Lesson 1

Title: Introduction

Objectives: Students will:

1) Develop a definition of civil war.
2) Recall what they know and state what they want to know about the causes of the Civil War.
3) Recognize the differences between the North and South which led to the South’s secession from the Union.
4) Understand the events which led to secession and the Civil War.

Time Estimated: 2 days (50-minute periods)

Materials:
- List of questions to guide discussion of a definition of civil war
- “The Causes of the Civil War” (videocassette)
- Active listening sheet (handout)
- Overhead projector
- KWL graphic organizer (transparency)
- Marker

Strategies:

1) As an introduction to a discussion of the concept of civil war, create a civil war scenario (e.g., western states suffer drought and need water but eastern states unwilling to share resource) and ask students what they think might happen. Follow this up by having a discussion of the meaning of civil war using the list of questions as a guide.

2) Solicit responses from students regarding what they already know and still wish to know about the Civil War and its causes and fill in the “knowledge” and “want to know” columns of the KWL graphic organizer.

3) Play the videocassette (Causes of the Civil War)

4) Give students an active listening sheet which they are to complete
while viewing the videocassette.

5) Pause video periodically to make comments and allow students time to fill in sheet. Place KWL transparency on overhead and have students share what they learned regarding the causes of the Civil War.

Differentiation:

Teacher will provide clarifying commentary and help with vocabulary during the playing of the video. Struggling readers will be given audiocassette recordings of the study guide. The more advanced students will benefit as much as the average-to-below-average students in the viewing of the film.

Lesson 2

Title: Nat Turner

Objectives: Students will:

1) Define primary and secondary sources and give several examples.

2) Explain who Nat Turner was and why he is famous.

3) Explain the effect Turner’s rebellion had on people living in the South.

4) Explain how Nat Turner’s rebellion was an event that increased tensions between the North and South.

Time Estimated: 2 days (50-minute periods)

Materials:

• Woodcut print of Turner Rebellion (Samuel Warner’s Authentic and Impartial Narrative of the Tragical Scene Which Was Witnessed in Southampton County, Virginia)  

• Questions to guide analysis of Warner’s print (handout)

• Nat Turner biographical sketch (from Extraordinary Black Americans)

• Selection from Nat Turner’s diary
  
http://odur.let.rug.nl/~usa/D/1826-1850/slavery/confes02.htm

Strategies:
1) Begin exploration of primary and secondary sources by asking students what they already know about each. Have them give examples of each.

2) Give students working definition of primary and secondary sources and give examples of each.

3) Distribute copy of Warner’s print along with the list of questions to guide students’ analysis of the print. Working in groups of two or three, students will analyze the print and respond orally and in writing to the questions provided. Teacher will lead the follow-up discussion.

4) Distribute biographical sketch of Nat Turner and read it to the whole class. Discuss a) the effect his rebellion had on people living in the South, and b) how his rebellion moved the North and the South closer to war.

Differentiation:
Since one of the primary sources being used in this lesson is a woodcut print, students who are reading below grade level should be on an equal footing with the more accomplished readers in our classroom. More advanced students will be given a selection from Nat Turner’s diary and asked to provide written answers to prepared questions relating to the diary entry.

Lesson 3

Title: John Brown’s Raid at Harper’s Ferry

Objectives: Students will:

1) Review differences between a primary source and a secondary source and give several examples of each.

2) Explain who John Brown was and why he is famous.

3) Analyze different newspaper accounts of John Brown’s raid of the U.S. arsenal at Harper’s Ferry, Virginia -- give two contrasting perspectives of the raid.

4) Explain how John Brown’s raid was an event that moved the South and the North closer to war.

Time Estimated: 2 days (50-minute periods)

Materials:
• John Brown’ Raid (videocassette)
• Two different newspaper accounts of John Brown’s raid
• Questions to guide analysis of newspaper accounts
• List of vocabulary words

**Strategies:**

1) Play videocassette. Pause tape periodically to ask questions and make comments.

2) Review the definitions of primary and secondary sources, and have volunteers give examples of each.

3) Distribute and review the list of difficult words students will encounter when reading the newspaper accounts.

4) Distribute copies of newspaper accounts along with the list of questions to guide students’ analysis of the accounts. Working in groups of two or three, students will analyze the stories and respond orally and in writing to the questions provided. Teacher will lead the follow-up discussion.

**Differentiation:**
Teacher will provide clarifying commentary during the playing of the video. A list of difficult terms and their definitions will be provided in order to facilitate the students’ understanding of the newspaper articles. Students of high reading ability will be paired with students who are reading below grade level.

**Lesson 4**

**Title:** East vs. West

**Objective:** Students will:

1) Identify areas of disagreement between eastern and western Virginians.

2) Explain why eastern and western Virginians had different viewpoints regarding slavery.
3) Recognize that 50 western counties of Virginia split with the rest of Virginia to become a separate state -- West Virginia -- on June 20, 1863.

**Time Estimated:** 2 days (50-minute periods)

**Materials:**

- Eastern vs. western Virginians’ positions on issues (handout)
- Rubric
- 8 1/2” x 14” paper
- Colored pencils
- Venn diagram transparency

**Strategies:**

1) Students will be split into groups of two or three and given a short description of a role for an eastern or western Virginian’s view regarding representation, voting rights, slavery, and roads/canals.

2) Students will work in teams to illustrate their character’s viewpoint in such a way that it can be easily understood by the audience...even without an explanation. All members of a group can contribute ideas for the illustration. Jobs can be divided into illustrator, presenter, and author.

3) Teacher will distribute a rubric to the whole class and discuss the expectations for the assignment.

4) One member of the team will explain the illustration to the rest of the class.

5) After all eastern and western Virginians have expressed their different views via their illustrations, the teacher will write them on a Venn diagram transparency for everyone to see.

**Differentiation:**

Students will be assigned one of the three tasks according to a combination of their interests and their aptitudes. In this way, students
Lesson 5

Title: Lincoln’s Election

Objectives: Students will:

1) Explain the effect Abraham Lincoln’s election in 1860 had on the people of the South.

2) Analyze an electoral map of the presidential election of 1860 and conclude that Lincoln won despite getting only 40% of the popular vote and no support from the deep South.

Time Estimated: 2 days (50-minute period)

Materials:

- Electoral map of 1860 presidential election results
  http://www.presidentelect.org/e1860.html
- Results from the 2004 presidential election
- Two newspaper accounts of 1860 presidential election
- Questions relating to electoral map
- Questions relating to newspaper accounts

Strategies:

1) Teacher will lead activity during which students will -- working in pairs -- analyze an electoral map of the presidential election of 1860. Students will then be shown the results of the 2004 presidential election with which they will compare and contrast with the 1860 results. Next, students will receive a sheet containing several teacher-prepared questions which will guide them in their analysis of the map.

2) Students -- working in pairs -- will read and analyze two newspaper accounts -- one from Virginia and the other from South Carolina -- of Abraham Lincoln’s election in 1860. Then they will answer several
prepared questions relating to the two newspaper accounts.

**Differentiation:**

A list of vocabulary words taken from the newspaper excerpts will be shared and discussed with the whole class in order to make the reading more accessible to all students. Also, high-achieving students will be paired with students who struggle in reading.