

West Virginia Studies Resource Development

NOTE: This plan was developed with the 8th Grade standards and curriculum in mind, however, it can be adapted for Grades 9-12, as the attached lesson materials accommodate Grades 9-12.

Title of Lesson: The Brink of War: The Powder Keg Effect of the American Civil War.
Grade level: 8th Grade (West Virginia Studies)
Summary: Students will learn about the causes of the American Civil War and be able to identify the events that led to the Civil War. Students will learn about the compromises created by the the United States Congress and learn how those compromises led our country to the brink of war.
WV CCR Social Studies Standards: <ul style="list-style-type: none">• SS.8.22: Demonstrate an understanding of the American Civil War including its causes, effects and the major events that led to West Virginia statehood.• Explain the effect of key events leading to western Virginia’s separation from Virginia after secession (e.g., First and Second Wheeling Conventions and John Brown’s Raid).• Describe the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how these tensions were resolved (e.g., Virginia vs. West Virginia 1871).
Students will know and understand (content): <ul style="list-style-type: none">• What were the causes of the American Civil War?• What was the Missouri Compromise?• What was the Compromise of 1850?• What were the provisions of the Missouri Compromise and Compromise of 1850?
Students will be able to do (skills): <ul style="list-style-type: none">• Understand the importance of maintaining a balance between free and slave states;• Identify the provisions of the Missouri Compromise (Compromise of 1820);• Identify the provisions of the Compromise of 1850;• Understand the events that occurred in “Bleeding Kansas”;• Understand the political implications of slavery;• Be able to assess and explain the causes of the American Civil War;• Using primary and secondary sources, students will be able to analyze events, motivations, conditions and actions leading up to the Civil War;• Using primary and secondary sources, students will be able to identify and give examples of major compromises that permitted or restricted slavery in relation to territorial expansion;• Define the terms: slave state, free state, states’ rights, Missouri Compromise, Compromise of 1850, and popular sovereignty
Materials & Resources: <ul style="list-style-type: none">• A teacher created entrance ticket• A Crash Course History video. The link to the video is: https://www.youtube.com/watch?v=roNmeOOJCDY.• Disunion timeline cards and handouts from the American Battlefield Trust Middle School Curriculum (Lesson 1 Disunion). The link to the curriculum is: https://www.battlefields.org/sites/default/files/atoms/files/Disunion%20Lesson%20Package_Middle.pdf• The compromise activity cards from American Battlefield Trust High School curriculum (Lesson 1 Disunion) The link to handouts are: https://www.battlefields.org/sites/default/files/atoms/files/Disunion%20Lesson%20Package_High%20School.pdf

- **Missouri Compromise & Compromise of 1850 maps**

Learning Plan:

1. Start the class by having students view the film “The Election of 1860 & the Road to Disunion: Crash Course US History #18” using YouTube. The link to the YouTube video is: <https://www.youtube.com/watch?v=roNmeOOJCDY>.
2. Next discuss the causes of the American Civil War. Have students identify reasons why the southern states decided to secede from the union after viewing the video.
3. Ask students “How can disagreements be settled so that they do not lead to war?” Briefly review and comment on suggestions. Add “compromise” if not suggested during brainstorming, and have students define the term before asking students to identify the benefits and drawbacks of compromise and provide examples of compromises that they have made. What might happen if a compromise doesn’t work or people change their mind?
4. Ask students to use a teacher created Entrance Pass and identify three significant events or developments that led to the American Civil War that was discussed during the video and class discussion.
5. Have students share their entrance tickets. Tell students that the Civil War was like a powder keg and that any one event would have erupted or exploded into war. Make sure to review the Compromise of 1850 and the Missouri Compromise which were discussed during a previous class period. Have students discuss their answers.
6. Then show students the Missouri Compromise video from Mr. Betts class to review the political implications of slavery prior to the American Civil War. The link to the video is: <https://www.youtube.com/watch?v=sd5F6EnH6I0>
7. Place a copy of the maps for the Missouri Compromise and Compromise of 1850 and have students use the maps to analyze the guiding questions being asked to check for understanding of the compromises made during the period prior to the American Civil War. Ask students under each compromise if states/territories would enter the union as free or slave territory based on the provisions of the compromise. Also ask students as Western Virginians how would you feel about the compromise and its provisions.
8. Print out copies of the Compromise Scenario Cards from the American Battlefield Trust Curriculum so that there is a card for each of your students. Cut these out and place them in a hat. Have students pick out a Scenario Card from the hat. In their journal or on a blank sheet of paper, have your students complete the following: a. Identify your state and persona. b. Discuss whether your persona would agree or disagree that the compromises solved the issues of territorial expansion and slavery. Why or why not? Have students share their responses and ask students if those responses are appropriate assumptions based on the state and scenario that the students were assigned. The links to the curriculum can be located in the materials section.
9. Next ask students to look at history from today’s view point. Ask students what is one suggestion that might have helped prevent the Civil War? What would Northerners have liked about the idea? What would Southerners have liked about your idea?
10. Hand out the Disunion Timeline Information Cards from the American Battlefield Trust Curriculum. Have students read over the events on the card and place in order of a timeline in small groups. Allow students to display their timeline using the disunion cards on the whiteboard. The links to the curriculum can be located in the materials section.

11. After reviewing the events Hand out the Disunion Timeline Worksheet also located in the American Battlefield Trust Curriculum. Have students work in pairs to complete the worksheet. Check the handout after giving ample time to complete the activity.

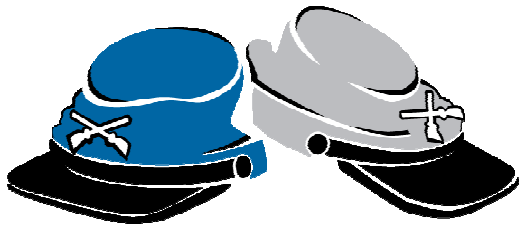
Checking for Understanding:

Students will be checked for understanding periodically throughout the lesson through the use of class discussion and the inclusion of an entrance ticket created by the teacher. Students will be given guided review questions in order to check for understanding of the material presented in the lesson.

Accommodations:

Through this lesson there are modifications that need to be made with a diverse group of students. There are modifications that are listed on specific student's IEPs in regards to this lesson and class work. It will be crucial to keep the students on task and organized during the class period. The teacher will keep the students on task by constantly walking throughout the room to check on the student's progress through the lesson and will create handouts or write lists on the white board that will direct the students step-by-step to let them know what is coming next within the class period. If students have learning disabilities in the area of reading, the teacher will modify how students will read the text selections with the text being read aloud by either the teacher or other students in the class or by using the audio recordings from the textbook if the teacher has access. The teacher will also read directions aloud and repeat the directions several times throughout the class period. Redirection will be used to keep students on task during instructional time. The teacher will walk around the room during the lesson to answer any questions one-on-one with the students and also to assist them in reading the material they may have difficulty reading. Extended time may be given to students during class activities and homework assignments if needed and recommended in their IEPs.

Higher level learners will be given excerpts of the Missouri Compromise and Compromise of 1850 to further research to identify the significance of the compromise provisions. Students will use the primary sources to cite concrete evidence of why the compromise was effective or ineffective prior to the American Civil War.



THE Civil War Curriculum

by the CIVIL WAR TRUST | Civilwar.org/curriculum

GOAL 1 | LESSON PLAN | HIGH SCHOOL

Pre-1860: Disunion

GRADES: High School

APPROXIMATE LENGTH OF TIME: 50 minutes

GOAL: Students will be able to assess and explain the causes of the American Civil War.

OBJECTIVES:

1. Using primary and secondary sources, students will be able to analyze events, motivations, conditions and actions leading up to the Civil War.
2. Using primary and secondary sources, students will be able to identify and give examples of major compromises that permitted or restricted slavery in relation to territorial expansion.
3. Students will be able to compare and contrast the cultures and economies of the Northern and Southern states.

MATERIALS:

1. National Expansion Map
2. Compromise Scenario Cards
3. Compromise Notes Sheet
4. Comparing the North and South
5. Disunion PowerPoint

ANTICIPATORY SET/HOOK

Discuss with students the causes of war. How can disagreements be settled so that they do not lead to war? Briefly review and comment on suggestions. Add “compromise” if not suggested during brainstorming, and have students define the term before asking students to identify the benefits and drawbacks of compromise and provide examples of compromises that they have made. What might happen if a compromise doesn’t work or people change their mind?

Explain that in the 1800s the United States was growing from the original 13 colonies and adding new states and territories. Citizens had varying ideas about how the land should be settled, either with free labor (define, if necessary) or with slave labor. They needed to compromise.

PROCEDURE:

Print out the PowerPoint with notes prior to class. There are notes included with the slides that can be on the printed slides, but won't be seen by your students during the presentation.

Print out one copy of the *Compromise Scenario Cards*, cut them out, and place them in a hat. You will use these during the PowerPoint presentation.

Activity 1

1. Hand out the *National Expansion Map*, have students follow the directions and answer the question.
2. Hand out the *Compromise Notes Sheet* and *Comparing the North and South*.
3. Explain that throughout the PowerPoint presentation scenarios will be read and discussed; after each scenario they will:
 - a. fill out the *Compromise Notes Sheet*, noting the person in each scenario's particular interests.
 - b. use *Comparing the North and South* as a reference to help them develop their answers.
4. Follow the *Disunion PowerPoint* and associates notes throughout the lesson.

CLOSURE:

Print out one or more copies of the *Compromise Scenario Cards* so that there is a card for each of your students. Cut these out and place them in a hat.

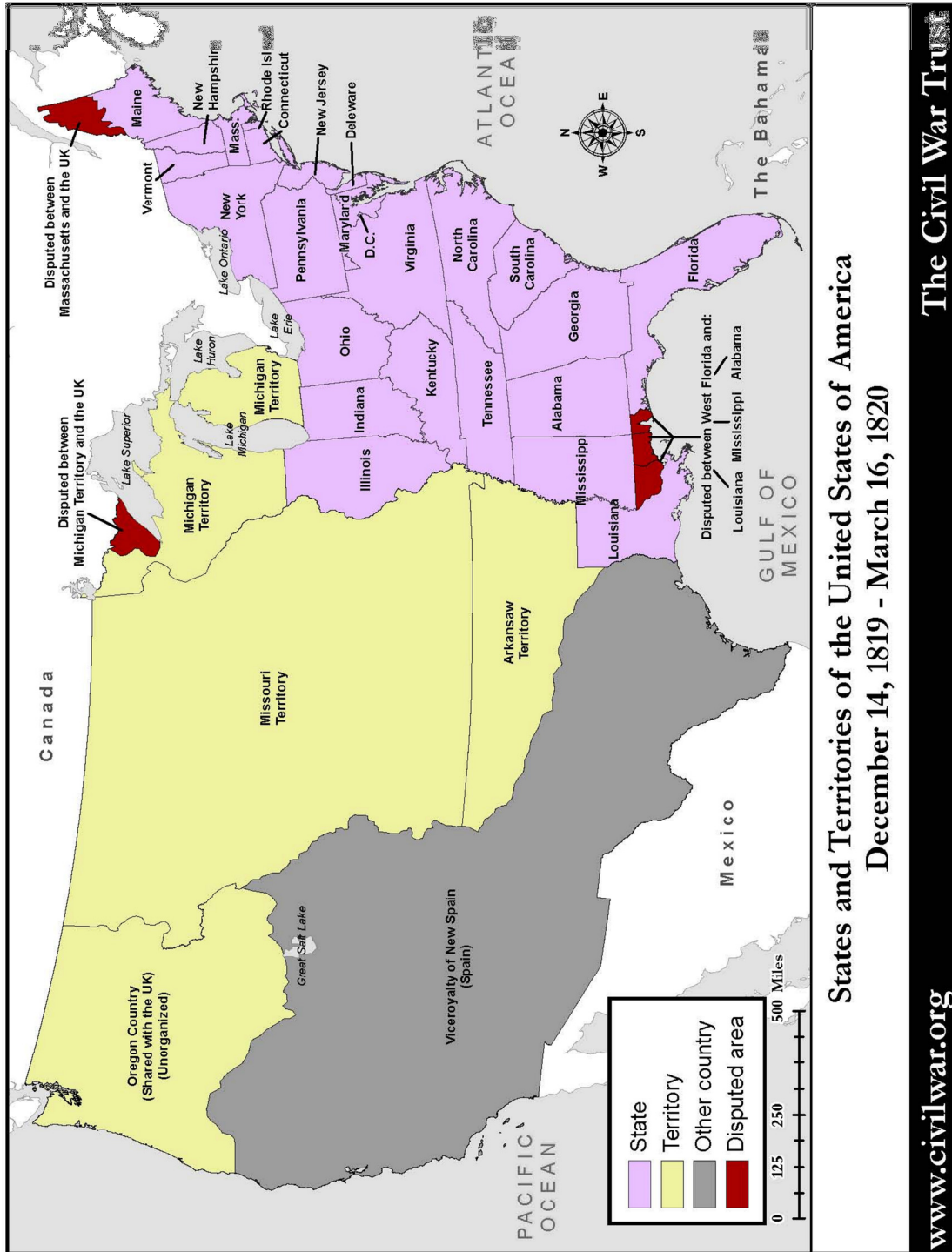
1. Have students pick out a *Scenario Card* from the hat. In their journal or on a blank sheet of paper, have your students complete the following:
 - a. Identify your state and persona.
 - b. Discuss whether your persona would agree or disagree that the compromises solved the issues of territorial expansion and slavery. Why or why not?

ASSESSMENT IN THIS LESSON:

1. Informal assessment through discussions related to the personas and the compromises
2. Completed *Compromise Sheet*
3. Completed final essay on persona's opinion of the compromises that took place prior to the war.



National Expansion Map



Free States (Free Soil)	Slave States (Slave labor)
Connecticut	Delaware
Massachusetts	Georgia
New Hampshire	Maryland
New Jersey	North Carolina
New York	South Carolina
Pennsylvania	Virginia
Rhode Island	Kentucky
Vermont	Tennessee
Ohio	Louisiana
Indiana	Mississippi
Illinois	Alabama

Directions: Draw a line showing the border between the Free Soil states and Slave Labor states

Question: At this point, the number of free and slave states is even. Consider the implications if only one slave labor OR one Free Soil territory petitions for statehood.



Compromise Scenario Cards

ALABAMA

You are a farmer, and you rent the land you farm. You do not own slaves. You believe that white men are the only real, legal, moral and civil proprietors of your state and country. You cannot vote.

CONNECTICUT

You are an emancipated black man. You are a tailor, and you are saving your salary to buy your wife and children from their owners. You are treated like a second-class citizen. You cannot vote.

DELAWARE

You are a farmer owns three slaves. You believe you should be able to bring your property into any state or territory that you want. You believe that manual labor is the proper work for slaves.

GEORGIA

You are a wealthy tobacco planter originally from New York. Your plantation has 250 slaves. You believe the slaves are better off here in America than they would be in Africa. You are also a U. S. senator.

INDIANA

You are an 18-year-old carpenter's apprentice. You do not want to compete for a job with a black man, who will work for less wages. You are in favor of keeping the status quo. You cannot vote.

ILLINOIS

You are a farmer. You don't have an opinion on slavery, but you think the Southern states have too much influence in the government. You are in favor of new states joining the Union.

KENTUCKY

You raise and train racehorses. You own ten slaves. You treat them well, and you believe they are happy, content, and devoted to you and your family. You believe the Union will dissolve if legislators cannot compromise.

LOUISIANA

You are an overseer on a large cotton plantation in charge of 500 slaves. You believe they are better suited for the climate and labor than white men. You cannot vote.

MARYLAND

You are a cotton broker. You believe Cotton Is King. The more cotton the North needs, the more you profit. Slavery makes good economic sense to you.

MASSACHUSETTS

You are a newspaper editor in the city, and you ardently believe that it is the government's responsibility to abolish slavery. You write editorials denouncing the evils of slavery. Your views are not always popular.

MISSISSIPPI

You are a lawyer, and your best clients are plantation owners. You uphold the Slave Code, but you privately have doubts about the morality of slavery and question that the Constitution protects the institution of slavery.

NEW HAMPSHIRE

You are country doctor. You believe slavery will eventually and gradually die out as the South becomes more industrial. You are concerned that the majority of presidents have been slaveholders.

NEW JERSEY

You are a college graduate and a teacher who was tutor to a planter's family in the South. When you were warned not to teach the slaves, you left your position to return home. You believe that slaves should be repatriated to Africa.

NEW YORK

You are a minister who traveled through the South. You witnessed a slave auction. You are opposed to slavery on moral grounds and believe it is inconsistent with the Declaration of Independence.

NORTH CAROLINA

You own a small farm. You resent the plantation aristocracy and would like to see them overthrown. You believe Southerners should invest their money in the South rather than send it North. You see slavery as a necessary economic evil.

OHIO

You are a store clerk. You are a Quaker and a secret member of the Union Humane Society. You keep your membership secret because your neighbors do not agree that all men are born equal.

PENNSYLVANIA

You live in a town near the Mason-Dixon line. Sometimes escaped slaves stop by your house for help, but you don't want to break the law by helping them. You deny any knowledge of them when their owners post a reward.

RHODE ISLAND

You are a wealthy merchant whose family fortune was made in the slave trade. You now own a mill that processes cotton imported from the South. You employ immigrant labor. You dispute charges that mill workers are like slaves. You are making your family's second fortune.

SOUTH CAROLINA

You are a slave trader. Your business auctions three classes of slaves: servants, town slave, and field hands. You would like to expand your business. The more cotton the world needs, the more slaves you can auction.

TENNESSEE

You are a poor farmer. You don't own slaves and cannot afford to rent them to help with the harvest. You remember Gabriel Prosser and you are worried about slave rebellion.

VERMONT

You believe a free man has more motivation to work and succeed than an enslaved man. You believe where the manual labor of a country is performed by slaves, labor dishonors the hands of free men.

VIRGINIA

You are a free black man. You must carry a certificate of freedom, have a license to do business, and observe a curfew. You own three barber shops and several slaves.

ARKANSAS

You are a veteran of the Mexican-American War. Your service and the sacrifice of your comrades helped the United States acquire the new territories. You believe you have a right to establish slavery in the territories as long as it is below the line established by the Missouri Compromise.

IOWA

You are a banker. You own two slaves: a housekeeper and a handy man. Sometimes you rent out the handy man so that you can earn extra income. You believe abolitionists are attacking the Southern way of life and that abolition and the Union cannot co-exist.

FLORIDA

You are a slave catcher. Slavery is protected by the Constitution. You believe the Southern economy will collapse without the institution of slavery.

WISCONSIN

You live in a city and have never met a black person but you believe everything that you have heard about slaves: that they are lazy and shiftless. You don't have strong convictions one way or the other; you are too concerned with keeping a steady job to support your family.

TEXAS

You are a slave whose master is a Fire-Eater—he believes the North wants to rule the South and he thinks the South would be better off not being part of the Union. Your master is a good Christian who finds biblical justification for slavery. He believes that you are happy. You cannot vote.

MAINE

Your free state was created as a result of the Missouri Compromise. You are opposed to slavery, and in 1836 you petitioned Congress to abolish slavery and the slave trade in Washington, D.C. You believe that there is a law higher than the Constitution.

MISSOURI

You are a river boat captain. Your state was created as a result of the Missouri Compromise. You think the balance of power between the slave states and the free states is important. You are concerned that North will become too powerful because of greater representation in Congress.



Name: _____

Date: _____

Compromise Notes Sheet

Compromise of 1820 (Missouri Compromise)

State: _____

Tell a little about yourself:

Do you think Missouri should enter the Union as a free or slave state? _____

Why do you want that?

How do you feel about the Missouri Compromise decision?

Compromise of 1850

State: _____

Tell a little about yourself:

Do you think the new territories should enter the Union as free or slave states? _____

Why do you want that?

How do you feel about the Compromise of 1850 decision?

How do you feel about the Fugitive Slave Act? Is it fair? Why or why not?

Kansas-Nebraska Act

Do you think Kansas and Nebraska should enter as free or slave states? _____

Why do you want that?

How do you feel about the Kansas-Nebraska Act decision?

Dred Scott Case

According to the editorial, what group do the authors believe the Supreme Court decision favors?

Who do you think it favors?



Comparing the North and South

Free States	Slave States
Geography	
<ul style="list-style-type: none"> • Climate favors smaller family farms • Short growing season • Natural resources: coal, timber, iron, water power 	<ul style="list-style-type: none"> • Climate favors larger farms and plantations • Long growing season • Soil and climate to grow crops including: tobacco, cotton, rice, sugar
Culture	
<ul style="list-style-type: none"> • 1/4 population lived in urban areas • Larger population that was growing rapidly due to immigration • High literacy rate (95%) 	<ul style="list-style-type: none"> • 1/10 population lived in urban areas along rivers or coasts (shipping ports) • Smaller population • Lower literacy rate (50% among blacks & whites)
Economy	
<ul style="list-style-type: none"> • Free labor (created monopolies – 5% of population owned 70% of total property) • Industrial (mass production) • Farming • Canals and roads financed by states and banks • 2/3 of all railroad lines 	<ul style="list-style-type: none"> • Slave labor (2/3 population did not own slaves) • Some industry • Agrarian (mass production) • Exported raw material to free states & Europe • 35% of railroad lines – transportation difficult
Political Beliefs	
<ul style="list-style-type: none"> • Opposed the expansion of slavery • Favored government intervention in economy and social issues • States' rights (Personal Liberty Laws) 	<ul style="list-style-type: none"> • Favored expansion of slavery • Opposed government interference in economy or social issues • States' rights (citizens have a right to take property <slaves> anywhere)
Government	
<ul style="list-style-type: none"> • Democrat (1800–) National party - favored slavery • Whig (1834–1854) 2 wings: loyal to Union & antislavery / loyal to region & slavery • Free Soil (1848–1854) – opposed slavery • Republican (1854–) Sectional party – opposed expansion of slavery 	<ul style="list-style-type: none"> • Democrat (1800–) National party - favored slavery • Whig (1834–1854) 2 wings: loyal to Union & antislavery / loyal to region & slavery