

Lesson Title: Changes in Latitude, Changes in Attitude

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Tarkio R-1 School District

Grade 8

Class: American History

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### **Teaching Traditional American History Program**

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Lesson Overview: Students will examine the underlying causes of the American Civil War. They will identify at least four differences between the northern states and southern states which led to the southern states seceding from the Union. They will be asked if the Civil War was inevitable or could it have been avoided. Either way they must defend their positions. Students should be able to identify a civil war ongoing in today's society at lesson's end.

Essential Question(s): What part did immigration play in the division between the North and the South?

What part did immigration play in urban and rural living in the two regions?

What part did technology play in the division?

What part did slavery play in the division?

Objectives: After completing this lesson the student will be able to:

- (GLE:US2a,H.8) Explain the two terms: regionalism, sectionalism
- Apply these terms to the North and then to the South
- Demonstrate the superiority of Northern technology to Southern technology

- Contrast the economies of the North and the South
- Know the differences between the population make-up of the North and South

Assesment: At the end of the lesson, the student will be able to complete a Stair-step Pyramid. This is attached along with the scoring guide.

Materials: America Pathways to the Present text: Prentice Hall, c.2000, pg. 80-83 and 86-94. The Stair-step Pyramid and the Fact Finder worksheets. Copies of which are attached.

Class Time: 1 class period-50 minutes

Teacher Input:

1. Begin class by asking students to identify certain crops. Have examples of wheat, peanuts, tobacco, cotton, rice, sugar cane, corn, and soybeans. Contact your State Extension Office to obtain these products. If not, then use pictures. Ask students to identify each and tell which part of the U.S. they might grow. Why? Establish the concept of “region” as it relates to agricultural production. This can be used as a basis for the understanding of the concept of “region” and the need for a vast number of workers (slaves) to raise crops (cotton, sugar cane, tobacco) on plantations. Thus establishing one economic difference between the North and the South.
2. Teacher will lead a discussion about regional differences which will include population make-up, rural vs. urban, technology, states’ rights, tariffs, and slavery. Then explain how emotions attached to this issue can become very intense leading to a critical division amongst people (sectionalism).
3. Teacher will ask for other alternatives besides war as the answer.
4. Teacher will point out the consequences of making the decision to secede.

5. Teacher will note that over 600,000 men lost their lives.
6. Teacher will note that brothers fought against brothers.
7. Teacher will note in the 79 National Civil War Cemeteries, 54% of the graves are unknown.
8. Using the “Fact Finder” (p. 80 of text) or the attached copy, students should interpret the tables and then answer the question: Which advantages would allow the North to raise a larger, better equipped army than the South?
9. Terms to know: sectionalism, regionalism, Civil War, Homogeneous society (South), heterogeneous society (North), tariffs, and States’ Rights

Activities: Identification of the crops

Completion of the Stair-step Pyramid

Answer the question connected with the “Fact Finder”

Scan newspapers for a civil war going on today then compare and contrast with our Civil War.

Questions for Review:

1. Name the causes of the Civil War and explain each cause.
2. What advantages did the North have?
3. What advantages did the South have?
4. Explain regionalism and sectionalism. Does it exist in our world today?

Closure: Summarize the causes and ask the students to think about the possibility of what would have happened if Lincoln had allowed them to secede or if the South had won. Predict what our North American continent might look like today.

Extension: Draw a map of what the North American continent might look like today if the South had seceded. Then label the new countries.

References: Cayton, Andrew, ed., *America Pathways to the Present* (Prentice Hall, Needham, Mass, 2000) 80-83, 86-94.



## Advantages and Disadvantages of the North and South

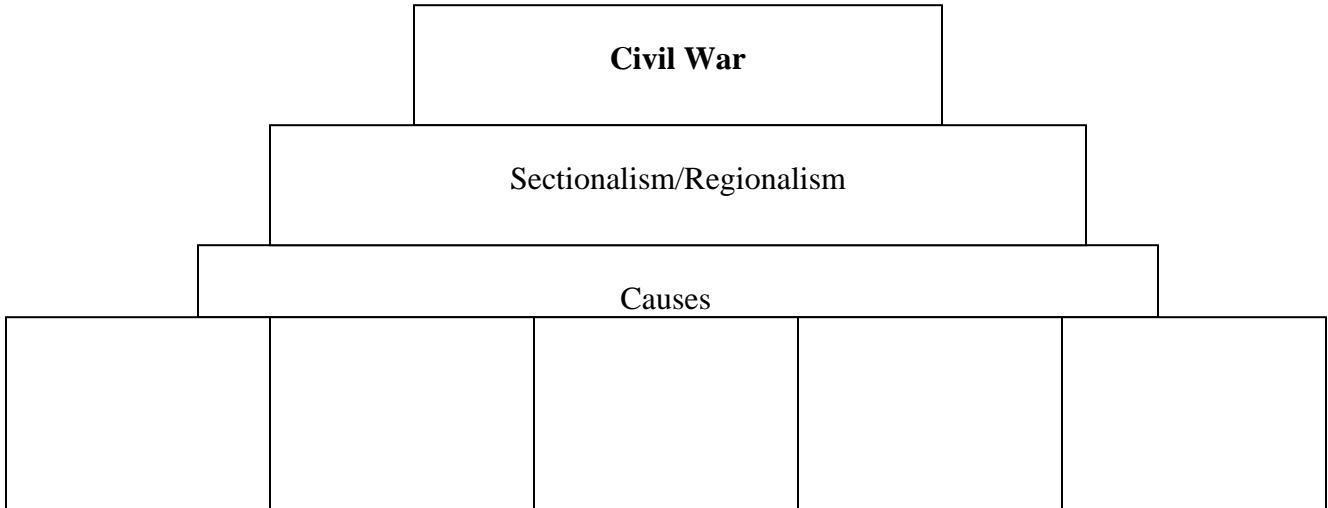
	<i>Northern States</i>	<i>Southern States</i>
Population	21.5 million	9 million
Railroad Mileage	21.7 thousand miles	9 thousand miles
<b>Manufacturing</b>		
Number of Factories	110.1 thousand	20.6 thousand
Number of Workers	1.17 million	111 thousand
Value of Products	\$1.62 billion	\$155 million
<b>Finance</b>		
Bank Deposits	\$207 million	\$47 million
Specie	\$56 million	\$27 million
<b>Agriculture</b>		
Corn (bushels)	446 million	280 million
Wheat (bushels)	132 million	31 million
Oats (bushels)	150 million	20 million
Cotton (bales)	4 thousand	5 million
Tobacco (pounds)	229 million	199 million
Rice (pounds)	50 thousand	187 million
<b>Livestock</b>		
Horses	4.2 million	1.7 million
Donkeys and Mules	300 thousand	800 thousand
Milk Cows	5.7 million	2.7 million
Beef Cattle	6.6 million	7 million
Sheep	16 million	5 million
Swine	16.3 million	15.5 million

Highlight indicates advantage

Source: *The American Heritage Picture History of the Civil War*, edited by Richard M. Ketchum

**Interpreting Tables** As war between the North and South threatened to erupt, a Northerner warned his southern friend, "You are bound to fail." *Economics* Which advantages would allow the North to raise a larger, better equipped army than the South?

## Stair-step Pyramid



### Explanations

Cause 1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cause 2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cause 3 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cause 4 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cause 5 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Scoring Guide for Stair-step Pyramid

	Points Possible	Points Earned
Cause 1		
Identification	10	
Explanation	10	
Cause 2		
Identification	10	
Explanation	10	
Cause 3		
Identification	10	
Explanation	10	
Cause 4		
Identification	10	
Explanation	10	
Cause 5 (Optional)		
Identification	10	
Explanation	10	
Total points	80 (required) 20 (extra points)	