

Title: “North VS. South: The Causes of the Civil War”

Grade Level: 3rd grade

Subject Matter: Social Studies

Target Audience: Small group

Time Frame: 40-50 minutes

Taught by: Lynnsey Fisher

Goals:

I. Cognitive: The students will become familiar with a variety of events that contributed to the Civil War. They will explore differences between the North and the South to expand their own ideas about why the Civil War took place.

II. Affective: The students will develop a compassion for both sides during the war fighting for what they believed was right. They will contribute verbally about their own feelings for each conflict.

Standards:

IL Standards:

State Goal 16 – Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

State Goal 18 – Understand social systems, with an emphasis on the United States.

NCSS Standards:

II. Time, Continuity, & Change – c. compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past

IV. Individual Development & Identity – h. work independently and cooperatively to accomplish goals

Objective:

Students will be studying the various causes of the Civil War. Through group and individual reading, students will examine and discuss slavery, taxes, the Mason-Dixon line and other conflicts between the North and the South that caused them to come to war. To apply this knowledge, students will discuss the differences between the North and the South and create their own ideas as to why conflicts arise. To expand this knowledge into a hands-on activity, students will participate in a “Go Fish” like game with characteristics of the North and South to be taped under the appropriate flags.

Materials:

A Nation Divided map

Blank Confederate flag (black and white)

Blank Union flag (black and white)

Copy of the Confederate flag (color)
Copy of the Union flag (color)
Civil War Information Cards
Typed, individual characteristics of the North and the South
Tape
Crayons
Markers
Pencils/pens

Resources:

<http://americanhistory.mrdonn.org/civilwar.html>

<http://www.brooklynpubliclibrary.org/civilwar>

Herbert, J. (1999). *The civil war for kids*. Chicago Review Press: Chicago, Illinois.

Focusing Activity:

The teacher will begin the day's lesson by asking the students to listen to a short passage about the Civil War as an introduction. She will go into detail and start discussion about some things that caused the Civil War and supply the students with a basic map as a reference to which states belonged to which army during the war. The students will then read information cards about some things that caused the Civil War and discuss four vocabulary words provided in the passages. When the students have finished, they will discuss differences between the North and the South and be asked to identify characteristics as an activity placing descriptions under the correct flag.

I. Purpose of the activity:

The purpose of this activity is to become aware of the various things that contributed to the Civil War and steer away from the idea that it was simply about slavery. The students will make connections by exploring the differences between the north and the south in the 1800's to gain a better understanding of why the war was fought. Students will also gain a foundation to build upon to later relate conflicts of the Civil War to current conflicts in our society, country and world.

Instructional Input/Content Knowledge:

- *“Today we’re going to start discussing the Civil War. First I’m going to give you each a copy of this map. It looks a lot like the one Ms. Randolph gave you during our very first lesson, could you take that out for me?”*
- *“What are some differences between these maps? What is the same?”*
- *“This map I’m giving you shows you exactly which states were part of the North and which states were part of the South during the Civil War. The Northern*

- states were called the Union states because they wanted to remain together as one, whole, united country. The Southern states were called the Confederacy.”*
- *“In 1861, citizens gathered together all across the country to listen to speeches about states’ rights and freedom. In the North, young men were excited to have a chance to fight for the union army. In the South, men were inspired by the desire to defend their rights for their own land. The country was divided in two.”*
 - *“The North and South at this time were like two separate countries during this time. The growing North attracted immigrants to its busy cities and factory jobs.”*
 - *“Who can tell us all what it means to be an immigrant?”* (Someone from another country.)
 - *“What would make these people want to come to America?”*
 - *“While the North found work through manufacturing jobs, the South was much more agricultural and farmed more often. The people that lived in the South depended on this way of living and very much wanted to defend it to stay that way.”*
 - *“Since the Southern states depended on farming, they also depended on slaves to work on the large cotton plantations. Without slavery, these states were afraid that their whole way of life might be destroyed.”*
 - *“Now let’s take a look at the cards I have in front of you. Other than slavery, these are some other reasons we went to war against one another. Who would like to volunteer to read the information on the orange card to us?”* (Information on orange card is found on the Civil War Information Card list of passages, number 1.)
 - *“Notice the word ‘surveyor’ has been underlined. Who can tell us what a surveyor is?”* (Someone who determines the boundaries of land or structures.)
 - *“Have we talked about any famous surveyors these past few weeks?”* (Abe.)
 - *“Just to make sure we remember these words, I would like you to turn over your map and write the word ‘surveyor’ with the definition next to it. I’ve written the definition on a note card and put it on the table if you can’t remember, but feel free to use your own words.”*
 - *“Who would like to read the information on the green card?”* (Information on green card is found on the Civil War Information Card list of passages, number 2.)
 - *“What is the vocabulary word in this passage?”* (Tariff.)
 - *“Have you heard this word before? What is a tariff?”* (A price or a fee placed on imported or exported goods.)
 - *“Go ahead and write this word and definition on the back of your map as well. The note card with the definition is on the table next to surveyor.”*
 - *“Who would like to read the yellow card?”* (Passage number 3.)
 - *“We’ve seen this word before, what is it?”* (Abolish – to do away with or to get rid of.) *“Write this word on the back as well.”*
 - *“Who would like to volunteer to read the last, blue card?”* (Passage 4.)

- *“This is a HUGE word! Does anyone have an idea as to what unconstitutional might mean?” (Unconstitutional – against the principles set forth in the nation’s constitution.)*
- *“Don’t forget to write that one on the back of your map as well. The note card is on the table if you need help with spelling.”*
- *“So we’ve learned about lots of different things that caused America to go to war against itself. Brothers would fight against brothers and the whole country was split in two.”*
- *“Since we were split in two, we even had two different flags. How many flags does our country have now?”*
- *“This is a picture of the flag the Southern, or Confederate, states had.” (Hold up Confederate flag.)*
- *“Here is a picture of the Northern, or Union, flag.” (Hold up the Union flag.)
“How are these flags similar to the flag we have today? How are they different?”*
- *“We’re going to use these flags to see what all we know about the North and the South and this time.”*

Response Activity:

I. Procedure:

The teacher will tape the Union flag and the Confederate flag to the wall. She will lay out a variety of characteristics describing the North and the South face down on the table. As each student draws one, he or she will read it out loud and determine with his or her teammates whether it is a characteristic of the Union states or the Confederate states to emphasize the divide between the two. (Union characteristics are listed in blue while Confederate characteristics are in gray.)

II. Directions:

The characteristics will be laid out across the table face down. Each student will take a turn drawing one. He or she will read it out loud and decide whether it is a characteristic of the North or the South. Once the group has decided, the student will come forward and tape the correct descriptions under the matching flag.

Teacher Model

- Clear and supportive directions
- Positive reinforcement and encouragement of creativity
- Teacher shows group an example by starting the game with her co-teacher first

Conclusion:

- Each student will receive a blank copy of the Union and Confederate flags. If time permits, the students will color these flags in to keep for their folders.

- *“So today we learned about the Civil War and some of the reasons the North and the South disagreed on certain things.”*
- *“One of the biggest things that people think about when they think about the causes of the Civil War is slavery, which Ms. Randolph will talk more about next week.”*
- *“Don’t forget to put your maps and your flags back in your folders nicely!”*