



New York City and the Nation
From Seaport City to Metropolis, 1790-1898
Spring Institute 2006

Teacher-Generated Unit Outline The Civil War

These unit outlines and sample lessons were produced in advisory groups during the seven-day institute.

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Essential Question: What factors lead to conflict?

Topic: The Civil War

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- Resources

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Essential Question

What factors lead to conflict?

Focus Questions	Lessons/Activities
1 What were some of the divisive issues between North and South that led to the Civil War?	<ul style="list-style-type: none">• 1a Moral issues/slavery and abolition• 1b Political issues (preservation of the union)• 1c Economic interdependence• 1d The role of Geography• 1e
2 What strategies were used by the North and South during the Civil War?	<ul style="list-style-type: none">• 2a• 2b• 2c• 2d• 2e
3 What were the terms of peace?	<ul style="list-style-type: none">• 3a• 3b• 3c• 3d• 3e
<p>Culminating Project: Students will hold a mock debate on New York’s consideration of secession from the Union.</p> <ul style="list-style-type: none">• Divide students into two groups, pro and con (or let them choose)• Students will choose or be assigned areas of expertise (economy, etc.), write a position paper, and hold a debate• Alternative for some students: write additional position papers, newspaper editorials, or fliers, instead of verbally participating in the debate	

Lesson Title: The Role of Geography

Unit’s Essential Question: What factors lead to conflict?

Focus Question: What were some of the divisive issues between North and South that led to the Civil War?

Skills/Strategies

- Map reading
- Making inferences
- Compare and contrast

Materials, Supplies, and Equipment

- Resource map
- Climate map
- Population density chart
- General map from the 1860s
- Map of free and slave states

Mini-Lesson

Use resource map as model and review how to read the following:

- Map key
- Compass rose
- Legend
- Title

Independent Work Time

Students work in pairs with maps and charts:

- Which zone might have the longest growing period/season? How do you know?
- Which area might be more agricultural? Why?
- Which area might be more industrial? Why?
- Why might people be clustered in certain areas?
- Based on prior knowledge, what types of jobs did enslaved people do?
- Which states do you think had a need for slave labor?
- Where is the highest density population?

Share/Assessment

Have students fill in a map using blue for free states, red for slave states, and yellow for border states, based on their assumptions. Compare with the free/slave state map. Discuss: “What would it mean for the North if the new states became slave states?”

Connection to Culminating Project

This lesson will provide students with background knowledge about the causes of conflict between slave and free states.

Resources

Books

- Davis, Kenneth C. Don't Know Much About the Civil War. NY: Harper Paperbacks, 1999.
- Hakim, Joy. A History of US: Book 6: War, Terrible War 1855-1865. NY: Oxford University Press, 2002.
- Wallace, Mike and Edwin G. Burrows, Gotham: A History of NYC to 1898. NY: Oxford University Press, 1998, pgs. 870-877.

Websites

- www.classzone.com
from “Creating America, Chapter 15, The Nation Breaking Apart”:
 - Quizzes
 - Flipcard activity
 - Games
- www.schoolhistory.co.uk
- “Origins of the Civil War” from <http://en.wikipedia.org>
- Sample maps from <http://www.eduplace.com>