

Resources of the North and South during the Civil War

Overview: Students will learn about regional differences between the North and the South during the time period leading up to the Civil War and during the Civil War. Students will learn the difference between the economies and how that affected the war effort of each region.

Minnesota Social Studies Standard:

V. Geography

D. Interconnections

6. Students will demonstrate how various regional frameworks are used to analyze the variation in culture and humans' occupation of the Earth's surface.

#7. Students will identify current or historic conflicts and explain how those conflicts are/were influenced by geography.

Objective:

Students will compare and contrast the differences between the economies of the North and South prior to the Civil War.

Grade level: 6th – 8th grade

Time: 3 days

Subjects: History, Geography

Materials:

Blank outline maps of the United States—one for each student

Colored pencils

Card sort words written on 3 x 5 cards

Open Compare and contrast

American Nation textbook

Reading on the economies of the North and South, "Economies of the Civil War"

Handout: Prior Knowledge Topic Survey

Teacher Handout: Prior Knowledge Topic Survey Key

Handout: Card Sort Words

Handout: Highlight, Underline, Gloss (HUG) Reading Strategy

Procedure:

1. Engage students in a discussion of what is a region. Have students brainstorm what they think are different regions of the United States, the Twin Cities and their school district. Give students a definition of region and tell them they are going to compare two regions from a historical time period. They will compare the regions of the North and the South during the Civil War.
Region – A large, usually continuous segment of a surface or space;
2. Give students Prior Knowledge Survey on Civil War resources. Keep survey until the end of the lesson.

3. Each student has an outline map of the United States and two different colored pencils. Ask them to use one color to outline what they think is the Southern region of the United States and outline in another color what they think is the Northern region of the United States.
4. Write words on 3 x 5 note cards for students to do a card sort. See word list. Work with a partner or partners and do cards sort with economies of the Civil War. Students will have to put them in categories according to clues that represent the economies of the North and the economies of the South.
5. Students will use resources (textbook, articles) to “correct” their maps and card sort in groups. Students will have a large, class outline map of the United States to redraw the regional boundaries and can attach the economy words to the Southern region or the Northern region.
6. Students will read short article on the differences between the North and the South. As they read they will use the HUG reading strategy. See HUG reading strategy explanation at the end of the lesson. Each student will have a copy of the article. The next step is to underline the key words. They should underline the words that relates specifically to the economy of both the North and the South. Next, the students can do a think-pair-share with someone to compare key ideas. Students will then write the main ideas in their own words.
7. In groups of 3-4 students will discuss the following questions:
 - a. What are the pros and cons of the economy of the North? (Make a t-chart)
 - b. What are the pros and cons of the economy of the South? (Make a t-chart)
 - c. To what extent did the difference in economies contribute to the tension between the North and the South?
 - d. How does that economy help define the region?
 - e. What if the regions were exactly the same? How would that affect the people living in the region? How would that impact the war? Would there be a war?
 - f. What are the dominant economies in the North today? What are the dominant economies in the South today?
8. Have students complete the Prior Knowledge Survey at the end of lesson again, but this would be an assessment of their learning.

Assessment:

Students will write a constructive response essay comparing the economies of the North and South at the time of the Civil War. The essay must include at least two examples of the economy of the North and two examples of the economy of the South. The response should include a topic sentence and a concluding sentence. Use a paragraph writing rubric to grade the essay.

Resources:

Animated display of the Southern states in order of secession (could be used when students “correct” their maps located at:<http://www.civilwarexplorer.org/flash/secession.html>

Reading on the economies of the North and South, “Economies of the Civil War”, located at: <http://www.historycentral.com/CivilWar/AMERICA/Economics.html>

Credits:

Laurie Pouliot, Westwood Middle School, Spring Lake Park School District

Prior Knowledge Topic Survey

Respond to each statement twice: once before the lesson and again at the end of the lesson.

Write the letter **A** if you agree with the statement.

Write the letter **D** if you disagree with the statement.

Before

After

The regions of the North and the South were very similar.

The South relied heavily on products from plantations like cotton.

The differences in the two regions caused a great deal of tension.

Many people in the North worked in factories.

The ending of the Civil War was due to superior resources in the North.

Prior Knowledge Topic Survey Key

Respond to each statement twice: once before the lesson and again at the end of the lesson.

Write the letter **A** if you agree with the statement.

Write the letter **D** if you disagree with the statement.

Before

After

The regions of the North and the South were very similar.	D
The South relied heavily on products from plantations like cotton.	A
The differences in the two regions caused a great deal of tension.	A
Many people in the North worked in factories.	A
The ending of the Civil War was due to superior resources in the North.	A

Card Sort Words

Cotton

Railroads

Factories

Large plantations

Rice

Indigo

Manufactured goods

Free labor workers

Slave workers

Shipping

Banking

Trade with Britain

Mining

Textiles

Highlight, Underline, Gloss (HUG) Reading Strategy

During Reading Strategy Comprehension

Students will use a highlighter and pen or pencil to interact with the text in order to increase their comprehension of the text. Students begin by highlighting the main ideas of the text following the guidelines listed. Next, students underline important details. Last, students record their reactions and understanding of the text using one or more techniques including: summarizing the text, making a graphic organizer, starring important ideas.

H: Highlight the main ideas of the reading--

- Maximum 20% of text or 8 lines average on a page
- Key concepts only
- This information is determined to be worth re-reading

U: Underline important details--

- Key words
- Steps in a process
- Definitions
- Names/Dates

G: Write in your own words--

- List important points
- Create chart
- Identify location of definitions, examples, names/dates
- Star important ideas
- Number steps
- Summarize text in margin

HUG reading strategy is from MAGE web site.

http://www.macalester.edu/geography/mage/teachers/institutes/2007mohe/JT/Selected_Reading_Strategies.pdf