LESSON PLAN TEMPLATE

Subject: ESOL Focus Social Studies A-Level, Grades 7 & 8 (beginning to intermediate learners)

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Title or Topic: The economic differences between the North and the South prior to the Civil War

Instructional Time: 1 block (1 hour 30 minutes)

Note: This lesson is part of a unit on the Civil War that would last approximately two weeks.

PART I.

1. Essential Learning: (Big picture/concept to be learned.) Students will identify and explain the economic differences between the North and the South

   ERA 5, Standard 1, 7-12: Identify and explain the economic, social, and cultural differences between the North and the South.

3. National Standards for Historical Thinking:
   Standard 2, E: The student can draw upon data in historical maps in order to obtain or clarify information on the geographic setting in which the historical event occurred.

4. Virginia Standards of Learning (SOL): 5.7 – The student will identify causes, key events, and effects of the Civil War with emphasis on economic and philosophical differences between the North and South.

5. Fairfax County Program of Studies (POS): The following benchmarks are in alignment with the Middle School English Language Arts Program of Studies:

   MS 1.2: Students experience a variety of reading and writing forms, and speaking situations.
   MS 2.1: Students plan before reading, listening and viewing.
   MS 2.4: Students use collaborative learning strategies.
   MS 4.1: Students respond in a variety of ways to what is read, written, heard or viewed.

6. Learning Strategy(s) Objectives:
Use imagery to interpret the meaning of photographs/drawings from the civil war era. The teacher should model this with one of the pictures used in this unit.

After reading the text, students should be able to make inferences from the text and pictures.

Cooperate with peers to complete task and to give each other feedback.

Summarize information from text.

PART II.

Assessment:

- Venn Diagram based on interpretation of overhead (Attachment B)
- K-W-L chart to assess prior knowledge and what was learned (Attachment D)
- T-Chart comparing the North and the South to be done as homework (Attachment E)

1. Instructional Strategies:

- Warm-up: A map of the Resources of the North and South before 1860 (Attachment A) will be displayed on the overhead projector. The teacher will ask questions such as “Where were most of the textile factories located?” “Which states produced the most cotton?” “How might the North and the South have depended on each other?”

- Prior Knowledge Assessment: The teacher will give the students a K-W-L chart (Attachment B) and ask them to take a couple of minutes to discuss in small groups what they know about the causes of the Civil War. As a group, they will write down their ideas on butcher paper. Then the teacher will ask them to share what they know and project the chart on the overhead as she completes it. The whole class will then move on to the “What do I want to know?” section and individual students will give the teacher input to complete the chart.

- In pairs, students will look at photographs depicting the industrial North and the agricultural South during the 1800’s (Attachment C). Students will be asked to fill out a Venn diagram to compare and contrast the pictures. Teacher should circulate and spend time with each pair modeling the strategy of making inferences when examining the pictures.

- Discussion: Whole class will discuss their Venn Diagrams and the teacher will project a blank Venn Diagram (Attachment D) on the overhead and fill it in while they give her input. The class will discuss together what the pictures show.

- Students will read paragraphs 1 & 2 on p. 53 of their textbooks (Attachment F) that explains the causes of the Civil War. After they have read it silently, the teacher will read it aloud with them and define selected vocabulary. Then the teacher will help the students summarize the reading.

- Students will fill in the “Learned” section of the K-W-L Chart as the teacher writes on the same organizer using the overhead.

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As a homework assignment, students will fill out a T-chart (Attachment E) with sentences that explain the economic differences between the North and the South.

Extension Activity: A photo analysis guide (Attachment G) could be used in class, either as a pair activity or group activity. The activity should be modeled first by the teacher using one of the photographs in Attachment C.

**Materials/Resources to be used:**
- Map of the resources of the United States before 1860
- Photographs
- Graphic organizers
- Text

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3. **Differentiation:** Students with low English proficiency will be paired with someone of his or her own mother tongue to help in the discussion of the images and economic causes of the Civil War. Groups for cooperative activity will be heterogeneously grouped according to language proficiency.

4. **Attachments:** (Assessments, rubrics, handouts that support the lesson.)

   A. Map of the North and South before 1860
   B. K-W-L Chart
   C. Pictures of the North and South from 1850-1860
   D. Venn Diagram
   E. T-List
   F. Text
   G. Photo Analysis Guide