



DRIVING QUESTION

Why could the nation settle its fights over slavery in 1850 but not in 1860?

Students buy and sell shares in fifteen people and in an index for each party, a few minutes at a time, from Polk's election to Fort Sumter.

Why it runs across the unit. Each session ends with prices, parties and portfolios unsettled, so students carry the question into the next class and into the reading. A market also remembers: a student who bought Clay in 1844 has to live with the Kansas-Nebraska Act in 1854. That is spaced retrieval with a score attached, and it keeps cause and effect in view for weeks instead of one period. **This set belongs to the History Market series.** If your class played another set, the rhythm is the same.

COURSE	AP US History, Period 5 (1844–1877) , from the Mexican-American War to the firing on Fort Sumter.
TIME	About 15 minutes a class , 5 sessions. One event takes about 4 minutes. 14 events in all.
TOPICS	5.2 Manifest Destiny · 5.3 Mexican-American War · 5.4 Compromise of 1850 · 5.5 Sectional Conflict · 5.6 Failure of Compromise · 5.7 Election of 1860. Key concepts KC-5.1.I and KC-5.2.I–II.
MATERIALS	A projector for the deck. A phone, tablet or computer for each student (or one per pair). No printing, no sign-up.
LINKS	Students: witsooth.com/games/history-market-house.html . You: witsooth.com/games/history-market-house-slides.html .
SAVING	Each student's game saves on their own device. The deck remembers the slide where you stopped and picks up there next time.

ONE SESSION Fifteen minutes, three events

15 MIN

MINUTE	WHAT HAPPENS
0:00	Open. Open the deck (it resumes). Ask: who held power when we stopped? Take two answers. Name who sits in which camp.
1:00	Event 1, market open (1.5 min). Read the setup aloud. Start the 1:00 or 2:00 timer. Students trade and tap names for bios. Sound stays off on student devices.
2:30	Code and reveal (2.5 min). Press Next: the unlock code shows and students type it in. Press Next again: the drumroll, then the points. Ask the one question in the Notes drawer (press N).
5:00	Events 2 and 3. Same rhythm, 4 minutes each. The deck marks the third with Good place to stop for today .
13:00	Exit sentence (2 min). On a half sheet: "I expect ___ to gain or lose power next because ___." Claim plus cause. Collect or photograph.

What students do

- Start with **\$1,000**. Buy and sell fifteen people, or an index that holds a whole camp.
- Trade before each event. Prices move only after the reveal.
- Each trade costs 1%, and a big buy pushes the price up, so they cannot pump a stock for free.

What the market teaches

- A crowd buys last round's winner. Students who read the history beat students who follow momentum.
- Parties are not fixed. Five people change sides, and the Whig index closes when the party dies.
- Power is a cause and a result. The "Who holds power" line follows every reveal. Watch the Republican index climb.

Day one only: allow 5 extra minutes. Students open the link, type a name, tap **Play**, and skim the camps. **Absent students** need the codes they missed. Each event's unlock code is at the top of its Notes drawer (press N), so you can hand them a list. **Switching devices:** the backup save code restores a game. **Heads up:** the unit covers slavery and the political defense of it. The market tracks parties and politicians, not slavery's defenders as a camp, and no event is written as a win for violence. The Fugitive Slave Act and Dred Scott slides name harm to Black Americans. Read them aloud with care.



History Market: A House Divided

ACROSS THE UNIT • THE CED CONNECTION

PACING • SKILLS • ASSESSMENT

5 SESSIONS Events, focus question and CED topic

STOPS MATCH THE DECK

#	EVENTS	FOCUS QUESTION	CED TOPICS
1	Texas and 1844 · The Mexican-American War · The Election of 1848	How did expansion put slavery at the center of politics?	5.2, 5.3, 5.5
2	The Compromise of 1850 · The Fugitive Slave Act · Kansas-Nebraska	Why did compromise work once and then fail?	5.4, 5.5, 5.6
3	Bleeding Kansas and the caning of Sumner · The Election of 1856 · Dred Scott	Who tried to settle slavery in the territories, and why did each try fail?	5.6
4	The Lincoln-Douglas debates · Harpers Ferry · The Election of 1860	How did a new party win without a single Southern state?	5.6, 5.7
5	The Secession Winter · Fort Sumter, then the party chart	Which was the last chance to avoid war, and which was the point of no return?	5.7

How the game carries the CED

- **Causation (Reasoning Process 2).** Every reveal is a cause and an effect. Push for **2.iii** (primary or secondary cause) and **2.v** (which mattered most), not a list.
- **Comparison.** Topics 5.4 and 5.5 ask for it. Compare Whigs and Democrats, then the two halves of the Democratic party after 1858.
- **Sources (2.A, 2.B, 3.C).** Each slide has a period print or cartoon. Ask point of view and purpose, then compare two (skill 3.C).
- **Evidence (6.B).** "Defend one buy or sell" at the end of a session uses specific evidence to support a claim.

Notes drawer on every slide

Press **N** on the deck. It shows the unlock code, the unit, the topic, the reasoning process, the key concept codes and a short teacher note ending in a question. A yellow chip on each event names the topic on screen.

KC-5.1.I.A–C · KC-5.2.I.A–C · KC-5.2.II.A–D

Optional CED sources fit the deck: the Webster and Calhoun speeches (5.4), the Anthony Burns trial and Magee's "Southern Chivalry" cartoon (5.6), "Stephen Finding His Mother," and Stephens's speech (5.7). The notes say where.

Between sessions

- **Homework hook.** Students read the event's textbook pages and pick one person to buy or sell next time.
- **Crowd check.** The market tags a crowd that chases last round's winner. Ask who fell for it.
- **Camp check.** Taylor, Seward, Lincoln, Fillmore and Sumner change sides, and the Whigs disappear. Have each student track one.

Assessment

- **Each session:** the exit sentence (claim plus cause), scored 0 to 2.
- **Short answer after session 3:** explain one reason attempts to settle slavery in the territories failed (KC-5.2.II.B.ii).
- **After session 5:** on the party chart, mark where the Whigs closed and explain the cause in a paragraph.
- **Score is not the grade.** The market points are Witsooth's judgment of each person's fortunes in an event, not a CED statement.

Sound: student devices start muted so a room does not ring at once. The projector plays the bells, the drumroll and the stingers. **Keys on the deck:** Right arrow or Space for next, Left arrow for back, N notes, S slide list (jump to any slide), T timer, M sound, F full screen, Home to start over.