

Causes of the Civil War

Subjects: Social Studies & English

Grade Level: 6th

Overarching Concept: Power, Authority & Governance

Overview: The idea behind this unit is to help students understand how groups of people took a stand against injustice that then led to a Civil War. Students will learn about how slaves were treated along with the economic reasons as to why slavery was occurring. They will spend time looking at how the Underground Railroad came to fruition and at the individuals and groups who took a stand against slavery. They will then learn about the political aspects and geography of Midwest states such as Kansas and Nebraska and how those states played a role in causing the Civil War. The novel, *Steal Away Home* will be used throughout the unit to give students insight and perspective on the time period from a point of view of a person their age. Students will focus on topics such as culture, geography, power, society and civic practices to name a few.

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Pre-instructional Assessment/Introduction:

Students will be asked to observe various primary sources in a small group. They will be introduced on how to analyze primary sources. The students will then form a second group. One student will observe each document and the group will then work together to make connections and predict what they will be learning in the unit.



Title of Lesson/Activity #1: Introduction to Pre Civil War

Created By: Michelle Keith

Overview of Lesson: This lesson will introduce the unit and the novel *Steal Away Home*. Students will be given historic primary sources to analyze and make predictions regarding what the unit will encompass. The students will use a KWL chart and determine aspects of the pre-Civil War that they are interested in learning. The teacher will then give a quick lesson on the time period leading up to the Civil War. Class will end with students beginning to read the novel or working on a computer simulation of life as a slave.

Common Core Standards:

- 8.3.6. A. Explain the social, political, cultural, and economic contributions of individuals and groups to United States history.
- 8.3.6.B. Explain the importance of significant historical documents, artifacts, and places critical to United States history.
- CCSS.ELA-LITERACY.RH.6-8.1
Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.6-8.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Investigative Question for this activity:

- What was life like for different groups of people in the mid-1800s?

Objective(s):

- After introducing the aspects prior to the Civil War, students should be able to identify the major groups at the time and the descriptive characteristics of each group with extensive accuracy.

Materials:

- Interactive Whiteboard
- Class set of iPad or computers
- Student notebooks
- Writing utensils
- Printed primary sources
- Class set of KWL charts
- Whiteboard or large piece of paper for teacher KWL chart
- Class set of *Steal Away Home* novel
- Class set of printed exit ticket

Printed Sources:

1. Flyer in support of Freeing Kansas
https://www.loc.gov/exhibits/lincoln/rise/TheNewLincoln/KansasNebraskaAct/Assets/al0016_enlarge.jpg
2. Map of US states
https://www.loc.gov/exhibits/lincoln/rise/TheNewLincoln/KansasNebraskaAct/Assets/ct000604_enlarge.jpg

3. Primary Source: Springfield Address
https://www.loc.gov/exhibits/lincoln/rise/TheNewLincoln/FindingHisVoice/Assets/al0020p1_enlarge.jpg
4. Runaway Slave Reward
https://www.google.com/search?rlz=1C1GCEA_enUS788US788&biw=1920&bih=974&tbm=isch&sa=1&ei=06fXWqrwDoe-gge6gJnlDg&q=slave+reward+primary+source&oq=slave+reward+primary+source&gs_l=psy-ab.3...45135.45932.0.46532.11.5.0.0.0.66.298.5.5.0...0...1c.1.64.psy-ab..9.0.0...0.BQzEB_BvMMw#imgrc=x3rAQXGHcloHNM:
5. Harriett Tubman Image
https://www.google.com/search?q=harriet+tubman+primary+source&rlz=1C1GCEA_enUS788US788&source=lnms&tbm=isch&sa=X&ved=0ahUKewi4yNjR0sTaAhWJMd8KHfMUDp8Q_AUICigB&biw=1920&bih=974#imgrc=vg6FJ8bvtN5KuM:
6. KWL Chart: <https://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>

Online Resources/Collections/Exhibits/Websites: <http://www.mission-us.org/>

Student Learning Process:

1. Greet students as they enter the room.
2. Explain that for a bell ringer each group will get one document to analyze and discuss what they observe.
3. Organize students into new groups so each member of new group analyzes a different primary source.
4. In new groups, have students make predictions as to how the primary documents are related and what they think the unit may include.
5. Discuss as a whole class what students observed in primary documents.
6. Pass out a KWL chart and have students then fill in what they know about the years leading up to the Civil War.
7. Generate a class list of what students are hoping to learn.
8. Instruct students to continue filling out KWL.
9. Teach mini lesson on basic groups during the mid-1800s.
10. Discuss the characteristics of each of the following groups:
 - a. Rich southerners
 - i. Caucasian
 - ii. Plantation owners
 - iii. Primarily Democrats
 - b. Northerners
 - i. Typically Caucasian
 - ii. Factory Workers
 - iii. Primarily Republicans
 - c. Slaves
 - i. African American
 - ii. Plantation workers
 - iii. No political voice
11. Pass out novels to students.
12. Have students analyze novel cover and discuss predictions they have about the book.
13. Allow students time through online simulation on *mission.us*.
14. Call class back together.

15. Quickly review lesson and assign the reading of the first three chapters of the book.

Closure: Students will complete an exit ticket identifying three different groups of people at the time period and at least three characteristics of each group (bonus available for additional characteristics).

Modifications/Accommodation Techniques for Students with Special Needs:

- Pair them with students who seem to have a good understanding of primary documents when breaking the students into groups.
- Monitor their understanding and connect items from their KWL chart to the lesson.
- Give a preprinted exit ticket with lines to help them stay organized.

Assessment:

Informal: Teacher will walk around and monitor the progress throughout the lesson. The teacher will take note of the background knowledge students have going into the unit and plan accordingly.

Formal: Exit ticket where students identify the three groups discussed in class and the characteristics of each group.

Title of Lesson/Activity #2: Government during the Pre-Civil War

Created By: Michelle Keith

Overview of Lesson: This lesson will continue looking at the time period leading up to the Civil War. Primarily it will focus on the government and political aspect of the time period. Students will continue reading the novel *Steal Away Home* and discussing the elements of the book. Students will be given a listing of the Republican and Democratic tickets to compare candidates and ideologies. The teacher will give a quick lesson on the overview of the government and election process. The class will reference the KWL chart from last class and address any questions they had about the government during the time period.

Common Core Standards:

- CCSS.ELA-LITERACY.RH.6-8.1
Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.6-8.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CCSS.ELA-LITERACY.RH.6-8.3
Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Investigative Question for this activity:

What was the political climate leading up to the Civil War?

Objective(s):

After discussing the government during this time period, students will be able to list the Republican and Democratic candidate and describe the basic political view of each party.

Materials:

- Interactive Whiteboard
- Student notebooks
- Writing utensils
- Computer
- Class set of *Steal Away Home* novel
- Class set of printed primary sources

Printed Sources:

1. Primary Source: Democratic Ticket: <https://www.loc.gov/resource/rbpe.18700100/>
2. Primary Source: Republican Ticket: <https://www.loc.gov/resource/rbpe.0660230b/>

Online Resources/Collections/Exhibits/Websites: https://www.270towin.com/1860_Election/

Student Learning Process:

1. Greet students as they enter the room
2. Explain that for a bell ringer students will break up into table groups and discuss the next chapters of *Steal Away Home*
3. Display focus questions on the board:

- a. What was Pa Weavers role in the government?
- b. What was Pa doing at the State Capital?
- c. What do the Quakers believe about slavery?
- d. Are Quakers likely to vote for a candidate who opposed slavery?
4. Display the Republican and Democratic tickets on interactive whiteboard
5. Discuss as a whole class what students are observing on the tickets. Ask: Which political party is Abraham Lincoln representing?
6. Teach mini lesson on the election and political beliefs leading up to the 1860 election
 - a. Main Issues
 - i. Slavery
 1. North Wanted to end slavery
 2. South Wanted to expand slavery
 - ii. State's Rights
 1. Southern States wanted the right to govern themselves without meddling of national government
 - b. Republicans
 - i. Presidential Candidate: Abraham Lincoln
 - ii. Disagreed with Slavery
 - c. Democrats
 - i. Split into Northern and Southern Democrats
 - ii. Northern Democrats Presidential Candidate: Stephen Douglas
 1. Disagreed with extending slavery
 - iii. Southern Democrats Presidential Candidate: John Breckinridge
 1. Wanted to extend slavery
 - d. Constitutional Union
 - i. Presidential Candidate: John Bell
 - ii. Made up of disgruntled Democrats
 - iii. No opinion on slavery but wanted to keep all the states together
7. Give students notes outline to follow as different political parties and their leaders are discussed.
8. Have students write on blank paper the different political parties, their leaders, and their party platform
9. Assign reading of the next three chapters of *Steal Away Home* for homework.

Closure: Students will complete exit ticket identifying the different political parties and their basic beliefs. If time permits, show the election results of 1860 on the interactive whiteboard.

Modifications/Accommodation Techniques for Students with Special Needs:

- Pair students with difficulty reading or comprehending written books with students who have a more advanced understanding.
- Allow ELL students a simpler notes outline with less intense vocabulary.
- Give students with learning disabilities more time to analyze the documents and complete their exit ticket.
- Provide exit ticket with word bank they can use to spell names and divide into characteristics of each political group.

Assessment:

Informal: Teacher will walk around and monitor the progress throughout the lesson. The teacher will take note of the background knowledge students have about government and the political parties in the 1860s.

Formal: Exit ticket where students identify the differing political parties

Title of Lesson/Activity #3: Economics of the Pre Civil War

Created By: Michelle Keith

Overview of Lesson: This lesson will continue examining the time period leading up to the Civil War. It will focus on the economics of the time period and the financial relevance of slavery.

Common Core Standards:

- 8.3.6. A. Explain the social, political, cultural, and economic contributions of individuals and groups to United States history.
- CCSS.ELA-LITERACY.RH.6-8.1
Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.6-8.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Investigative Question for this activity:

How did slavery affect the economy of the United States?

Objective(s):

After discussing the economic ramifications of slavery, students will be able to describe correctly the relationship between slavery and the US economy.

Materials:

- Interactive Whiteboard
- Computers
- Student notebooks
- Writing utensils
- Class set of *Steal Away Home* novel
- Article about industry and economy during the Civil War
- Highlighters

Printed Sources:

Industry and economy during the Civil War article: <https://www.nps.gov/articles/industry-and-economy-during-the-civil-war.htm>

Online Resources/Collections/Exhibits/Websites: <https://www.nps.gov/articles/industry-and-economy-during-the-civil-war.htm>

Student Learning Process:

1. Greet students as they enter the room.
1. Have students break up into their table groups to discuss next chapters of *Steal Away Home*.
2. Display focus questions:
 - a. In what industry did the slaves who came to the Weavers house work?
 - b. How was the job of slaves different from that of the farmers in the Weavers town?
 - c. Were the slaves paid for their work?

- d. How would you feel if you were forced to work for no pay?
3. Discuss answers as a whole class.
4. Ask students if they know what the word “economy” is.
5. Define “economy” and discuss what students know about the US economy in the mid-1800s.
6. Instruct students to take out their notebooks.
7. Pass out notes outline for the day’s lesson.
8. Teach mini lesson on the economy of the mid 1800s
 - a. Economy: Wealth and resources of a country or region, especially in the terms of production and consumption of goods and services
 - b. Production: The creation of goods/services such as the growing of crops or the creation of cloth
 - c. Consumption: The amounts and types of supplies used by a group of people
 - d. Cotton Picking: Manual labor that required a lot of hands and workers to accomplish
 - e. Slave Labor: Cheap and easy to come by in the South
 - i. Allowed plantation owners more profit
 - f. Textile Creation: Used cotton produced in the South in Northern factories that required more machines and less human involvement
 - g. Profit: Final amount of money gained after cost of supplies and labor is accounted for
9. Pass out article and have students read and highlight key ideas within the article.
10. Pull class back together and discuss what they learned.

Closure: Students will complete exit ticket answering why slaves were important to the US economy and their connection to the Civil War. Call students back together and discuss their answers. Recap the previous lessons and check to see if there are any final questions about the unit. Assign students to complete the *Learn* section of their KWL chart for homework.

Modifications/Accommodation Techniques for Students with Special Needs:

- Allow IEP students additional time to complete exit ticket.
- Give IEP students a less complex notes outline.
- Provide ELL students with more vocabulary support and accompanying visuals.

Assessment:

Informal: Teacher will walk around and monitor the progress throughout the lesson. The teacher will take note of the background knowledge students have about the economy towards the beginning of the lesson and adapt accordingly.

Formal: Exit ticket where students will discuss the connection between slavery and the economy.

Students will turn in KWL chart at the beginning of next class which will provide an additional measurement of the students’ growth throughout the lesson.