PART I.
1. **Essential Learning:** (Big picture/concept to be learned.)
   - Issues that divided the Nation:
     - The North was industrial and urban; South was agrarian
     - North was manufacturing; South was farming
     - South favored slavery; North opposed slavery

2. **National History Standard (NHS):** (Historical Thinking Standard)
   - Standard 1 – The student understands how the North and South differed and how politics and ideologies led to the Civil War.
     - 7-12: Identify and explain the economic, social, and cultural differences between the North and South

3. **Virginia Standards of Learning (SOL):** (Identify by number and descriptor.)
   - SOL 5.7a – The student will identify causes, key events, and affects of the Civil War and Reconstruction, with emphasis on – economic and philosophical differences between the North and South, as exemplified by men such as Daniel Webster and John C. Calhoun.

4. **Fairfax County Program of Studies (POS):** (Identify by number and descriptor.)
   - Students will describe the characteristics, motivations, and contributions of people throughout different periods in American History.

5. **Learning Strategy(s) Objectives:**
   - Make inferences about the way of life in the North and South
   - Use Selective Attention to skim and scan for information
   - Use Resources to gain information about the way of life
   - Summarize the ways of life in the North and South
   - Cooperate in groups

PART II.
1. **Assessment:** (Describe here. Attach a copy of student instructions or assessment instrument.) If applicable, include student self-assessment.
Students will be assessed based on an oral presentation. After working in groups, they will be randomly placed on debate teams and will be observed on the following criteria: clear communication, logical rebuttals, teamwork, use of researched facts and details, and debate etiquette.

2. Instructional Strategies: (Describe step by step procedure. Include opener, teacher presentation and student activities.)

   This lesson will need 3 days to complete.

   Day 1 –
   (1) **Opener:** Start a class discussion by brainstorming what the students believe are the causes of the Civil War. Be sure to elicit slavery as one of the answers.
   (2) **Teacher Presentation:** Then, using the textbook *America’s Story*, display a blank circle graph as divided according to the slaveholders in the south. This graph can be found on page 391 in the textbook.
   (3) Have the students copy the blank graph into their Social Studies journals twice – once for their prediction and once for the actual.
   (4) List the following categories on the board and ask students to place them in the sections of the graph where they believe they belong: owned no slaves, owned 20 or more slaves, owned 10-19 slaves, owned 2-9 slaves, and owned only 1 slave.
   (5) After the students have had a chance to make their predictions, show the actual graph.
   (6) Hold a discussion on their thoughts. The goal is to correct some misperceptions that most students have. When we talk about slavery in the South, a lot of students believe that ALL of the south owned slaves, when in reality, only a small percentage owned slaves.
   (7) **Student Activities:** Then, using the textbook *America’s Story* and other resources, have the students research and create a T chart to compare the way of living between the North and South. This can be done in pairs or small groups. Two great internet cites to use are: [www.historymatters.gmu.edu](http://www.historymatters.gmu.edu) and [www.fredericksburg.com/civilwar](http://www.fredericksburg.com/civilwar)
   (8) **Closure:** Ask students to share any interesting findings from their research so far.

   Day 2 –
   (1) **Opener/Teacher Presentation:** Pose the question: From you research so far, which area do you think you would prefer to live in? Ask them to orally give responses.
   (2) **Student Activity:** Give the students 20 minutes to finish research and then draw them back together.
   (3) Hold a discussion on making inferences. The students are now to take their facts and make some inferences about the way of life. They should make 3 strong statements for each side. For example: **The South’s primary way of living was through farming. This was beneficial to them because they**
could grow their own food and not have to spend as much money at the market. (This may need to be finished for homework)

(4) **Closure:** Have student groups share one of their strong statements.

**Day 3 –**

(1) **Opener:** Ask the question: If you were told that you were going to have to start wearing a uniform to school, what would your response be?

(2) **Teacher Presentation:** Discuss what a debate is used for and how to hold a debate. If possible, use a strong student or assistant teacher to aide in modeling this. Then set up a grid on your board to look like the following:

<table>
<thead>
<tr>
<th></th>
<th>Opening Statement</th>
<th>Rebuttal</th>
<th>Counter Rebuttal</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Team 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Team 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Team 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Team 2</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

(3) Divide the students randomly into four teams, not telling who they represent. Then assign each team to represent the North or South. Give them 5 minutes to choose share and choose the 4 best strong statements from yesterdays activity. These will be their debate opening statements.

(4) **Student Activity:** After going over debate ‘look fors’, the debate may begin. South 1 will give an opening statement, from their list of strong statements (which you jot on the chart). Then give North 1 one minute to form a rebuttal statement. They show that they are ready when an elected leader stands up to give the rebuttal. After the rebuttal is given, allow South 1 to form a counter rebuttal statement.

(5) Continue this process until each group has been able to give an opening statement. Stop periodically to discuss and analyze certain statements.

(6) **Closure:** Ask each group to give one suggestion for preparing for a future debate.

**3. Materials/Resources to be used:**

- America’s Story Textbook
- Overhead of Slavery circle graph (p.391)
- Debate assessment grid
- Internet Sources

**4. Differentiation:** (Include strategies for reteaching and special populations such as GT, ESOL and special education.)

Some basic suggestions are to pair ESOL and special education students with students who would be great models for them. Also, America’s Story comes on audio tapes so students could listen to the text. Cooperative grouping also gives the teacher the ability to group students in heterogeneous ability groups. Allow ESOL students to illustrate concepts. On the T-chart, they may draw or cut out images showing the different ways of life of the North and South. Color-code the
opposing sides of the T-chart (blue for North and gray for South) so that students have a visual cue. During the debates, have members of each side wear the appropriate colors or hang blue and gray flags. Less orally proficient second language learners may be encouraged to participate in debates by referring to illustrations/images depicting ways of life and their benefits. They may come up with silent skits to demonstrate the significance of a debate point.

Attachments: (Assessments, rubrics, handouts that support the lesson.) Debate Rubric for assessment is attached.

Annotated Bibliography:

Books
Boehm, Richard, Claudia Hoone, Thomas McGowan, Mabel Mckinney-Browning, Ofelia Miramontes; America’s Story; Harcourt Brance and Company; 1997
This book is our School’s history book. The book was used to gain knowledge on the differences between the North and South. Any history book that covers the Civil War would be useful, if your school does not have this particular book.

Bolotin, Norman and Angela Herb; For Home and Country: A Civil War Scrapbook; Reed Business Information, Inc.; 1995
This reference offers great visual images about people, places and events of the war.

Jordan, Robert Paul; The Civil War; National Geographic Society: Washington, D.C., 1969
The text of this book is inappropriate for elementary students, but the images are priceless. It is filled with useful and engaging images – paintings, sketches, photographs, maps, broadsides - from the “Years of Compromise” leading up to the war to the end of the conflict. The images speak for themselves and can be used to enhance everyone’s understanding, including second language learners and low readers.

Another source of Civil War images

Internet Sites
www.historymatters.gmu.edu
www.fredericksburg.com/civilwar
www.iwasaslave.com
This site features excerpts from I was a Slave book collection (American Legacy books,) written from interviews with former slaves in the 1930’s. It is a great source for read aloud or shared reading lessons to give students a first-hand perspective.
# Debate Rubric

## Group Self-Assessment

<table>
<thead>
<tr>
<th></th>
<th>4 Excellent</th>
<th>3 Very Good</th>
<th>2 Average</th>
<th>1 Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Facts and Details</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Debate Etiquette</td>
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<tr>
<td>Teamwork Skills</td>
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<tr>
<td>Logical Rebuttal</td>
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<tr>
<td>Clear Communication</td>
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</tbody>
</table>

## Teacher Assessment

<table>
<thead>
<tr>
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