



Political and Economic Motives of the American Civil War

Subjects: Geography, Civics, Economics, History

Grade Level: 7th grade

Overarching Concept: The main concept of this unit is to show the political divisions of the United States at that time and to shed light on the main reasons for war-both political and economic. The students should, at the end of the unit, be able to tell why the Civil War happened, when and where it happened, how the battles and the war took place, and major political decisions that came to shape our country.

Overview: The purpose of this unit is to introduce the first half of the American Civil War; the unit will present the political actions and the repercussions that followed as well as the major battles of the first half of the Civil War. The unit will go up until the battle of Chancellorsville with the second unit picking up with the Battles of Gettysburg and Vicksburg. The goal is to have the students identify what caused the Civil War, who the key figures of each side were, and to have the students know who were the victors of each key battle in the war.

Written By: Mitch Nordstrom

Date: April 18, 2018

*** **

Pre-instructional Assessment/Introduction:

Before beginning the unit covering the start of the Civil War, as a class, the students will be asked to brainstorm all the information they know about the Civil War. After compiling this list the class will discuss the people they believe to be most important to the Civil War- identify key players that they wish to touch upon or whom they believe must be studied.



WAYNESBURG UNIVERSITY®

Title of Lesson/Activity #1: And so it begins...

Created By: Mitch Nordstrom

Overview of Lesson: The students will be introduced to the beginning of the Civil War; specifically the events at Fort Sumter and the Philippi Races. The students will be split into groups of three-four and be given access to primary sources in order to analyze and compare/contrast. The primary sources are newspaper articles about Fort Sumter; one from the North and one from the South. The articles will be online and retrieved after learning the facts and chain of events that occurred at Fort Sumter.

PA Standards:

Standard - 5.3.7.H: Describe the influence of **mass media** on society.

Standard - 5.4.7.D: Identify **mass media** sources and how they report world events.

Standard - 7.2.7.A: Explain the characteristics of **places** and **regions**.

Standard - 8.1.7.A: Demonstrate continuity and change over time using sequential order and **context of events**.

Standard - 8.1.7.B: Identify and use **primary and secondary sources** to analyze multiple points of view for historical events.

Investigative Question for this activity: What are the similarities and differences between the Northern and Southern newspaper? How does each side present the events at Fort Sumter?

Objective(s): Students will be able to list three differences between the two newspaper articles and they will draw conclusions based upon these differences that indicate bias about the events of the battle. Students will critique each article by identifying four-five forms of bias in each article and they will rewrite the sentence to have no bias.

Materials: Animated map of Fort Sumter from civilwar.org (4:00-5:00); pencils; textbook; notebook; two laptops per group to examine the two primary sources on www.loc.gov

Online Resources/Collections/Exhibits/Websites:

<https://www.civilwar.org/learn/maps/entire-civil-war-animated-map>

- 1) Article from Warren, Ohio <https://chroniclingamerica.loc.gov/lccn/sn84028385/1861-04-17/ed-1/seq-2/>
- 2) Article from the Anderson Court House, SC <https://chroniclingamerica.loc.gov/lccn/sn84026965/1861-04-17/ed-1/seq-2/>

Student Learning Process:

- 1) Students will begin the class by answering questions about the previous lessons and important information previously covered regarding the Civil War Era- Example: "Who ran for president in 1860 election?" Answer: Abraham Lincoln, Stephen Douglass, John Beckenridge, and John Bell; students must name three of the four.
- 2) After reviewing the pertinent information (Lincoln v. Douglas, the differences in the North and South's economies, abolition actions like John Brown, etc...) students will then be introduced to the South's reaction to the 1860 election up until the completion of Battle of Fort Sumter; students will be taking notes on the important information: order of secession, date of election, date of battle, Lincoln's inaugural address, etc).

- 3) Upon the completion of the notes, the students will split off into groups of three-four (either they choose or teacher chooses depending on what class and how they typically handle working together) and given laptops to open up the newspapers articles depicting Fort Sumter.
- 4) In their groups the students will analyze the documents and list similarities and the differences between the two stories. The students will also be keeping track of any bias they detect in the writing- they must have four-five forms by the end of class.
- 5) The students will create their own statements that are unbiased to replace the biased statements; then these sentences will be read aloud to the class and discussed if they detect bias or not.

Closure: The lesson will be completed by concluding the events of Fort Sumter and how each side of the war was beginning to respond. The students will watch the video “Animated Civil War” from minutes 4:00 to 5:00 to recap and summarize the events just covered and lead into the next lesson. The lesson will end prior to the First Battle of Bull Run which will be covered in the next lesson.

Modifications/Accommodation Techniques for Students with Special Needs:

If the student has trouble reading (example: dyslexia), then the teacher will provide a shorter passage for the student and the teacher will eliminate challenging or uncommon words from the passage to prevent confusion. If a student has anxiety about being in a group then they will be permitted to either work alone or work with one other person if they desire; however, their IEP will alert the teacher if something like this is necessary and there will already be a procedure in place.

Assessment: The lesson relies on teacher observation and informal assessment primarily. As the students work together in their groups, the teacher should be actively monitoring the class to ensure everyone is participating. The formal assessment for the lesson will be the notes taken on each of the newspaper articles that will be turned in at the end of class.

Title of Lesson/Activity #2: Soldier's Heart

Created By: Mitch Nordstrom

Overview of Lesson: This lesson will encompass multiple class periods and will require the students to read the relatively short book, *A Soldier's Heart*, by Gary Paulsen. The students will read the book in sections, which will be assigned in class, and be asked to discuss the reading in assigned groups of three-four. The students will be using this book to gain an understanding of the mindset of the soldiers entering the Civil War; the book will be used to put the war into perspective before the class learns about the tragic and major battles of the war in-depth.

PA Standards:

Standard - 8.1.U.B- Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.

Standard - 8.2.7.D- Identify local connections and examples of **conflict** and cooperation among groups and organizations and how this impacted the history and development of Pennsylvania.: Military conflict

Standard - 8.3.7.D- Examine **conflict** and cooperation among groups and organizations in U.S. history: Military conflict

Investigative Question for this activity: How do the soldiers' mindsets change throughout the book? How do battles shape the way things are seen?

Objective(s): Students will be able to identify three major battles/locations of the Civil War that were discussed in the book. The students will be able to describe each of the three events and will be able to describe how each event impacted the both the war and the characters in the story.

Materials: each student will have a copy of *Soldier's Heart* by Gary Paulsen, notebooks, and pencils

Printed Sources: N/A

Online Resources/Collections/Exhibits/Websites: N/A

Student Learning Process:

- 1) Students will begin each class by answering a question regarding the reading assignment that was to be completed for class. Example: Where was Charley originally stationed? How long was he there? Name two characters he met there and provide a brief description of who they were.
- 2) After answering the introductory question(s), the students will turn in their answers and then separate into their discussion groups. Once in these groups, the students will take turns recounting the main pieces of information from the reading assignment (i.e. battles that took place, new locations, new characters, deaths, etc).
- 3) Each group will have one person be a note-taker for the discussion and this person for this task will change roles every time. This student will document the major events and discussion points of the group. Each groups' outline/notes will be turned in after each discussion and the students notes will be used to create some test questions.
- 4) Once the discussions have ceased, the students will return to their original seats and recount the events they discussed for the class. Each group will provide one piece of information and this will continue until

there are no more new pieces of information from the lesson. While the students are presenting this information, the teacher will be typing the information into a Word document, and creating a class outline. This outline will be given to the students at the end of the book.

Closure: To end the class, as a class the students will make predictions as to what they believe will happen next in the book. These predictions will be documented and retrieved the following day to see if the students were close in their claims.

Modifications/Accommodation Techniques for Students with Special Needs:

Regarding reading, students with IEPs will be given smaller reading assignments with only certain pages selected for them to read; the students could also use “sparknotes” if the content of the book proves too difficult or graphic.

Students with anxiety or with IEPs against working in groups will be allowed to work with one other person or if they need to, by themselves. If they work by themselves then they must write down the main points and create an outline of the main concepts like the groups will have to do; obviously, their outline will be smaller and will not be graded down for lacking some information.

Assessment:

Formal assessment: the bell-ringer style questions at the beginning of the lesson will serve as a participation grade and will be checked for understanding. The grading of the bell-ringer will range from 0-4 points:

0: no answer or did not answer questions asked

1: Answered one part of the question accurately but did not provide reference to the book and did not write in complete sentences

2: Student answered some of the questions accurately and wrote in complete sentences with minor references to the book

3: Student answered most of the questions accurately with complete sentences and provided references to the book

4: Student answered all questions accurately with complete sentences and detailed references to the book.

Informal assessment: the teacher will actively monitor the group discussions and make note of talking points for when the individual groups end. The outlines collected at the end of the small group discussion will serve as a guide for where the students are in their understanding of the book.

Title of Lesson/Activity #3: Civil War today

Created By: Mitch Nordstrom

Overview of Lesson: During this lesson the students will be shown how the Civil War affects contemporary America. The students will draw connections from the subjects covered during the war and subjects that are relevant even today (i.e. the Confederate flag and statues of Southern generals).

PA Standards:

Standard - 5.1.7.F- Describe how the media uses political symbols to influence public opinion.

Standard - 5.3.7.H- Describe the influence of mass media on society.

Standard - 8.1.U.B- Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

Investigative Question for this activity: How did the Civil War shape the 20th and 21st centuries? Why are there parallels between the issues of the 1860s and today?

Objective(s): Students will be able identify at least two connections between America in the 1860s and today. The students will then discuss the issues and create their own opinions which will be written in a persuasive paragraph(s). The students will choose from a list of topics of issues connecting the Civil War to contemporary America.

Materials: Notebooks, pencils, computers, textbook

Printed Sources: N/A

Online Resources/Collections/Exhibits/Websites: <https://www.allsides.com/unbiased-balanced-news>

Student Learning Process:

- 1) Students will enter the class and be presented with a bell-ringer question: What were the issues of the 19th century that led to the Civil War? Did the war solve all these issues? If not, name the ones that were not solved.
- 2) After most students have finished their writing, ask some students to present their answers; use their answers to transition into the online activity. Send the students to get the laptops and have them open up to *allsides.com*.
- 3) Once on the website students will search for contemporary examples of issues left behind by the Civil War (examples: confederate statues, confederate flag, race relations, etc...). The students will choose two topics and create an outline of the issues using at least three different articles from the site (all must be cited at the bottom of the outline).
- 4) Students will be given the day and the following days' periods (roughly two or three depending on how difficult this proves to the students) to complete their outlines. Upon completion students are to upload it to the teacher's flash drive (if they did it on Word or Google Docs) or turn in their hard copy.
- 5) The outlines will be graded for completeness and format. The content will be checked to ensure its accuracy; however, it will not be the primary driver of the outline. The outline is to be an organizer for the student's thoughts and facts. The students will be given homework (three or four days to complete) to write a persuasive paper on one of their topics using the facts pulled from the articles to support their opinion.

Closure: The persuasive papers will be turned in at the end of the lesson, effectively closing the lesson with a final action. The students will discuss their thoughts on the papers and the assignment by providing feedback to the teacher on how effective they believe the lesson was for them.

Modifications/Accommodation Techniques for Students with Special Needs:

Students with autism or dyslexia will be allowed to either create a more elaborate outline/note sheet instead of writing a persuasive paper however, the student should write their opinion at the bottom of the article notes.

Assessment:

Formal assessment- persuasive essay rubric (courtesy of: readwritethink.org)

Traits	10	7	4	1
Organization	The introduction is inviting, states the goal or thesis, and provides an overview of the issue. Information is presented in a logical order and maintains the interest of the audience. The conclusion strongly states a personal opinion.	The introduction includes the goal or thesis and provides an overview of the issue. Information is presented in a logical order but does not always maintain the interest of the audience. A conclusion states a personal opinion.	The introduction includes the main goal or thesis. Most information is presented in a logical order. A conclusion is included, but it does not clearly state a personal opinion.	There is no clear introduction, structure, or conclusion.
Goal or Thesis	There is one goal or thesis that strongly and clearly states a personal opinion and identifies the issue.	There is one goal or thesis that states a personal opinion and identifies the issue.	A personal opinion is not clearly stated. There is little reference to the issue.	The personal opinion is not easily understood. There is little or no reference to the issue.
Reasons and Support	Three or more excellent reasons are stated with good support. It is evident that a lot of thought and research was put into this assignment.	Three or more reasons are stated, but the arguments are somewhat weak in places.	Two reasons are made but with weak arguments.	Arguments are weak or missing. Less than two reasons are made.
Attention to Audience	Argument demonstrates a clear understanding of the potential audience and anticipates counterarguments.	Argument demonstrates a clear understanding of the potential audience.	Argument demonstrates some understanding of the potential audience.	Argument does not seem to target any particular audience.
Word Choice	Word choice is creative and enhances the argument.	Word choice enhances the argument.	There is evidence of attention to word choice.	Word choice is limited.
Visuals/ Delivery	Visuals are appealing, highly relevant, and add support to the argument. Delivery is fluent, with an engaging flow of speech.	Visuals are appealing and add support to the argument. Delivery is fluent.	Visuals are related to the topic. Delivery lacks some fluency.	Visuals are not directly related to the topic. Delivery is not fluent.
Grammar, Mechanics, & Spelling	There are no errors in grammar, mechanics, and/or spelling.	There are few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	There are several errors in grammar, mechanics, and/or spelling.	There are numerous errors in grammar, mechanics, and/or spelling.
Comments				

Informal assessment: The students will be actively monitored to check for confusion, questions, and understanding. The students will also be asked at the end of the lesson what they would like to see changed for the following years to give feedback and insight to the teacher on the lesson's effectiveness.

.....

Post-instruction Assessment:

The students' post-instruction assessment will be a presentation to the class about a specific role-player in the Civil War. Students will be randomly selected to choose a person from a pre-determined list; list will include names like: Jefferson Davis, Robert E. Lee, Abraham Lincoln, and Ulysses S. Grant. The students will be given a week of class time with the computers to research their individual and will present the following week. The students will need to reference the importance of their individual in specific events we covered in class and provide information on how their person affected the lives of other role-players. For example, they will need to talk about how General Lee affected General Grant throughout the war. The students will create a visual aid to accompany their presentation and the presentation must be between eight -ten minutes. This assessment will show that the students are conversant about specific details of the war and that the students can make connections between different portions of the war despite there not being a clear connection. The purpose is to make the students see how interconnected the events were and how interconnected the events are even today because the actions of individuals affect the group at large. This assessment will work as a stepping stone for future lessons because the topics being covered in the upcoming units will relate more and more to contemporary America; example: Reconstruction affecting race relations into the 1960s and up until today. This assessment requires a culmination of skills covered throughout the unit: researching, outlining information, presenting to a group, and making connections between events and seeing repercussions for certain choices.

(Rubric courtesy of readwritethink.org on following page).

	15—Excellent	10—Good	5—Okay	1—Needs Improvement
Delivery	<p>Holds attention of entire audience with the use of direct eye contact, seldom looking at notes</p> <p>Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points</p> <p>Reached the required time limit of 8 – 10 minutes.</p>	<p>Consistent use of direct eye contact with audience, but still returns to notes</p> <p>Speaks with satisfactory variation of volume and inflection</p> <p>Spoke for 6-7:59 minutes</p>	<p>Displays minimal eye contact with audience, while reading mostly from the notes</p> <p>Speaks in uneven volume with little or no inflection</p> <p>Spoke for 4-5:59 minutes</p>	<p>Holds no eye contact with audience, as entire report is read from notes</p> <p>Speaks in low volume and/ or monotonous tone, which causes audience to disengage</p> <p>Spoke for less than 4 minutes</p>
Content/ Organization	<p>Demonstrates full knowledge by answering all class questions with explanations and elaboration</p> <p>Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence</p>	<p>Is at ease with expected answers to all questions, without elaboration</p> <p>Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions</p>	<p>Is uncomfortable with information and is able to answer only rudimentary questions</p> <p>Attempts to define purpose and subject; provides weak examples, facts, and/ or statistics, which do not adequately support the subject; includes very thin data or evidence</p>	<p>Does not have grasp of information and cannot answer questions about subject</p> <p>Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions</p>
Enthusiasm/ Audience Awareness	<p>Demonstrates strong enthusiasm about topic during entire presentation</p> <p>Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject</p>	<p>Shows some enthusiastic feelings about topic</p> <p>Raises audience understanding and awareness of most points</p>	<p>Shows little or mixed feelings about the topic being presented</p> <p>Raises audience understanding and knowledge of some points</p>	<p>Shows no interest in topic presented</p> <p>Fails to increase audience understanding of knowledge of topic</p>
Comments				