

# **Road to Civil War**

**U.S. History- Grade 7**

**Ten-Day Unit Plan  
And  
Lesson Plan**

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### Overview of Unit Plan

The purpose of this ten-day unit plan is to introduce seventh grade students to events leading up to the Civil War. Students will be introduced to slavery and different events and battles that took place during this time. The students will also learn important words and historical figures as well as the division of the Union during the Civil War. The students will have a greater sense of political parties and the formation of the Republican Party. This unit will introduce key points dealing with events leading up to Civil War. Classroom activities and assignments will reinforce all lesson topics.

BLUEFIELD STATE COLLEGE

LESSON PLAN #1

Student Teacher: Tia Johnson

Subject: United States History Grade Level: 7

Lesson: Road to Civil War: Slavery and the Civil War

OBJECTIVES:

After completion of this lesson the students will be able to:

- A. Recognize that slave states and non-slave states conflicts were a reason for the beginning of the Civil War.
- B. Distinguish between a slave state and a non-slave state.
- C. Identify the Missouri Compromise as well as The Compromise of 1850.
- D. Recognize key term and define them.
- E. Recognize different historical figures.

MATERIALS:

Textbooks

Maps for each group

Computer (for research)

U.S. History notebook

Note cards

PROCEDURES:

Day 1

-Students will be given a reading assignment on slavery from the textbook.

-As a class we will have a discussion about what was read in the assigned reading. I will encourage students to take notes while we discuss for future reference.

-I will ask questions and ask for volunteers to answer them.

-Students will research each historical figure in the reading and write a small summary of each in their U.S. history notebook. Including: birth and death dates, what makes the person important in history, and any awards the person might be known for. The students will have 15 to begin this assignment. What they do not finish will be given as homework.

-Students will write out their vocabulary words in their U.S. history notebook in complete sentences.

### Day 2

-Begin class with a review of what was gone over the day before.

-Students will divide into groups of four and be given a writing activity on the Missouri Compromise and The Compromise of 1850. Pass out a guide sheet to go by. In this activity the students must compare and contrast the two in any way they can then graph their results on a Venn diagram. Upon completion the students must present their information to the class and explain their Venn diagrams.

-After every group has gone t he students will stay in their groups and split the key terms up and rewrite their vocabulary words from the day before on note cards to make a set of flash cards to study together as a group.

### Day 3

-Conduct a Q&A discussion that will be used to reinforce readings and discussions from the previous days.

-After the Q&A discussion the students will be given maps. The students must illustrate with colors and a key slave states and non-slave states. They must also identify the 36'30'N latitude line dividing them.

-Students will begin a Civil War time line that will be kept in their U.S. history notebook. The time lines must include significant events and anything else that the student finds interesting or important.

### **ASSIGNMENTS:**

-Students will research each historical figure in the reading and write a small summary of each in their U.S. history notebook. Including: birth and death dates, what makes the person important in history, and any awards the person might be known for.

- Students will write out their vocabulary words in their U.S. history notebook in complete sentences.

-At the end of day three students must reflect about what they have learned in their U.S. history notebooks.

-Students will be given a worksheet on slavery and the Civil War to finish as homework to be turned in the next day.

### EVALUATIONS:

The students will be successful if he/she:

- A. Receives 95% or better on an open book test on slave and non-slave states being a reason for the Civil War.
- B. Can locate a slave state from a non-slave state on a map with 90% accuracy.
- C. Can define the Missouri Compromise and the Compromise of 1850.
- D. Can relate key terms used in the lesson to the events covered.
- E. Can differentiate historical figures being taught.

Lesson #1: Slavery and the Civil War

Goals:

The purpose of this lesson is to:

Identify one reason for the beginning of the Civil War.

Have students recognize and define historical knowledge of major events dealing with slavery.

Introduce the students to slave states and non-slave states.

Introduce the students to new vocabulary and important historical people of this time.

Objectives:

After completing this lesson, students will be able to:

- A. Recognize that slave states and non-slave states conflicts were a reason for the beginning of the Civil War.
- B. Distinguish between a slave state and a non-slave state.
- C. Identify the Missouri Compromise as well as The Compromise of 1850.
- D. Recognize key term and define them.
- E. Recognize different historical figures.

Methods:

Day 1

-Reading assignments from text will be given.

-Students will research each historical figure in the section and write a small summary of each in their U.S. history notebook.

-Students will write out their vocabulary words in their U.S. history notebook.

Day 2

-Classroom discussion about the reading will be enforced.

-Writing activity will be given on the Missouri Compromise and The Compromise of 1850.

-Later the students will divide up and split the key terms up and rewrite their words on note cards to make a set of flash cards to study together as a group.

Day 3

-Q&A will be used to reinforce reading and discussions.

-Maps will be used to illustrate slave states and non-slave states and to show the 36'30'N latitude dividing them.

-Students will begin a Civil War time line

Lesson #1: Slavery and the Civil War

Time:

Day 1, 2, and 3  
45 minutes each  
Total time: 1hour 35minutes

Evaluation:

The students will be successful if he/she:

- A. Receives 95% or better on an open book test on slave and non-slave states being a reason for the Civil War.
- B. Can locate a slave state from a non-slave state on a map with 90% accuracy.
- C. Can define the Missouri Compromise and the Compromise of 1850.
- D. Can relate key terms used in the lesson to the events covered.
- E. Can list differences and similarities in historical figures of the period.

Materials:

Textbooks  
Maps for each group  
Computer (for research)  
U.S. History notebook  
Note cards

Bibliography:

The American Journey,  
2003, Glencoe, pp. 436-440

Lesson#2: A Nation Dividing

Goals:

The purpose of this lesson is to:

Introduce students to Acts passed during slavery.

Introduce students to events that took place because of Acts passed during slavery.

Objectives:

After Completion of this lesson students will be able to:

- A. Explain the similarities and differences between the Fugitive Slave Act and the Kansas-Nebraska Act.
- B. Identify key terms given.
- C. Relate conflicts in Kansas to the Kansas Nebraska Act.

Methods:

Day 4

-Reading assignments will be given from the book.

-Classroom discussion (including Q and A) about the reading will be done.

-The students will add to their Civil War time line.

-The class will be put in groups of four. The key terms will be split up and note cards will be made.

-Students will reflect in their U.S. history notebook about the reading and class discussions.

Lesson#2: A Nation Dividing

Time:

Day 4  
45 minutes

Evaluation:

The student will be successful if he/she:

- A. Report on the differences and similarities between the Kansas-Nebraska Act and Fugitive Slave Act on a review worksheet with 85% accuracy.
- B. Quotes key terms used throughout the lesson in discussion accurately 85% of the time.
- C. Writes and relates in his/her U.S. history notebook about the conflicts in Kansas to the Kansas Nebraska Act with 90% accuracy.

Materials:

Textbook  
Power point on key topics of the reading  
Worksheets  
U.S. history notebook

Bibliography:

The American Journey,  
2003, Glencoe, pp. 441-444

Lesson#3: Challenges to Slavery

Goals:

The purpose of this lesson is to:

Introduce the students to the joined forces which made up the Republican Party.

Introduce the Dred Scott decision and the reaction to the decision.

Introduce to the students the election of 1858 and the debates between the candidates.

Introduce the raid on Harpers Ferry that took place after the election of 1958.

Objectives:

After completing this lesson, students will be able to:

- A. Discuss reasons why the Democratic Party began to divide along sectional lines and differing view over slavery destroyed the Whig Party and these events lead to joined forces with Free-Soilers to form the Republican Party.
- B. Explain in depth the events causing the Supreme Court case of Dred Scott about his freedom.
- C. Explain the court's decision in this case and the reaction from the country.
- D. State the issues dealt with in the election of 1858 and identify the candidates
- E. Relate the raid on Harpers Ferry with issues dealing with slavery. And to recall what happened at the raid.
- F. Recite key terms dealing with the reading.

Methods:

Day 5

-Reading assignment from the text will be given.

-Worksheet on the formation of the Republican Party will be completed in groups of four.

-The class will research on the internet about Dred Scott and the Supreme Court case in the same groups of four. After gathering the facts the class will compare and contrast what they found.

Day 6

-Reading assignment from the text will be given.

-Discussion along with Q and A will be done about the section read plus anything from the day before.

-The class will research in groups of four the two candidates and as a class prepare a Venn diagram to show the differences and similarities among the two.

-Locate, on the map of Virginia, Harpers Ferry.

-Reflect in U.S. history notebook anything dealing with the Raid of Harpers Ferry.

-Add to Civil War time line.

Lesson#3: Challenges to Slavery

Time:

Day 5 and 6  
45 minutes each  
Total time: 90 minutes

Evaluation:

The student will be successful if he/she:

- A. Can select reasons why the Democratic Party began to divide along sectional lines on a worksheet with 90% accuracy.
- B. Can discuss how joined forces made up the Republican Party and be correct in explaining this with 85% accuracy.
- C. Can individually describe the events causing the Supreme Court case of Dred Scott about his freedom in a paragraph with 90% accuracy.
- D. Can individually name issues dealt with in the election of 1858 and identify the candidates on a worksheet with 90% accuracy.
- E. Can identify the raid on Harpers Ferry with issues dealing with slavery on a multiple choice quiz with 85% accuracy.
- F. Can relate key terms to specific situations throughout their journal entries and classroom discussion with 90% accuracy.

Materials:

Textbook  
Worksheet on the formation of the Republican Party  
Computer  
Map of Virginia  
U.S. history notebook

Bibliography:

The American Journey,  
2003, Glencoe, pp. 445-448

Lesson#4: Secession and War

Goals:

The purpose of this lesson is to:

Introduce the students to the election of 1860, the candidates, and the winner.

Introduce the students to secession from the Union and the forming of the Confederate States of America.

Introduce the students to the causes of the battle at Fort Sumter and how this was the start of the Civil War.

Objectives:

After completing this lesson, students will be able to:

- A. Knows issues dealing with the election of 1860 along with the candidates and their differing points of view.
- B. Recall the winner of the election of 1860.
- C. Report on southern states and their secession from the union to form the Confederate States of America.
- D. Point out the event in which began the Civil War.

Methods:

Day 7

Reading assignment from text will be given. Discussion will be held after the reading.

Watch a short movie about the election of 1860.

The class will play a game of Civil War Jeopardy.

Day 8

Use PowerPoint to illustrate southern secession from the Union and the overall division of the United States.

Students will be divided into groups of four and the group will complete a worksheet on seceding states.

Day 9

A small reading assignment will be given and read aloud.

The students will be put in groups of four and will find Charleston, South Carolina on a map and in the same group research on the internet events leading to the battle at Fort Sumter.

The students will report in their U.S. history notebook important events gone over the last three days. They will also add to their Civil War time line.

Lesson#4: Secession and War

Time:

Day 7, 8, and 9  
45 minutes each  
Total time: 1 hour 35 minutes

Evaluation:

The student will be successful if he/she:

- A. Recognizes issues dealing with the election of 1860 along with the candidates and their differing points of view during a game of Civil War jeopardy.
- B. Indicates the winner of the election of 1860 in double jeopardy during our classroom game.
- C. Locates southern states that seceded from the union on a map while in their groups with 95% accuracy.
- D. Recognizes the event in which began the Civil War.

Materials:

Textbook  
Movie on the election of 1860  
Civil War Jeopardy game board  
Computer  
PowerPoint slides to illustrate southern secession from the Union.  
Worksheet on seceding states  
Maps  
U.S. history notebook

Bibliography:

The American Journey,  
2003, Glencoe, pp. 449-453

Lesson#5: Review of the Road to Civil War

Goals:

The purpose of this lesson is to:

Assist students in understanding the material gone over regarding the events leading up to Civil War.

Objectives:

The students will review material from the unit in preparation for the unit test.

Methods:

Day 10

Classroom discussion about the overall unit using U.S. history notebooks and Civil War timeline

Individually answer questions on a review worksheet.

As a class we will go over the key terms with the key terms note cards that the students made.

In groups of four the students will be given a different map for all map identifications and will have to color and label each one appropriately.

After these refresher activities the class will play Civil War Jeopardy.

The class will be instructed to take home their U.S. history notebooks and all worksheets and maps to study.

Lesson#5: Review of the Road to Civil War

Time:

Day 10  
45 minutes

Evaluation:

Students will be successful if he/she:

Completes a study guide using his/her book and notes with 100% accuracy.

Correctly defines key terms and has his/her Civil War time line up to date.

Participates in classroom discussion and Civil War Jeopardy and relates and explains thoughts of events and important people that have been gone over.

Can label the maps given and explain different aspects about the maps. Such as the states that seceded from the union.

Has kept up to date his/her U.S. history notebook with 100% accuracy on terms and 80% accuracy of grammar.

Materials:

Study guide worksheet

Textbook

Civil War Jeopardy game board

Maps

Bibliography:

The American Journey,  
2003, Glencoe, pp.436 -453