

## SAMPLE SOCIAL STUDIES UNIT PLAN GRADE 4: EVENTS LEADING TO THE CIVIL WAR

**Important Note:** *The following unit plan fills in the gaps between the current (2014) and revised (2019) Tennessee Academic Standards for Social Studies. In addition to thoughtful preparation from these resources, there are additional components for which educators will need to plan and prepare. This includes but is not limited to the following: reviewing all activities prior to use, adapting the unit plan for the teacher's specific classroom, and adjusting material as seen fit.*

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## **GUIDANCE FOR EDUCATORS**

### **1. WHY IS THE DEPARTMENT PROVIDING SAMPLE GAP UNIT PLANS?**

To support social studies instruction in Tennessee and in response to feedback from educators over gaps between the current (2014) and [revised \(2019\) Tennessee Academic Standards for Social Studies](#), the department has created sample gap unit plans for grades 3 and 4. The resources found in each of these unit plans serve as a model to reference as educators begin designing units and becoming more familiar with the revised standards. These lessons are intended to be used at the end of the 2018-19 school year to cover one-time content gaps some students will experience as a result of the shifts in standards.

### **2. WHAT ARE THE SPECIFIC GAPS IN CONTENT THAT THESE UNIT PLANS ADDRESS?**

Though the majority of the content remained the same between the current (2014) and revised (2019) social studies standards, some content has shifted to new grade levels:

<b>Grade Level</b>	<b>Current Standards (2014)</b>	<b>Revised Standards (2019)</b>
Grade 3	World Geography and Cultures	Part 1: Geography and Economics Part 2: Early American and Tennessee History
Grade 4	The History of the United States (to 1850)	The History of the United States: Revolution to Reconstruction

Content students cover in grade 4 in the current standards (2014) will shift to grade 3 in the revised standards (2019) and content students cover in grade 5 in the current standards (2014) will shift to grade 4 in the revised standards (2019). These shifts will cause one-time content gaps for students who are in grades 3 and 4 during the 2018-19 school year. These gaps are outlined below:

<b>Grade Level</b>	<b>Gap</b>
Grade 3	<ul style="list-style-type: none"> <li>• Early American History (including: American Indians, Exploration, and The Thirteen English Colonies)</li> <li>• Early Tennessee History</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>• Pre-Civil War</li> <li>• Civil War</li> <li>• Reconstruction</li> </ul>

To ensure that students cover this material, the department has developed a series of six sample unit plans that focus specifically on the content outlined above.

### 3. WHAT IS INCLUDED IN THE SAMPLE GAP UNIT PLAN?

The sample gap unit plans include several key components that serve as a foundation for a strong unit:

**Essential Question:** Essential questions are open-ended questions that guide students' exploration of content while building knowledge and promoting thinking. Essential questions are not typically answerable within a single lesson as their aim is to stimulate thought, provoke inquiry, and spark thoughtful student questions. In other words, essential questions ask students to understand, not just recall, information after the deep exploration of content. An example from Grade 3 is *Why do people come to a new place?* This question helps students understand the beginning of the Thirteen English Colonies.

**Supporting Question(s):** Supporting questions help guide students in answering the essential question. These are specific to each lesson and lead students in answering the essential question. Some supporting questions are used for multiple lessons within a unit as they may take students more time to answer. Supporting question(s) are open ended and support student thinking, exploration, and learning. An example from Grade 4 is *What were the social, political, economic, and physical implications of the Civil War on the United States?* This question directly relates back to the essential question (*How did the end of the Civil war impact the United States?*) by guiding students into their exploration of the chosen topic.

**Standards:** The standards for the sample gap unit plans come from the revised Tennessee Academic Standards for Social Studies Standards (2019) and address the specific gaps between the current (2014) and revised (2019) standards. Although not all of the gapped standards are used in the lesson plan, the units cover the most essential gaps between the standards.

**Content Strands:** Each sample gap unit plan includes narratives about the connections to the content strands. The content strands are the seven disciplines that are used within social studies that help guide learning. The content strands include culture (C), economics (E), geography (G), history (H), politics/government (P), Tennessee history (T) and Tennessee Code Annotated (TCA). Each unit plan will focus on a selection of content strands but will not necessarily include all of them.

**Social Studies Practices:** The sample gap unit plan includes connections to the social studies practices. The social studies practices are specific skills that students should apply when learning social studies in order to create and address questions that will guide inquiry and critical thinking. The practices allow students to progress through the inquiry cycle by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards (SSP.01–SSP.04) and to develop historical and geographic awareness (SSP.05–SSP.06).

**Lessons:** Each sample gap unit plan includes lessons for multiple days of instruction and provides opportunities for students to demonstrate their understanding by applying what they have learned. These lessons have been carefully sequenced within their units to support students in building disciplinary understanding so that students can successfully engage in the end-of-unit task. It is up to teachers to determine the amount of time needed for each lesson.

**Extension Activity:** Each sample gap unit plan includes an extension activity that provides an opportunity for students to demonstrate their understanding of the unit concept and to answer essential questions for the unit through authentic and meaningful context.

**Appendices:** Additional resources and activities developed for use within lessons are linked throughout the unit. [Click here to view the folder](#) that contains all of these resources and activities.

#### **4. ARE DISTRICTS REQUIRED TO USE THE SAMPLE GAP UNIT PLANS?**

No, districts are **not** required to use the sample gap unit plans; however, if districts do not address the gaps in content, students will **not receive instruction on essential content** and may be unprepared for the next year's academic content.

#### **5. WHEN SHOULD THESE BE USED IN THE CLASSROOM?**

Districts are not required to use the sample gap unit plans; however, these sample lessons are designed for use after teachers have completed teaching their current social studies standards (2014). Because these lessons focus on the revised standards (2019), teachers may wish to focus on these sample lessons after completing TNReady testing, as they are not focused on the current (2014) social studies standards.

#### **6. HOW WERE THE STANDARDS SELECTED?**

The standards used in the sample gap unit plans do not include the totality of the revised Tennessee Academic Standards for Social Studies. Instead, these units have a narrowed focus on the content gaps students in grades 3 and 4 during the 2018-19 school year will incur without intentional, targeted instruction focused on this content.

## UNIT BACKGROUND

**Important note:** This unit assumes that students have learned about slavery. It should be taught after instruction on the standards focused on slavery.

### Essential Question

*How did division within America lead to war?*

### Social Studies Standards Alignment

The questions and tasks outlined in this unit plan are aligned to the following Tennessee Academic Standards for Social Studies, social studies practices, and content strands.

#### Content Standards

**4.25** Analyze the sectional differences between the North and the Antebellum South, including: Economic, Political, Population, Social, and Transportation.

**4.27** Explain how slavery became a national issue during the mid-19th century, including the significance of: Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford decision, and John Brown's Raid (on Harper's Ferry).

**4.28** Compare and contrast the various sectional stances on states' rights and slavery represented by the presidential candidates in the election of 1860, including Abraham Lincoln and Stephen A. Douglas.

#### Further Social Studies Standards Connections

The questions and tasks outlined in this unit plan have connections to the following Tennessee Academic Standards for Social Studies:

**4.19** Contrast regional differences in the early 19th century, including: the emerging urbanization in the North, the expansion of the plantation system in the South, and the developing West.

**4.20** Analyze the impact of the American Industrial Revolution, including the significance of: Watermills (influence of geography), Robert Fulton (steamboats), Samuel Slater (factory system), Eli Whitney (cotton gin)

**4.21** Compare and contrast the characteristics of slave life in plantations, cities, and other farms.

## Social Studies Practices

This unit directly addresses all six of the Social Studies Practices. **SSP.01** and **SSP.02** are incorporated by gathering a variety of sources (e.g., maps, photographs, autobiographies) and allowing students to examine those sources to summarize ideas and draw conclusions specific to the time period. **SSP.03** is addressed through the students completing activities to compare and contrast multiple sources and/or recognize the differences between multiple sources. When using **SSP.04**, students demonstrate their ability to show their understanding of ideas, distinguish viewpoints, illustrate cause and effect, and predict outcomes through argumentation and producing evidence of learning. This can be seen through the various activities students are asked to complete, including “bell work” and “exit tickets.” **SSP.05** is explored through student understanding of historical empathy (e.g., understanding that slavery is a sensitive topic) and making connections to the present. Additionally, students will use **SSP.05** to show their historical awareness by recognizing how events were experienced during that time period. Finally, students will develop geographic awareness using **SSP.06**, which includes understanding the relationships between people, resources, and ideas based on geography (i.e., the North and the South).

## Content Strands

**Culture** is incorporated by exploring life prior to the Civil War in America, including the various social differences between the North and the South. Students will investigate how life was different for people living in the North and the South as well as how slavery led to war. Students should understand that life was different during this time period is very different than it is today.

**Economics** is incorporated by exploring the economic differences of the time period, including the differences between the North and South and the resulting division of America.

**Geography** is utilized through exploring various maps detailing differences between the North and South including election maps. Students should also understand that geography played a large role in the time period before the Civil War and why the Election of 1860 showed a geographic divide in America. Furthermore, students should build on their background knowledge from previous grades to understand the major geographic features that contributed to the division during this time period.

**History** is explored through students learning how sectionalism led to the disunion of America. Additionally, teachers can bring in other resources (such as books or videos) to build students’ knowledge of the time period. It is important for students to understand how even though the North and South were the United States of America, the country felt like it was being ripped in two based on their social and political ideologies. This unit builds on students’ knowledge of slavery and the regional differences within America and will help prepare students to learn about the events of the Civil War and Reconstruction.

**Politics** is incorporated by investigating the Election of 1860 and the political strife that

occurred due to it.

**Tennessee Connection** is being utilized through students understanding that John Bell (candidate for President in the Election of 1960) was from Tennessee.



## LESSON 1

### Supporting Question

How did regional differences lead to sectionalism?

### Vocabulary

The following words should be addressed during this lesson:

- sectionalism
- *Any vocabulary found in the readings may need explanation.*

### Lesson Sequence and Instructional Notes

Prior to this lesson, the teacher should divide the class into six groups that will be used for group work throughout the lessons of the unit. *The teacher may wish to assign each student a role within their group (e.g., speaker, writer).* Each group will need the [Sectionalism Sources \(Appendix A\)](#), a piece of poster/butcher paper, and materials to design a poster. The teacher should also create a “t-chart” anchor chart entitled “Sectionalism” with two subtitles: “Definition” and “Examples.”

Prior to this lesson, the teacher should have a blank map of America that has been folded in “half,” ensuring that when the paper is folded, the map of America is “divided” in half. The teacher should hold up the map and ask students to think of words to describe the paper and what is on the paper (i.e., the map). Responses may include words like “full,” “piece,” “paper,” “America,” etc. Then, the teacher should ask what changes if you fold the paper in half (showing the North-South divide)? Students should recognize that the paper is now half the size and/or that America is divided in two.

The teacher should explain that this is an example of what America was like in the mid-1800s and was known as sectionalism. The teacher should ask students to turn and talk with their neighbor about what “sectionalism” might mean. After one minute, the teacher should ask for volunteers to share their definitions. The class should work together to define “sectionalism.” *It may be helpful to refer back to the folded map to emphasize the division.* The teacher should add the class definition to the anchor chart under “Definition.”

Next, the teacher should ask students what sectionalism, or division, within a country could lead to (at least one student will likely say war). The teacher should use this moment to ask students if they know what a war within a country is called. Once a student has said “civil war,” the teacher should ask students to brainstorm with their neighbor what types of things cause a civil war (or just war). After one minute, students should share out their examples and the teacher should write them on the anchor chart under “Examples.”

The teacher should then tell students that there are many reasons why a civil war can happen and they usually include disagreements. America’s sectionalism and the resulting Civil War involved disagreements and/or issues with economics, transportation, population, society, slavery, and politics. The teacher should tell students that they will be looking at how these issues led to sectionalism.

The teacher should then hand out the [Sectionalism Sources \(Appendix A\)](#) to each group along with a piece of poster/butcher paper. The teacher should explain to students that they are going to start by exploring the provided sources. The teacher should allow students five minutes to review and discuss the sources and display the following sentence as a guide for discussion: “What are some of the differences between the North and South in terms of economics, politics, population, society, and transportation?” *The teacher may want to provide examples if they feel students will struggle to make connections.*

After five minutes, the teacher should ask students what they saw or read in the sources for each of the categories (i.e., economics, politics, population, society, and transportation) for the North and the South. While the teacher is asking about the categories, the teacher should ask to follow up, “Which side had an advantage?” or “How could that lead to issues between the North and South?”

After discussing each of the categories for the North and South, the teacher should explain that each group will create a poster explaining sectionalism using the sources provided. The teacher should post the five categories again (i.e., economics, politics, population, society, and transportation) and tell students that each of the categories must be represented on their poster for both the North and the South, but it is up to the group to decide what they want their poster to look like. The teacher may want to give examples such as a chart or pictures. Students should have at least twenty minutes (or an appropriate amount of time for the specific class) to create their posters.

Once each group has completed their posters, the teacher should have students complete an exit ticket asking students to create a headline for Sectionalism that captures the most significant difference between the North and South. *Depending on how long it takes students to complete their poster, the teacher may want to forgo the exit ticket for this lesson.*

After this lesson, the teacher should collect the posters. They will be used in the next lesson.

## LESSON 2

### Supporting Question

How did regional differences lead to Sectionalism?

### Vocabulary

*Any vocabulary found in the readings may need explanation.*

### Lesson Sequence and Instructional Notes

Prior to this lesson, the teacher should have posted the groups' sectionalism posters and the sectionalism anchor chart from Lesson 1 around the room. Students should be in the same groups as Lesson 1 for this activity and have access to copies of the [Sectionalism Sources \(Appendix A\)](#).

Either of the following options can serve as the lesson's opening activity.

Option 1: If the students completed the exit ticket from Lesson 1, the teacher should select several of the student-created headlines and display them one at a time. Students should work in pairs to discuss each headline and if they agree or disagree with them.

Option 2: If the students did not complete the exit ticket from Lesson 1, the teacher should display the [Causes of the Civil War Sectionalism](#) infographic and ask students to take out a piece of paper. The teacher should have students complete a [Looking 10 times 2](#) activity. Students should look at the infographic quietly for at least 30 seconds, letting their eyes wander. After 30 seconds, the student should list 10 words or phrases about any aspect of the infographic. The student should then repeat both steps again and try to add 10 more words or phrases to their lists. After the second round, the teacher should ask for volunteers to share examples and ask follow-up questions like, "Why did you write that?" or "How might that have contributed to sectionalism?" after students share.

After completing the opening activity, the teacher should tell students that they are going to continue learning about how regional differences lead to sectionalism. The teacher should have students return to their same groups from Lesson 1 and have students spend two to three minutes looking at and discussing the [Sectionalism Sources \(Appendix A\)](#) as well as their posters to refresh their memories of the various differences between the North and South. While students are looking and discussing, the teacher should pass out sticky notes to each group. After two to three minutes, the teacher should explain that groups are going to move from poster to poster and leave at least one piece of "TAG" feedback. Each student will be responsible for giving at least one "TAG" (sticky note) per poster. The teacher should explain what TAG feedback is where you either "Tell" the writer something you like, "Ask" the writer a question, or "Give" the writer a suggestion for improvement (an example of sentence starters for this activity [can be found here](#)). The teacher should then have the groups spend two to three minutes at each poster and leave their "TAG" feedback.

Once students have returned to their original groups, they should review and discuss the "TAG" feedback and make any changes to their posters based on the feedback. After about five minutes, the

teacher should explain that each group is going to discuss their poster and address any questions that were asked. While each group presents, the teacher should allow other groups to ask questions as well as ask other follow-up questions like, "Which side had an advantage?" or "How could that lead to issues between the North and South?"

After each group has presented, students should write one paragraph to answer the supporting question: *How did regional differences lead to sectionalism?*

## LESSON 3

### Supporting Question

How did slavery lead to sectionalism?

### Vocabulary

*Any vocabulary found in the readings may need explanation.*

### Lesson Sequence and Instructional Notes

The teacher should hang the sectionalism anchor chart and students' posters around the room. For this lesson, students should be in groups of 6. Prior to beginning this lesson, the teacher should print copies of the Slavery as a National Issue Readings and the Slavery as a National Issue Graphic Organizer ([Appendices B and C](#)).

As a warm-up activity, the teacher should display the bar graph found on the [American Battlefield Trust website](#) and tell students that they are going to review sectionalism. Students should pull their chairs out so they can quickly and easily stand and sit (*students could also sit on the ground*). The teacher will tell students that they are going to play a true or false game. When they think something is true, they will stand. When they think something is false, they will stay seated. Students should sit back down after each question. The questions that the teacher can ask should be varied, but could include the following:

- Sectionalism is... (give an incorrect definition) (False)
- Fighting within a country is called a civil war. (True)
- The North had a larger population than the South before the Civil War. (True)
- The South was wealthier than the North. (False)
- The South was focused on farming. (True)
- The North was more industrialized than the South. *The teacher could also say "The North had more factories than the South."* (True)
- The South had more methods of transportation than the North. (False)
- The North's iron production aided in the South's farming. (False)
- The South's farming aided in the North's factories. (True)

*Teachers can include more sample questions and can also elaborate on any of the above statements to extend learning.*

Once questioning has concluded, the teacher should revisit the sectionalism anchor chart and ask students about the main differences between the North and the South prior to the Civil War using the posters they made.

Next, the teacher should tell students that they will complete a [jigsaw activity](#) to learn more about how slavery contributed to sectionalism. The teacher should explain that in a jigsaw, each student has a "home" group (which they are currently in) and an "expert" group (which they will move to). Each home group should be given the [Slavery as a National Issue Readings \(Appendix B\)](#). The teacher should either

assign the readings to specific students or allow students to select on their own. After completing this reading, students will move to their “expert” groups. Once students have rotated, they should have about five minutes to read about their topic. Then, each group should re-read their article either in pairs or as a group. While students are re-reading, the teacher should hand out the [Slavery as a National Issue Graphic Organizers \(Appendix C\)](#). After all groups have finished reading, the teacher should explain that each group will now fill in the front of their organizer as a group and explain each section.

Once all groups have finished filling in their charts, they should rotate back to their “home” groups, and each group member should present what they learned in their expert group. *This may work best if students present in chronological order (i.e., Missouri Compromise, Compromise of 1850, Harriet Beecher Stowe, Kansas-Nebraska Act, Dred Scott v. Sandford decision, and John Brown’s Raid)*. While each “expert” is presenting, the other group members should fill in that section of the second graphic organizer.

After all “experts” have presented, the teacher should display each reading (beginning with Missouri Compromise) and lead a discussion including the following:

- What was each group’s one sentence summary?
- What were some important ideas?
- What other facts were discussed?
- How did this topic lead to slavery becoming a national issue?

During this time, the teacher should ensure that students have reached the correct conclusions and ask them to add anything to their graphic organizers that they feel is important. Once all of the readings have been discussed, the teacher should have students “journal” (this can be done in the students’ journal or on a piece of notebook paper) about the six most important ideas they discovered during a lesson (one for each of the readings) and explain why they thought that was the most interesting.

## LESSON 4

### Supporting Question

How did the Election of 1860 contribute to the start of the Civil War?

### Vocabulary

The following words should be addressed during this lesson:

- candidate
- platform
- slogan
- tariff
- *Any vocabulary found in the readings may need explanation.*

### Lesson Sequence and Instructional Notes

The sectionalism anchor chart should still be visible in the room for this lesson. Students should be in four groups, which will each represent a different candidate for president. *Teachers may want to break each group into two (eight total groups).* Prior to beginning, the teacher should print the [Campaign Manager Packets \(Appendix D\)](#) and any other materials necessary for the lesson.

To begin, the teacher should display the [Dividing the National Map](#) political cartoon and lead students through a [See-Think-Wonder](#) routine. The teacher should start by asking students what they “see” and have students describe what they see in the political cartoon (e.g., that there are four people, the people are pulling a map of America). Next, the teacher should ask students what they “think” about what they see (e.g., do they think it means [blank] or what do they think is happening in the picture). Finally, the teacher should have students share what they wonder (e.g., What questions do they have? What are they confused about?).

Then, the teacher should explain that the political cartoon is about the four candidates in the 1860 presidential election. Lincoln (far left) and Douglas tear at the western part of the country, as Breckinridge (center) attacks the South. The fourth, John Bell (right), stands on a stool trying to repair the northeastern section with a jar of glue. The teacher should ask, “How many “main” candidates usually run for president today?” Once a student says two, the teacher should ask students why they think four ran for president in 1860. *Note: the teacher can also choose to take time here to discuss that even in today’s elections, more than two people are actually “running” for president.* The teacher should facilitate students’ discussion with questions like “Why do you say that?” or “Can you tell me more?” The teacher should then show a video explaining why there were four candidates; two options are: [The Tumultuous Election 1860 \(stop at 2:34\)](#) or [The Election of 1860 \(stop at 1:17\)](#). *The teacher should stop these videos at these timestamps so they do not give away the results of the election.*

The teacher should then explain to students that they are going to learn more about the candidates by becoming campaign managers. The teacher should break the students into four large groups and hand out the [Campaign Manager Packets \(Appendix D\)](#), one per group. In each packet, the students will find

the following: Candidate and Political Party Platform and Candidate Biography. The teacher should explain that each group represents a political candidate and will be responsible for completing a campaign slogan and a campaign speech.

The teacher should ask students if they know of any famous slogans. If students don't immediately give any examples, ask students what candy has the slogan "Taste the Rainbow" (Skittles) or "Eat Fresh" (Subway). Once students start giving other slogans, the teacher should tell students that most presidents also have campaign slogans. The teacher can use President Dwight D. Eisenhower's campaign slogan—"I Like Ike"—or any other they see fit. Students should use the provided sources to create a campaign slogan for their candidate.

The teacher should then explain that most presidential candidates give speeches that explain their point of view and why people should vote for them. The teacher can show [JFK's Medicare Speech](#) as an example. The teacher should ask groups to use their sources to write a two-paragraph speech (from the point of view of the candidate). *The teacher may need to circulate the room and help students brainstorm. It may also be necessary for the teacher to divide each group into subgroups and have the subgroups working on either the campaign speech or the campaign slogan.*

As a closing activity, the teacher should complete a 3-2-1:

- Name three reasons someone should vote for your candidate.
- What are two weaknesses of your candidate?
- What is one question you still have about your candidate?



## LESSON 5

### Supporting Question

How did the Election of 1860 contribute to the start of the Civil War?

### Vocabulary

*Any vocabulary found in the readings may need explanation.*

### Lesson Sequence and Instructional Notes

The sectionalism anchor chart should still be visible in the room. This lesson is a continuation of Lesson 4, so students should be the same groups. Students should have access to the [Campaign Manager Packets \(Appendix D\)](#). The teacher should also prepare an anchor chart divided into quadrants entitled “Election of 1860” with each of the candidates’ names in the boxes.

To begin the lesson, teachers should have students complete a [four corners activity](#). The teacher should point out that each of the corners (or walls) is labeled with a letter (i.e., A, B, C, and D) that represents a possible answer. The teacher should display each of the following questions one at a time and have students move to the corner (wall) they think is the correct answer. Once students get there, they will discuss why they think that is correct and then share their reasoning with the class. The teacher should follow up answers with questions like “Why do you say that?” or “Can you tell me more?” The following are sample questions for the teacher to display:

- Which issue do you think has the biggest impact on sectionalism in America? A) Economics B) Transportation C) Politics D) Population
- Which issue do you think had the least impact on sectionalism in America? A) Economics B) Transportation C) Politics D) Population
- What did the South have more of than the North? A) Economics B) Transportation C) Politics D) Population
- Which of the following had the largest impact in making slavery a national issue? A) Compromise of 1850 B) Dred Scott v. Sanford decision C) John Brown’s Raid D) Compromise of 1820
- Which of the following had the least impact in making slavery a national issue? A) Compromise of 1850 B) Dred Scott v. Sanford decision C) John Brown’s Raid D) Compromise of 1820
- Which candidate in the Election of 1860 did not have a platform? A) Lincoln B) Douglas C) Breckinridge D) Bell

Then, students should take out their campaign slogan and campaign speech and the [Campaign Manager Packets \(Appendix D\)](#). The teacher should tell each group that they will have five minutes to prepare and select who will be giving the campaign speech and who will be explaining the campaign slogan. The teacher should also tell the groups that during the presentation, all group members will be at the front of the room and should be ready to answer questions. While students are preparing, the teacher should hand out the [Election of 1860 Chart \(Appendix E\)](#) to each student.

After five minutes, the teacher should explain the Election of 1860 Chart to students and tell them that

while each group is presenting, they should individually come up with one question for the candidate. After the first group has presented the speech and slogan, students should have two minutes to brainstorm and discuss questions they want to ask the candidate. The teacher should call on three to four random students to ask a question and the presenting group will have one minute to brainstorm and answer. After questions have been answered, the group should return to their seats and the class should discuss the candidate and what they learned. As the students are discussing, the teacher should record their answers on the Election of 1860 anchor chart. After discussion has died down, the teacher should instruct students to use the information from the anchor chart to construct a one-sentence summary about the candidate. The teacher should repeat this process for each group/candidate.

Once every group has presented, the teacher should show the [Election of 1860 Electoral Map](#) and lead students in a class discussion using the following guiding questions:

- Which colors represent each candidate?
- What do you notice about the colors on the map?
- Who won the election and by what percentage?
- Was this a close election?
- Were votes evenly distributed?
- Does the voting seem to be reflective of geography? Why do you think that is?
- What can you tell about individual states based upon the candidate they selected?
- What impact do you think having four candidates had on the final vote?
- How does this election relate to the beginnings of the Civil War?

To close the lesson, the teacher should ask students to complete a 3 W:

- What did we do in class today?
- What did I learn today?
- What questions do I still have?

### **CULMINATING ACTIVITY: ROAD TO THE CIVIL WAR TIMELINE**

This extension activity gives students the opportunity to independently address the essential question for the unit and to demonstrate their understanding of the unit concepts. This activity prompts student thinking and provides students a chance to demonstrate their understanding in an authentic and meaningful way.

#### **Activity Sequence and Instructional Notes**

*It is recommended that students complete this activity individually; however, it can also be completed in pairs or groups depending on the students' needs.* Prior to beginning this activity, all materials should be gathered and prepared.

As a culminating activity, the teacher should have students use all of the materials from the unit to create a timeline of events that led to the Civil War. Students should have access to the sectionalism and the Election of 1860 anchor charts, the posters about sectionalism, and all completed work from the unit. The timeline should include the following:

- at least seven events
- at least two graphics/images
- four colors
- information from all five lessons
- proper format:
  - must have at least the year
  - must have the name of the event
  - must have included a one-sentence summary of how the event could lead to the Civil War

*The teacher should choose what type of summative assessment they would like to do with their students.*

## **REFERENCES**

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