

Lesson Title: You Say What, When!  
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Tarkio R-1 School District  
Grade 11  
American History, July 2007

**Teaching Traditional American History Program**

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<http://www.chillihistoryproject.com/>

Lesson Overview: The focus of this lesson is to emphasize the series of events which place prior to the firing on Fort Sumter. These events tended to polarize the people of the United States. The people on both sides became more and more intolerant and unwilling to compromise. This was a lesson in the 1800's and is a lesson in today's society as well.

Essential Questions: What failed in our democratic process? What could the people have done to prevent Civil War? Which event do you think contributed the most in polarizing the nation?

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

- (GLE:R6,D4; R6,E5) Explain how clashes over slavery led to conflict between the North and South.
- (GLE:R6,D4;R6,E5) Develop a chronological framework of these conflicts.
- (GLE:R6,D4;R6,E5) Develop a sense of how these catastrophic developments will culminate in South Carolina seceding and firing on a federal fort.

Assessment: See attachment.

Materials: Poster Board for each student.

Meter Stick/Ruler

Markers

Access to computers, copy machine, and scanner

Class Time: 2 class periods-50 minutes

Teacher Input: Teacher will review events which took place in the 1830's-1860's leading up to the Civil War. Suggestions of events might include the following:

1830-Nat Turner Rebellion

1854- Kansas/Nebraska Act

1854-55 Pro and Anti Slavers move to Kansas

1856- Bleeding Kansas

1857- Dred Scott Decision

1858- Lincoln/Douglas Debate

1859- Harper's Ferry

1860- Lincoln is elected

1860- South Carolina secedes

Teacher will demonstrate a cause and effect relationship between the event and the mounting polarization taking place in each region. Teacher will follow the chain of events which resulted in sectionalism. Students will then be asked to construct an "illustrated time line" with 10 events depicted events leading up to the Civil War. These events must be illustrated by a drawing or a picture which has to do with the event. Students will be asked to give an oral presentation explaining their time lines and why they chose the events they did.

Activities: Students will brainstorm via using different American History texts located in the classroom or in the library and the internet. Students will work in pairs and decide which best suits their time line and reflects their views. After they have decided on the 10 events, they then will begin to construct the time line.

Questions for Review: What group of people was affected by each event?

What was that group's reaction? Were they justified?

Were there any events that could be identified as an attempt to compromise?

In a democracy, what should our government have done?

Closure: Point out that as a citizen in a democracy, it is the job of each citizen to be informed. We are to be involved. This may mean being pro-active not a bystander to events. It is easy to be a Monday morning quarterback. After reviewing the events on the time line, student will be able to come up with some answers as to what could have been done.

Extension: The 11<sup>th</sup> Graders will give an oral presentation along with their time lines to the 8<sup>th</sup> Grade American History Class.

References: Cayton, Andrew, Perry, Elisabeth, Reed, Linda, Winkler, Allan.eds., *America Pathways to the Present*,(Prentice Hall, Needham, Ma, 2000) 76-84.

## Assessment

### Scoring Guide for the Illustrated Time Line

	Points Possible	Points Earned
Ten entries	100 (10 each)	
Neatness	10	
Correct Spelling	10	
Total points	120	

### Scoring Guide for the Oral Presentation

Confident	10
Factual	10
Posture	10
Organized	10
Eye Contact	10
Total points	50