

Teacher: Darin Serfoss			
Title: Civil War		Subject: U.S. History	
Topics: Factory vs. Plantation		Grade: 11 th	
Lesson Duration:		School: Florence 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>	This lesson allows students to analyze the causes and effects of the economic differences between the North and the South leading up to and during the Civil War. Students will create a poster that illustrates the differences between the North and the South. The students will also participate in a group jigsaw activity where they become an expert on one specific aspect of the North and South economic differences.		
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> <i>Colorado</i>	Standard 1: Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. Benchmarks: 1.1, 1.2, 1.3 Standard 2: Students know how to use the processes and resources of historical inquiry. Benchmarks: 2.2, 2.3 Standard 3: Students understand that societies are diverse and have changed over time. Benchmarks: 3.1, 3.2		
Themes/Concept:	Use primary and secondary sources to analyze the causes and effects of economic differences between the North and the South (leading up to and during the Civil War).		
Essential questions (2-5 questions) <i>(What you want the students to know)</i>	<ol style="list-style-type: none"> 1. What were the differences between the North and the South economically? 2. How did trade within the U.S. and outside the U.S. affect both the North and the South? 3. North and the South? 4. Compare and contrast working conditions in the North and the South? 5. How did the products that were produced in the North compare to those in the South? 6. What role did the U.S. government play in the economies of both the North and the South? 		
Elements <i>(What you want the students to understand)</i>	<ol style="list-style-type: none"> 1. Analyze the differing effects that the Northern and Southern economies had on the Civil War. 2. Make correlations between the progressive cultures of the early 1900s to the political issues of today. 3. Weigh the positive and negative effects of sectionalism in the U.S. 4. Analyze the effects that American differences in the North and the South had on foreign relations and how other countries dealt with both sides. 5. Analyze how geography played a role in the different economies. 		
Launch Activity (Hook)	Show pictures and maps of the North and the South and have students compare and contrast the features. **Ask students to ponder the reasons why the wealthy in the South developed an economy that depended upon slave labor while the wealthy in the North were willing to pay for labor or were more self-sufficient.		
Knowledge & Skills	<u>Vocabulary</u> Sectionalism	Abraham Lincoln Railroads	<u>Skills</u> Analyze cause and

<i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i>	Eli Whitney Cotton gin Popular sovereignty Dred Scott Decision Factory system Cotton, Tobacco Textile goods Living conditions Steam power	Manifest Destiny Expansionism States rights vs. Federal Government Andrew Jackson Tariffs Interchangeable parts Samuel Slater Industrial Revolution	effect relationships. Assess the importance of the individual in history.
Lesson Methodology <i>(How will you conduct the lesson; activities...?)</i>			
<ol style="list-style-type: none"> 1. Give brief background on topic and then introduce the hook 2. Handout vocabulary on the topic and have students research with a partner the definitions 3. Have students complete the computer assignment that shows them the two different viewpoints on the Civil War. 3. Complete the computer assignment. 4. Wrap up the unit with multiple choice question exit quiz. 5. Collect student portfolio and timeline. 			
Assessment Evidence: <i>What evidence will show that students met the learning goal?</i>			
Traditional Assessment (Quizzes, Test, Selected Responses)			
Multiple choice and fill-in-the-blank test. Include a short-written response to the question, “What were the economic causes of the Civil War?”			
Portfolio Assessment			
Students will create a time line with a partner that illustrates the differences between the North and the South. Computer activity also included			
Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)			
Group jigsaw activity where each group will have an expert on one of the issues that illustrates a difference in the economies of the North and the South. The end product will be a poster and presentation of primary documents.			
Student Self-Assessment			
Reflection paper Portfolio on unit			
Differentiation Associated with this unit			
Students may research a specific individual or event from this time period. Students could work with partners on the timeline.			
Resources and instructional tools: <i>(Including Video Sources, Text Resources, Research Strategy)</i>			
Internet Textbook Primary Sources Power Point			