

Waynesburg University TPS Unit Outline



America's Run-up to Civil War

Subjects: History, Geography, Civics

Grade Level/Range: Grade 9

Overarching Concept for the Learning Unit:

Through the use of primary sources, students will be able to identify the major differences between the North and South and the major causes for the American Civil War.

Overview:

This learning unit goes in depth about how the nation moved toward Civil War from 1850-1861. The learning unit incorporates various aspects of social studies including geography and civics while including English through a cross-curricular activity. This learning unit is very document heavy as to familiarize students with the two pillars of social studies, sourcing and contextualization.

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Pre-instructional Assessment/Introduction:

The introduction to this learning unit will entail a class discussion about conflict in preparation for the Civil War. However, the main part of the conversation will be about the run-up to the students' conflict with a friend, sibling, parent, or another person and what actions caused their own "Civil War".



WAYNESBURG UNIVERSITY

Waynesburg University TPS Unit Outline

Waynesburg University TPS Unit Outline

Lesson/Activity #1

Geography's Impact on America in 1850

Overview of Lesson:

The lesson will begin with the students defining geography and describing how geography impacts America in the present day. Next I will explain that the United States in 1850 was only 31 states and split between an agricultural economy based upon Slavery, and the beginnings of an industrialized economy, based upon budding factories. Students will then analyze the primary source map individually at first, then discuss their interpretations with a partner, and finally students would share aloud their observations. Once students complete the Think-Pair-Share activity, I would highlight our geographic location in relation to the nearest Slave state and have students state if our region would be similar or not. Lastly, the class will for homework research what crops were grown by slaves on the plantations throughout the entire South.

PA Standards:

7.3.U.A. Analyze the human characteristics of places and regions using the following criteria: Population • Culture • Settlement • Economic activities • Political activities

PA Common Core: CC.8.6.9-10.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Investigative Question for this activity:

How does Geography impact the economy and social culture of a region?

Objectives:

1. The students will define Geography and relate it to how it effects the modern day United States.
2. The students will be able to connect our current geographic location to the primary source map and hypothesize how it would be in 1850 in relation to 1850 America.
3. Students will be able to perform research on the agriculture in the 1850 South.



Waynesburg University TPS Unit Outline

Print Sources:

1. <https://www.loc.gov/resource/g3861e.ct000782/>
2. Population of the United States Decennially from 1790-1850
<http://www.census.gov/prod/www/decennial.html> (ZIP file 1850a-01.pdf Page 9 of 14)
3. The South's Economy
http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3558

Student Learning Process:

1. Class will begin with stating the standards that will be addressed by today's lesson and writing the objectives on the board
2. As a bell-ringer, students will define geography and describe how it impacts America today; this will be written down
3. Students will share their responses and will be collected to be reviewed
4. A short lecture will be presented setting the scene about America in 1850 regarding the economic differences between the North and South.
5. Students will be given two primary sources and one additional handout about the United States in 1850
6. Students will analyze all the handouts individually before pairing with a neighbor to share each other findings in a Think-Pair-Share Activity
7. Next students will examine our geographic location in relation to the nearest Slave state and state if the regions would be similar in geography and economy in 1850.
8. Before class ends review the lesson objectives, restate standards, check on the goals written on the board
9. Assign homework about which crops are grown by slaves on plantations throughout the South.
10. Students may use their textbook, all sources given in class, as well as other internet sources
11. Students must provide citations if the source is outside the textbook or handouts given in class

Closure:

Review the lesson objectives, restate the standards to check if we accomplished our goals for the day, and assign homework as a continuation of the lesson.

Modifications/Accommodation Techniques for Students with Special Needs:

Modifications would include providing key terms with definitions and visuals, highlighting important information in the two handouts that is necessary for the

Waynesburg University TPS Unit Outline

lesson, and having students with special needs work with a partner the whole time and not do the homework assigned.

Informal Assessment:

Bell-ringer where students define geography that is shared aloud and collected, Think-Pair-Share Activity analyzing the primary source, defining geography and stating its impact on present day America, homework-research the crops planted throughout the Southern States in the United States of America in 1850.



Waynesburg University TPS Unit Outline

Lesson/Activity #2

Time to Get Out and Vote...Election of 1860-Style

Overview of Lesson:

The lesson will begin with the students answering general questions about the election process as a bell-ringer. After completing the bell-ringer I will ask them to share their answers and ask any questions about the election process before distributing a handout about the Electoral College and how it helps America elect its leader. A transition occurs from the Electoral College to the election of 1860, in the form of a discussion with a PowerPoint to help guide the students, which involves the candidates running for President, their political party, and the platform for their respective party. The students next will review the political platforms of the Democratic and Republican parties and write a response on which of those two parties they would support if they were voting in the 1860 Presidential election citing the documents to back up their thoughts. Lastly for homework, the students will be comparing the platforms of the Republican and Democratic parties in 1860 to the most recent platforms the parties have published on their respective websites, <https://www.democrats.org/party-platform> and <https://www.gop.com/platform/> as they turn in their classwork on which political party they would support in 1860.

PA Standards:

5.3.9.D. Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.

CC.8.5.9-10.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary

Investigative Question for this activity:

Does public opinion and current events dictate a political party's values?

Waynesburg University TPS Unit Outline

Objective(s):

- Students will understand how a President is elected in the United States.
- The students will review the key social and political issues that shaped the 1860 Presidential election from the primary source document and other handout.
- Students will relate the 1860 Presidential election to the 2016 Presidential election.

Materials:

PowerPoint on the candidates running for President, their political party, and the platform for their respective party in 1860

Print Sources:

1. <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-war-approach/pdf/platform.pdf>
2. Democratic Party Platform from 1860
http://avalon.law.yale.edu/19th_century/dem1860.asp
3. What is the Electoral College
http://www.huffingtonpost.com/2012/11/06/what-is-the-electoral-college_n_2078970.html

Student Learning Process:

1. Before the class begins, the standards will be written on the board
2. Students will complete the bell-ringer of writing down any information they have about the election process for the United States President as well as any questions they have
3. Students will share their responses and their questions
4. After answering the students' questions, a discussion about the election of 1860 will start involving the candidates running for President, their political party, and the platform for their respective party
5. A PowerPoint will be up on screen/printed out for the students to follow along
6. Students will be given the documents of the platforms of Democratic and Republican parties in 1860 where they will analyze the documents
7. Students will write a response of at least a paragraph explaining which party they would support if they were voting in the 1860 Presidential election
8. They must use either document/source as evidence to defend their choice
9. This in-class assignment will be collected



Waynesburg University TPS Unit Outline

10. Students will be given homework of comparing the Democratic and Republican party platforms from 1860 to the most recent one the parties have published

11. The current political party platforms can be found <https://www.democrats.org/party-platform> and <https://www.gop.com/platform/> which will be given to the students before class ends

Closure:

As class winds down, students will turn in their responses, check to see if all the goals outlined at the beginning of class were met, and write down the websites needed to complete the homework which will be assigned.

Modifications/Accommodation Techniques for Students with Special Needs:

Provide the PowerPoint slides for the students to follow along, have these students not write as much information in their written response, and print out the current party platforms already in addition to having them only pick out the differences of one or two areas not the whole document.

Informal Assessment:

Bell-ringer where students write down their knowledge about the US Presidential election process and ask any questions they have, written response on which party they would support with direct evidence from the sources to back up their beliefs, homework comparing the political party platforms from 1860 to the modern day using the websites shared in class.

Waynesburg University TPS Unit Outline

Notes for PowerPoint Presentation:

Democratic Party Platform; June 18, 1860

1. Resolved, That we, the Democracy of the Union in Convention assembled, hereby declare our affirmance of the resolutions unanimously adopted and declared as a platform of principles by the Democratic Convention at Cincinnati, in the year 1856, believing that Democratic principles are unchangeable in their nature, when applied to the same subject matters; and we recommend, as the only further resolutions, the following:

2. Inasmuch as difference of opinion exists in the Democratic party as to the nature and extent of the powers of a Territorial Legislature, and as to the [powers and duties of Congress](#), under the Constitution, over the institution of slavery within the Territories,

Resolved, That the Democratic party will abide by the decision of the Supreme Court of the United States upon these questions of Constitutional Law.

3. Resolved, That it is the duty of the United States to afford ample and complete protection to all its citizens, whether at home or abroad, and whether native or foreign born.

4. Resolved, That one of the necessities of the age, in a military, commercial, and postal point of view, is speedy communications between the Atlantic and Pacific States; and the Democratic party pledge such Constitutional Government aid as will insure the construction of a Railroad to the Pacific coast, at the earliest practicable period.

5. Resolved, that the Democratic party is in favor of the acquisition of the Island of Cuba on such terms as shall be honorable to ourselves and just to Spain.

6. Resolved, That the enactments of the State Legislatures to defeat the faithful execution of the [Fugitive Slave Law](#), are hostile in character, subversive of the Constitution, and revolutionary in their effect.

7. Resolved, That it is in accordance with the interpretation of the Cincinnati platform, that during the existence of the Territorial Governments the measure of restriction, whatever it may be, imposed by the [Federal Constitution](#) on the power of the Territorial Legislature over the subject of the domestic relations, as the same has been, or shall hereafter be finally determined by the Supreme Court of the United States, should be respected by all good citizens, and enforced with promptness and fidelity by every branch of the general government.



Waynesburg University TPS Unit Outline

What is the Electoral College?

The Electoral College is made up of 538 electors who cast votes to decide the President and Vice-President of the United States. When voters go to the polls on Tuesday, they will be choosing which candidate receives their state's electors. The candidate who receives a majority of electoral votes (270) wins the Presidency. The number 538 is the sum of the nation's 435 Representatives, 100 Senators, and 3 electors given to the District of Columbia.

How does the Electoral College work?

Every four years, voters go to the polls and select a candidate for President and Vice-President. In all but two states, the candidate who wins the majority of votes in a state wins that state's electoral votes. In Nebraska and Maine, electoral votes are assigned by proportional representation, meaning that the top vote-getter in those states wins two electoral votes (for the two Senators) while the remaining electoral votes are allocated congressional district by congressional district. These rules make it possible for both candidates to receive electoral votes from Nebraska and Maine, unlike the winner-take-all system in the other 48 states.

How are the electors selected?

This process varies from state to state. Usually, political parties nominate electors at their state conventions. Sometimes that process occurs by a vote of the party's central committee. The electors are usually state-elected officials, party leaders, or people with a strong affiliation with the Presidential candidates.

Do electors have to vote for their party's candidate?

Neither the Constitution nor Federal election laws compel electors to vote for their party's candidate. That said, twenty-seven states have laws on the books that require electors to vote for their party's candidate if that candidate gets a majority of the state's popular vote. In 24 states, no such laws apply, but common practice is for electors to vote for their party's nominee.

Waynesburg University TPS Unit Outline

What happens if no one gets a majority of Electoral College votes?

If no one gets a majority of electoral votes, the election is thrown to the U.S. House of Representatives. The top three contenders face off with each state casting one vote. Whoever wins a majority of states wins the election. The process is the same for the Vice Presidency, except that the U.S. Senate makes that selection.

Can you lose the popular vote and win the electoral college vote?

Yes, a candidate could lose the popular vote and win the electoral college vote. This [happened to George W. Bush in 2000](#), who lost the popular vote to Al Gore by .51% but won the electoral college 271 to 266.

When does the Electoral College cast its votes?

Each state's electors meet on the Monday following the second Wednesday of December. They cast their votes then, and those votes are sent to the President of the Senate who reads them before both houses of Congress on January 6th.

Why does the Electoral College matter?

The Electoral College determines the President and Vice-President of the United States. The Electoral College system also distinguishes the United States from other systems where the highest vote-getter automatically wins. This so-called "indirect election" process has been the subject of criticism and attempted reform, though proponents of it maintain that it ensures the rights of smaller states and stands as an important piece of American federalist democracy



Waynesburg University TPS Unit Outline

Title of Lesson/Activity #3

Tying in Literature: A Deeper Sense of Loyalty

Overview of Lesson:

Students will be given the novel A Deeper Sense of Loyalty by C. James Gilbert to read prior to this lesson. On this day students will discuss the book, what they liked/disliked, and how historically accurate it was. After the discussion students will compare the historical information presented in the novel to what is stated in the textbook. Lastly, students will perform a book backdrop on the book in the form of a graphic organizer with the primary sources already picked. Students will evaluate primary sources that the teacher provides on a graphic organizer and relate the source to what they read and turn in the graphic organizer when complete.

PA Standards:

8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

CC.8.5.9-10.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Investigative Question for this activity:

How does literature tell history differently than the textbook?

Objective(s):

1. Students will over a period of time read the historical fiction book A Deeper Sense of Loyalty
2. Students will relate what they read to what is stated in their history textbook to check for historical accuracy
3. Students will evaluate primary sources that the teacher provides on a graphic organizer and relate the source to what they read.

Materials:

- Primary sources provided in the graphic organizer
- A Deeper Sense of Loyalty by C. James Gilbert

Waynesburg University TPS Unit Outline

Print Sources:

- <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-war-approach/pdf/freeSoiler.pdf>
- <https://tile.loc.gov/image-services/iiif/service:gmd:gmd386:g3861:g3861e:ct000782/full/pct:25/0/default.jpg>
- <http://cdn.loc.gov/service/pnp/cph/3a00000/3a05000/3a05100/3a05114v.jpg>
- <https://cdn.loc.gov/service/rbc/lprbscsm/scsm0239/001r.jpg>

Student Learning Process:

1. Students will take out their novels
2. As a bell-ringer, students will write down their likes, dislikes, their opinions, and how historically accurate they thought the novel was
3. This will result in a student-led discussion about the book on each of the points they wrote down
4. Once the conversations conclude, students will compare the historical information presented in the book to what the textbook
5. After this exercise, students will analyze primary sources that are pre-determined on the graphic organizer
6. Students will relate the source to what they read in the novel after providing a brief summary
7. Students will turn in the graphic organizer when finished

Closure:

Students will provide feedback to the teacher on how they felt doing the graphic organizer and restate their thoughts on the novel.

Modifications/Accommodation Techniques for Students with Special Needs:

May use a partner to complete the graphic organizer and comparison to the textbook on how historically accurate the novel was.

Formal Assessment:

Graphic Organizer where students provide the title of the primary source and give a detailed summary of the source.





Informal Assessment:

Student led discussion on the novel, if they read it they will participate, teacher will mark down who contributes to the conversation.





Waynesburg University TPS Unit Outline

Bibliographic Organizer of Library of Congress Sources

America's Run-up to Civil War		
Thumbnail Image	Document Title, Author/Creator, Date	Library of Congress URL
Lesson #1: Geography's Impact on America in 1850		
	Title: Map showing the distribution of slaves in the Southern States Creator(s): Adolph Steinwehr Date Created/Published: 1860	https://tile.loc.gov/image-services/iiif/service:gmd:gmd386:g3861:g3861e:ct000782/full/pct:25/0/default.jpg
Lesson #2: Time to Get Out and Vote...Election of 1860 style		
	Title: National Republican platform adopted by National Republican Convention Creator(s): Unknown Date Created/Published: Chicago 1860	http://www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-war-approach/pdf/platform.pdf
Lesson #3: Book Backdrop-Tying in Literature to the Social Studies Classroom		
	Title: Forcing slavery down the throat of a freesoiler Creator(s): John L Magee Date Created/Published: 1856	http://www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-war-approach/pdf/freeSoiler.pdf
	Title: Map showing the distribution of slaves in the Southern States Creator(s): Adolph Steinwehr Date Created/Published: 1860	https://tile.loc.gov/image-services/iiif/service:gmd:gmd386:g3861:g3861e:ct000782/full/pct:25/0/default.jpg

Waynesburg University TPS Unit Outline

	<p>Title: Effects of the Fugitive Slave Law Creator(s): Theodor Kaufman Date Created/Published: Hoff & Bloede, 1850</p>	<p>http://cdn.loc.gov/service/pnp/cph/3a00000/3a05000/3a05100/3a05114v.jpg</p>
	<p>Title: Epitaph. Here lie the mutilated and disjointed remains of the noblest form of government. Creator(s): Unknown Date Created/Published: 1861</p>	<p>https://cdn.loc.gov/service/rbc/lpr/bcsm/scsm0239/001r.jpg</p>

Post-instruction Assessment:

The post-instruction assessment for this learning unit will be an essay whether the Civil War was avoidable. Students will have access to all the primary sources used in class throughout the unit in addition to their textbook.

