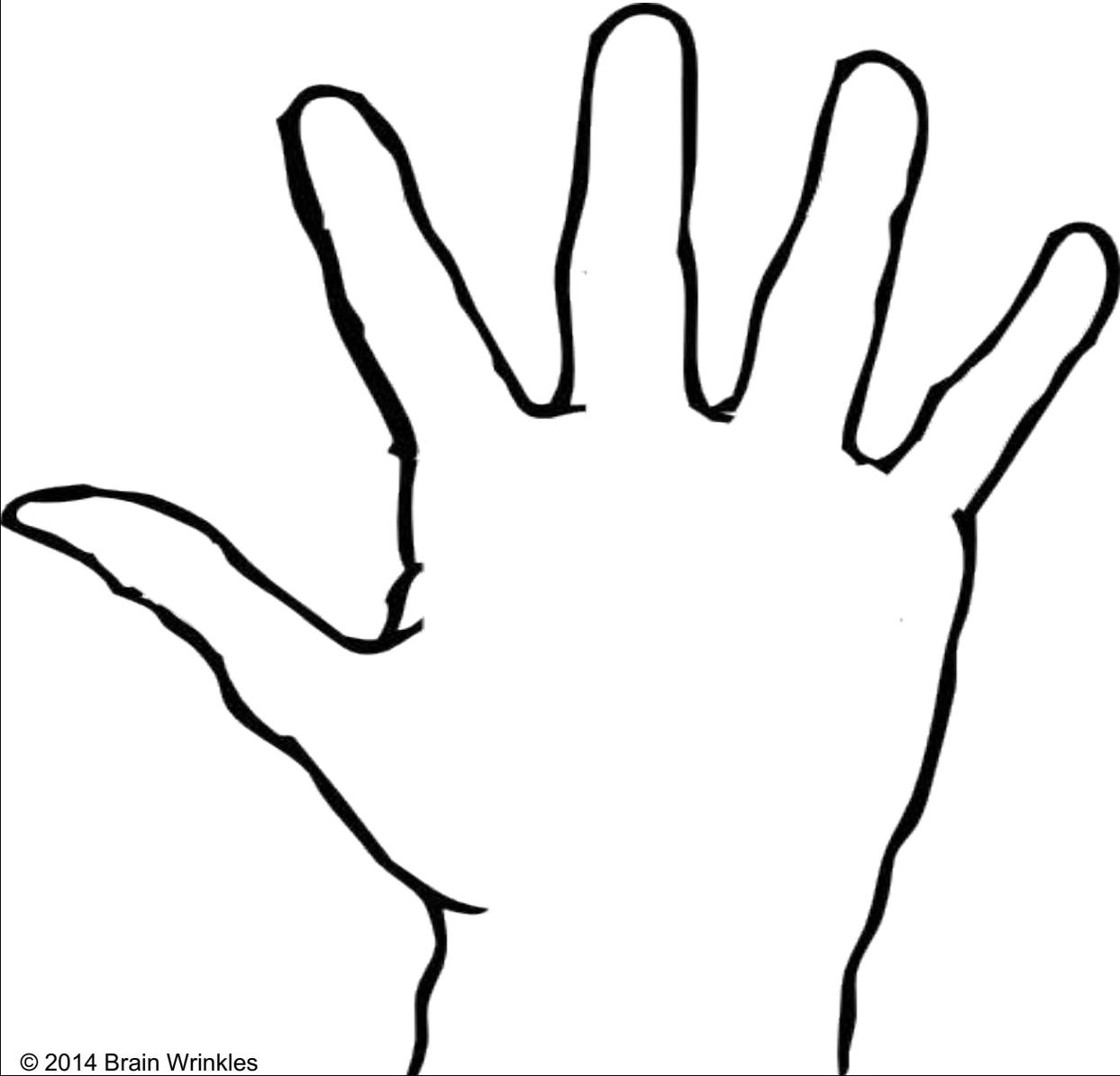


# Teacher – “Give Me Five” Ticket Out the Door

- Have students write down 5 things that they learned from today’s lesson on the fingers.
- (They can write down facts, dates, people, draw symbols, etc.)
- In the center of the palm, they will write down the most important thing that they learned.

# Give Me Five!

Write down 5 things that you learned from today's lesson on the fingers.  
In the palm, write down the most important thing you learned.

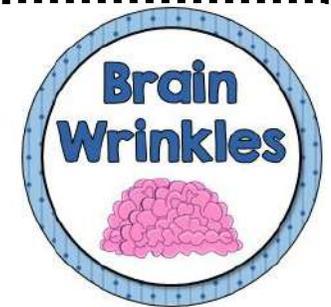


# Give Me Five!

Write down 5 things that you learned from today's lesson on the fingers.  
In the palm, write down the most important thing you learned.

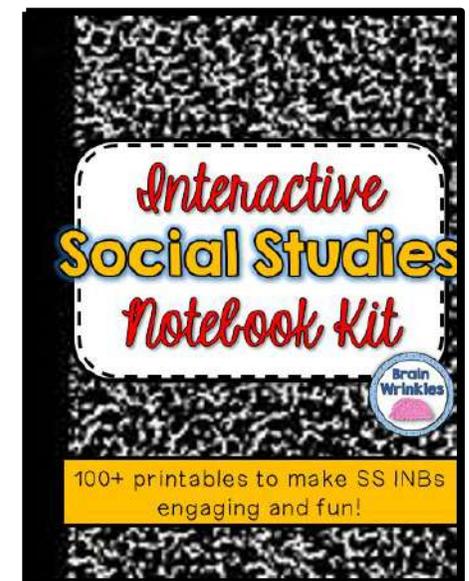
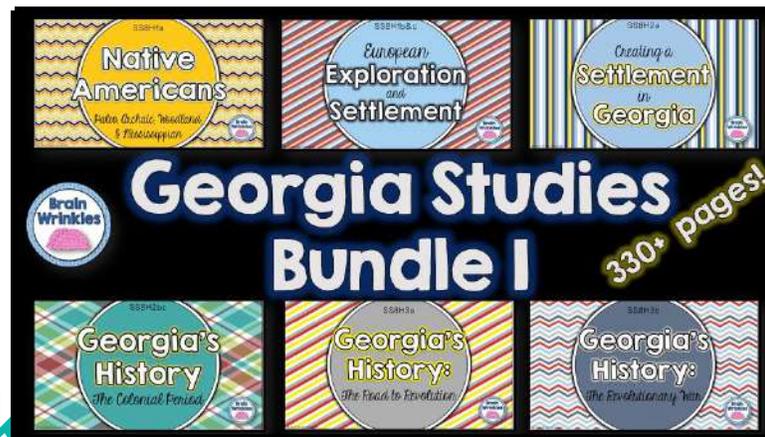


# Thank You!



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Best of luck to you this school year,

Ansley at Brain Wrinkles

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