

Teacher: Rod Bickel	
Title: Agriculture vs. Industrialization before and after the Civil War	Subject: Civil War
Topics: The differences between the Northern and Southern Economies	Grade: 11th
Lesson Duration: 1 45min.	School: La Junta High School

Education Designs Lesson/ Unit Plan	
Lesson Summary: <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	
National Standards for History Era: Link	Era 5 Standard 2 : The course and character of the Civil War and its effects on the American people
Standard(s): <i>State, Local or National</i>	Colorado Model Content Standard 2: Students understands how the Resources of the Union and Confederacy affected the course of the war.
Themes/Concept:	Resources, Economy, and Industrialization.
Essential questions (2-5 questions) <i>(What you want the students to know)</i>	<ol style="list-style-type: none"> 1. Where were the industrial and agricultural centers of the country located? 2. How was the outcome of the Civil War influenced by railroad networks? 3. How did the economic activity of the North differ from the economic activity of the South?
Elements <i>(What you want the students to understand)</i>	The North had a stronger economy with a bigger industrial capacity. The Southern economy was agrarian and operated differently than the Northern economy.
Launch Activity (Hook)	<p>Ask students what the difference is between a capital resource, a human resource, and a natural resource. Write examples on the board of each type of resource. Next ask the students to respond to the following questions either verbally or in writing:</p> <p>Q1: Would population be considered capital, human, or natural resources? <i>[human]</i></p> <p>Q2: Would railroad mileage be considered capital, human, or natural resources? <i>[capital]</i></p> <p>Q3: Would manufacturing plants be considered capital, human, or natural resources? <i>[capital]</i></p> <p>Q4: Would industrial workers be considered capital, human, or natural resources? <i>[human]</i></p> <p>Q5: Would farm acreage be considered capital, human, or natural resources? <i>[natural]</i></p> <p>Next review the three levels of economics with the students: <i>Level I</i> Agricultural <i>Level II</i> Manufacturing <i>Level III</i> Service and technology Discuss which economic level would be more modern and why.</p>
Procedure	Divide students into groups of two. These groups can be homogenous groups or a pairing of a more successful student with a struggling student. Give each group the reading handout, "Economics of the Civil War. Also have each group take a sheet of paper and fold it in half lengthwise. At the top of the two columns label

	the left side North and the right side South. As the students read the handout Write down the strengths and weaknesses of each group in the appropriate column. Also have the students write down any interesting facts that they may have discovered in their reading. On the bottom of the two column chart have students answer the following questions: 1. Who had the most resources? 2. How did these resources allow for the movement and supply of troops? 3. Which resources would have been valuable to have during the Civil War?		
Knowledge & Skills <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i>	<u>Vocabulary</u> Agrarian economy Industrial economy Capital Resource Human Resource Natural Resource		<u>Skills</u> Inference Short Response Writing Critical Thinking Organization
Lesson Methodology <i>(How will you conduct the lesson; activities...?)</i>			
Assessment Evidence: <i>What evidence will show that students met the learning goal?</i>			
Traditional Assessment (Quizzes, Test, Selected Responses)			
Students must generate a document that answers the three essential questions above.			
Portfolio Assessment			
Students must generate a document that answers the three essential questions above.			
Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)			
Students must generate a document that answers the three essential questions above.			
Student Self-Assessment			
Students can generate a list of what they understood about the resources and where they had trouble.			
Differentiation Associated with this unit			
<p>With challenged learners you can use a copy of the graphs provided in the resource section instead of the reading assignment. Students can also respond verbally to the assignment instead of in written form. For ESL students can have the document read to them and complete a fill in the blank activity from the document.</p> <p>For more advanced learners they can make further connections dealing with conflicts between other groups where one group had an overwhelming advantage over another group, was the outcome the same as that of the Civil War? A paper can be written on this topic and some examples that they can use is, The Colonists vs. The British, The U.S. vs. Vietnam, or The U.S. vs. Iraq.</p>			
Resources and instructional tools: <i>(Including Video Sources, Text Resources, Research Strategy)</i>			
http://www.historycentral.com/civilwar/AMERICA/Economics.html			
http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=654			
"Union and Confederate Resources"			
web000.greece.k12.ny.us/SocialStudiesResources/Social_Studies_Resources/SS_8_Documents/SS_8_Documents_06.05/UnionResources-2005.jpg			
Resource Graph			
"The Year 1860: A Comparison"			
web000.greece.k12.ny.us/SocialStudiesResources/Social_Studies_Resources/SS_8_Documents/SS_8_Documents_06.04/CivilWar-2004.jpg			
Resource Graph 2			
"Railroads in 1860"			

voteview.com/images/railroads18602.gif

"Railroads in 1850 and 1860"

wps.ablongman.com/wps/media/objects/31/32716/figures/DIVI241.jpg