

Part I: Thematic Primary Source Set

Topic/Big Idea: What were the major events that led to tension between the North and the South that led to the American Civil War?

Grade Level and Subject Area: Fifth Grade Social Studies-United States History to 1865

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Thumbnail Image of Source	Bibliographic Information (Title, Author/Creator, Date, URL)
	<p>Title: Forcing slavery down the throat of a freesoiler. Creator: J.L. Magee, Date created/published: Philadelphia, Pennsylvania, 1856</p> <p>http://memory.loc.gov/cgi-bin/ampage?collId=lprbscsm&fileName=scsm0326/lprbscsm0326.db&recNum=0</p>
	<p>Title: Map showing the distribution of slaves in the Southern States / Contributor Names: Steinwehr, A. von (Adolph), 1822-1877. Created / Published: [Philadelphia, Pa.?]: A. von Steinwehr, [186-?]</p> <p>http://www.loc.gov/resource/g3861e.ct000782/</p>
	<p>Title: Effects of the Fugitive-Slave-Law Creator: Theodor Kaufmann Date Created/Published: New York: Publ. by Hoff & Bloede, 1850.</p> <p>http://www.loc.gov/pictures/item/2008661523/</p>



Part II: Classroom Activity Plan

Essential/Investigative Question: What were the major events that led to tension between the North and the South that led to the American Civil War?

Objective(s): The students will be able to describe how the issue of states' rights led to an increased sectional tension between the North and the South during the Nineteenth Century.

The students will be able to explain how the issue of slavery eventually caused a series of events that led to the outbreak of the American Civil War.

Standard(s) Addressed: SOL USI.9:

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by:

- a) describing the cultural, economic, and constitutional issues that divided the nation.
- b) explaining how the issues of states' rights and slavery increased sectional tensions.

Procedure:

1. The students will analyze the selected primary sources using the Library of Congress Primary Source Analysis Tool Worksheet. Each of the students will be provided with a copy of the worksheet. The students will complete the analysis independently. The students will be provided with a pre-determined time period to complete the analysis.
2. The students will then discuss their findings with pre-selected partners. The teacher will ask the students to see if they see any similarities in the two illustrations and then the teacher will ask them how the primary sources relate to the map. As the students are discussing the similarities and differences, each pair of students will be instructed to complete a Venn Diagram. This Venn Diagram, along with the completed copies of the Library of Congress Primary Source Analysis Tool Worksheet, will serve as part of the students' assessment.
3. The students will then work in small groups of (3-4) students to create a timeline of important events in the decade leading up to the American Civil War. Each group will be required to locate (3) additional primary sources to add to their timeline. The groups will discuss which conflicts and events are being represented by their primary sources, as well as the provided primary sources in their timeline. As a whole class group, we will then discuss how the events that were discussed and analyzed led to increased tension(s) between the Northern and Southern States, eventually causing the outbreak of the American Civil War in 1861. The students will also be assessed with a grade on the timeline that each of the classroom groups created.

