

• **From:** ROBINALLAIN@aol.com

Sent: Monday, August 08, 2005 8:52 PM

To: tah@FSC.EDU

Subject: Robin Allain-Moody Civil War Lesson Plan

Teacher: Mrs. Allain-Moody

Lesson time: 50 minutes

Subject: 8th Grade United States History

Time period: 3 periods

Important Developments leading to the Civil War

Overview: This lesson is designed for 8th grade students of varying ability levels, including students placed on IEP's and 504 plans. (Paraprofessional teachers will be on hand to help modify and assist in teaching)

Standard: USI. 36 Summarize the critical developments leading to the Civil War.

- A. the Missouri Compromise (1820)
- B. the South Carolina Nullification Crisis (1832-1833)
- C. the Wilmot Proviso (1846)
- D. the Compromise of 1850
- E. the publication of Harriet Beecher Stowe's Uncle Tom's Cabin (1851-1852)
- F. the Kansas-Nebraska Act (1854)
- G. the Dred Scott Supreme Court case (1857)
- H. the Lincoln-Douglas debates (1858)
- I. John Brown's raid on Harper's Ferry (1859)
- J. The election of Abraham Lincoln (1860)

Lesson Objective: In these lessons students will be able to recognize, understand and be able to describe the important events that led to the Civil War as well as begin to understand the different views held at the time between the slaveholders, moderates and abolitionists. They will also begin to understand the importance of maintaining the delicate balance in the Senate between the slave and Free states and what led to this balance eventually shifting.

Activating prior knowledge: Students should have an understanding of what sectionalism means. They should also be able to identify the thirteen original colonies as well as the states that existed up until 1850.

Materials and/or Handouts:

Text book "The American Nation", Prentice Hall pages 424 -434

Teacher Notes
Notebook
Pen or Pencil
Construction paper
Stapler
Markers or Crayons

Day 1: Procedures

- *This lesson will begin with a brief discussion of what sectionalism is as well as a review of the states that existed at this time.
- *Students will then take notes using the overhead transparency for Ch. 16 “The Slavery Issue in the West”.
- *Homework: students must read pages 424 – 429 and define and identify the following terms: Sectionalism, popular sovereignty, secede, fugitive, civil war, Missouri Compromise, Wilmot Proviso, Free Soil party, Zachary Taylor, Stephen Douglas, Compromise of 1850, Fugitive Slave Law of 1850

Day 2: Procedures

- *Assessment: The lesson will begin with a review of last night’s homework.
- *Students will then read pages 430 – 434 out loud and do #2 & 3 on page 434.
- *Homework: “Writing a Protest Letter” You are outraged by the Dred Scott decision! Write a protest letter to the justices of the Supreme Court explaining why you think their decision in this case was wrong.

Day 3: Procedures

- *Assessment: The lesson will begin with students that would like to volunteer reading their letter out loud.
- *Students will then take out their markers or crayons as well as their writing utensils.
- *They will be given two different colored pieces of construction paper.
- *One they must cut into four long large strips and the other must remain whole.
- *They must choose four of the major developments leading to the Civil War and summarize them in three to four sentences. This must be done on the large piece of paper that was not cut up.
- *They will then label the front of the four pieces that they cut up and staple these on top of their summaries.
- *Homework: Finish class assignment