

Dred Scott
by Jean Blomgren

Interdisciplinary curriculum involving language arts, social studies, and art for sixth grade students. These skills will focus on the 13th Amendment.

Students will:

1. Use reading, writing, reference, and critical thinking skills to evaluate the protection offered by the 13th Amendment to Dred Scott.

Materials needed: Copies of: **Student Handout: DREDSOTT**
United States Constitution
Access to library reference banks
Tagboard, Glue, Scissors, Magazines

Time needed: 7-8 days

Grade level: 6th grade

Procedure:

1. Spend 1-2 days in small groups to develop posters and/or paragraphs to compare and contrast: the *1850's* *1990's* in these areas:

- A.** Clothing (from headgear to footwear)
- B.** Home life (home, furnishings, and appliances)
- C.** Recreation
- D.** Chores/tasks
- E.** Food or meal choices
- F.** School life (Curricular and extra-curricular)
- G.** Hairstyles

2. As a class read through the Preamble to the Constitution. In small groups of three, discuss vocabulary and ideas in the preamble. As a whole class, brainstorm the ideas of the small groups. (1 day)

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Procedure cont.

3. Review the three branches of Government and the responsibilities of each. Discuss that a Constitution is a written plan of government.

Read through the 13th Amendment and discuss the vocabulary in each of the two sections.

Amendment XIII.

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

Use reference books or the text books to determine the years the Preamble was written and when the 13th Amendment was adopted.

4. Begin a time line on the bulletin board to added to later:

1 _____ 2 _____ 3 _____ 4 _____ 5 _____
YEARS

1. Columbus
2. Declaration of Independence
3. Constitution
4. Bill of Rights
5. 13th Amendment

5. Have students research the case of *Dred Scott v. Sandford*. They may use the **Student Handout: DRED SCOTT** provided or other readings including:

- A. Grolier Encyclopedia (1990) p. 268
- B. Colliers Encyclopedia (1989) p. 386
- C. Doctrine of Judicial Review Summary p. 156-157
- D. *Brown v. Board of Education* - Topeka, Kansas p. 175
- E. The Dred Scott Case p. 1-7
- F. Supreme Court case of *Dred Scott v. Sandford*

QUESTIONS TO ANSWER:

1. Explain the part or role of our state in the Dred Scott case.
2. What role did the Missouri Compromise play in the case?
3. In your words, write what Justice Taney said or wrote about the decision.
4. What was the ultimate ruling decided by the US Supreme Court in *Dred Scott v. Sandford*?

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Procedure cont.

6. Using what you found about Dred Scott's life, compare and contrast the "**rights**" of blacks in 1857 to 1991 in these areas:

- A.** Education
- B.** Employment
- C.** Careers and Opportunities

7. Choose five persons from the list and write, in your opinion, how the 13th Amendment affected their lives. Use facts of their lives.

- A.** Bryant Gumbel
- B.** Thurgood Marshall
- C.** Prince
- D.** Michael Jackson
- E.** Oprah Winfrey
- F.** Joe Louis
- G.** Magic Johnson
- H.** Kirby Puckett
- I.** Bo Jackson
- J.** Bill Cosby
- K.** George Washington Carver

8. If Dred Scott were living in the Metro area of Minnesota today, what might his life be like? 2-3 paragraphs

Student Handout: *DRED SCOTT V. SANDFORD*
60 U.S.393 (1857)

Dred Scott was born a slave. He was taken by his owner, Dr. John Emerson, into Illinois and Minnesota where slavery was prohibited by the Missouri Compromise of 1820, which excluded slavery from portions of United States territories. After living there for a few years, they both returned to Missouri, which was a slave state. After his owner died, Scott sued his new owner, John Sandford, for his freedom, claiming that the time he spent living in a state that did not allow slavery made him a free man. He also claimed that as a free man, he was entitled to sue in the courts.

The Supreme Court disagreed. Ruling that slaves were property rather than citizens, the court said that Scott had no legal right to sue his owner in the courts. The Court also stated that because slaves were property, declaring Scott a free man would be a violation of his owner's fifth amendment right to property. Justice Taney, in his opinion, said that Congress had no power to prohibit slavery in the territory and that the Missouri Compromise was unconstitutional.