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***Please refer to the Pennsylvania Standards Aligned System website: (***[***http://www.pdesas.org/module/sas/curriculumframework/SocialStudiesCF.aspx***](http://www.pdesas.org/module/sas/curriculumframework/SocialStudiesCF.aspx)***)***

***for information on the Pennsylvania Curriculum Framework for Social Studies. You will find much of the information about PA Academic Standards, essential questions, vocabulary, assessments, etc. by navigating through the various components of the Curriculum Framework.***

**LESSON / UNIT TITLE: (Type here.):**

**Teacher Name(s):** Tonya Acla, Leslie Stethers

**School District:** Athens Area School District

**Building:** Harlan Rowe Middle School

**Grade Level:** 8

**Subject:** United States History I

**Time Required:** 2-3 days

**Lesson/Unit Summary *(2-3 sentence synopsis)*:** This lesson will focus on differences between the Northern and Southern sections of the United States in the years leading up to the Civil War.

Students will analyze the economic, social, and cultural characteristics of the North and South that contributed to intense sectional rivalries, and ultimately the division of the Union.

**Essential Questions for Lesson/Unit**

**The North’s Economy**

In what ways did advances in technology, transportation, and communication spur economic growth in the North?

**The North’s People**

What was the nature of work in the North and how did immigration shaped American life in this part of our country?

**Southern Cotton Kingdom**

What factors shaped the economy of the pre-Civil War South?

**The South’s People**

How did the lifestyles of people in the South differ from those of people in the North?

**Pennsylvania Academic Standards Addressed in Lesson/Unit**

**8.1.8. A**. Compare and Contrast events over time and how continuity and change over time influenced those events.

**8.3.8A.** Examine the role groups and individuals played in the social political cultural and economic development of the United States.

**8.3.8C.** Summarize how continuity and change have impacted U.S. history.

**8.3.8D.** Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

**Lesson/Unit Objectives**

At the conclusion of this lesson, students will be able to:

1. Describe how advances in technology shaped the economy of the North
2. Identify ways that new kinds of transportation and communication spurred economic growth in the North
3. Explain how working conditions in industries changed as a result of the Industrial Revolution.
4. Explain why the economy of the South remained primarily agricultural.
5. Identify ways in which some Southerners tried to boost manufacturing in their region.
6. Describe how people lived on Southern plantations.
7. Analyze the different roles that were characteristic of people living on plantations?

**Vocabulary/Key Terms for Lesson/Unit**

Clipper ship

Telegraph

Morse code

Discrimination

Cotton gin

Capital

Tenant farmer

Fixed costs

Credit

**Historical Background for Teachers / Research Narrative**

**Sectional Differences: North and South**

One nation, broken in half over a dispute that dated back to its founding, would have to struggle and test its beliefs to see if it would survive. The question over who had more rights, the federal government or the individual states, thrust our nation into a struggle that could have split it permanently.

The two regions had always been different, even back to colonial times. However, rather than shrink once we became a nation, the North and South grew wider with their differences in economies. The North’s technology affected how its people worked, traveled and communicated. The North relied on its factory system to produce nearly two-thirds of the country’s manufactured goods during the Industrial Revolution. Improvements in transportation, namely the railroads and canals, created new routes to connect manufacturing to emerging markets. Faster means of communication were needed to keep pace with other areas of technology.

In contrast, the South’s economy was dependent on its main agricultural product, cotton. Cotton replaced tobacco, indigo, and rice from colonial times, especially after Eli Whitney’s Cotton Gin made the processing easier. Cotton’s profits made the need for manufacturing unnecessary and a lack of capital was another stumbling block. The natural waterways provided routes for transporting goods to markets. Southern rail systems were not as advanced as their Northern counterparts. The system was comprised of short, local lines that were unable to connect other parts of the region. As a result, the cities grew at a slower pace than those of the North.

Perhaps, the greatest difference in the two regions was in the people. In terms of population, the North had 22 million compared to 9 million in the South. Women in the North were commonly found working on farms, in factories and as nurses. These opportunities offered livable wages, economic independence, and a sense of pride in their contributions to the war effort. Women in the South also took an active role in the war effort, but in a different capacity. Many Southern women worked supervising the slaves on the plantations. Some even spied and smuggled for the Confederacy. However, whether you were a working woman in either the North or the South, you were paid only a fraction of what a man earned.

Free or slave? These were the choices African Americans had in either the North or the South. Although, the North no longer espoused slavery, it did in fact believe and even tolerated something almost as bad, discrimination. Voting rights, education, and equal wages were areas denied to African Americans living in the North. Life in the South was much worse because slavery was the customary practice. Whereas, everyday treatment was harsh in the North, the ability to work without beatings, to marry and to earn a wage was something enslaved people in the South only dreamed of.

**Sources:**

Appleby, Joyce, Alan Brinkley, James McPherson. *The American Journey*. Glencoe McGraw Hill, 2000.

Ushistory.org. Strengths and Weaknesses: North vs. South. (2013) 18 January 2013 <http://ushistory.org/33b.asp>

**Instructional Prodedures and Activities**

**Day 1:**

1. Review lesson/unit objectives and ways the United States had become divided through sectionalism.
2. Bell Ringer: Hand the map for the railroad network. Working with a partner, students will review the map and brainstorm the following questions:
* Note how abruptly the rail lines stop at or near the Mississippi River. What does this indicate about the extent of European American settlement in the West by that time?
* To what westernmost city did the railroads extend by 1860?
* What two major cities were joined by the Baltimore and Ohio line?
* Why do you think St. Louis was so eager to become the starting point of a railroad that would run all the way to the West Coast?
1. Have students as a class discuss their answers to the questions.
2. Introduce/explain how there were division lines and that technology throughout the United States was not developing at the same rate.
	1. The North’s economy was based on industry.
	2. The South’s economy was based on agriculture.
3. Have the class make a **Foldable Study Organizer** to use throughout the chapter to help analyze the similarities and differences between the development of the North and the South. Students are to collect and write information under the appropriate tab that will help them compare and contrast the people and economics of the Northern and Southern states.
	1. Mark the midpoint of the side edge of a sheet of paper.
	2. Turn the paper and fold the outside edges in to touch at the midpoint.
	3. Turn and label you foldable
		1. Northern people & economy
		2. Southern people & economy
4. Closure: Have students skim through chapter and make a list of technology that had been developed from 1820-1860. Discuss with the class how these inventions would have impacted each region.

**Day 2:**

1. Bell ringer: Introduce labor in industry. Show the first 4 ½ minutes of the Teacher Tube video on the industrial revolution. <http://teachertube.com/viewVideo.php?video_id=2991>
2. **Activity:**In groups of three, have students come up with a list of reasons why children might be forced to work. After they have brainstormed for 5-7 minutes ask someone from each group to present the reasons they thought might be a cause of child labor. Answers should include:
	* Lack of decent jobs for adults.
	* Large families require a variety of incomes to feed their members.
	* Some jobs require small hands and bodies (sewing, crawling in small spaces).
	* Agriculture jobs pay by the amount of produce picked. This system encourages families to bring more children into the field to help collect farmed goods.
	* Poor families can't afford to send their children to school.
	* It is cheaper to pay small children because they are less likely to complain than adults.
	* Many families around the world are unfamiliar with the rights of their children and deem it acceptable to send children to work.
	* Girls are often kept at home to look after younger children and do household chores.
	* Families think that school won't help their children survive. Therefore, they send children to work where they can make money to feed themselves and family members.
	* Migrant children don't live in one place long enough to attend school; instead they work in the fields with their parents.
3. Ask students: Do any of the above reasons justify child labor? Should children work to help feed their families? What if a parent is disabled or incapable of providing food for the family, should the child forego school and work instead? These questions are likely to spark a debate in the classroom. None of these questions have right or wrong answers. Explain to the students that these are issues that politicians grapple with often.
4. Ask students: Are there any jobs that children, under any circumstance, should not be permitted to do? Make a list on the board that children can refer to. Answers should include: Any jobs that are considered 'hazardous work.' Any hazardous work that threatens the life of the employees. Examples:
	* Coal mining.
	* Logging and sawmilling.
	* Power-driven wood-working machines.
	* Exposure to radioactive substances and ionizing radiants.
	* Power-driven metal forming, punching, and shearing metal.
	* Mining, other than coal mining.
	* Meat-packing or processing (including power-driven meat slicing machines).
	* Operation of bakery machines.
	* Operation of paper product machines.
	* Manufacturing brick, tile and related products.
	* Power driven circular saw, band saws and guillotine shears.
	* Wrecking, demolition and ship breaking operations.
	* Roofing operations.
	* Excavation operation

**Day 3: Character Simulation**

1. Students will use their foldable graphic organizer for information and accuracy. They will carry on a conversation in the 21st century using computers and Google Docs – This is a simulation of conversations that may have occurred on trains in the mid-1800s. The teacher will have to set up a Google docs folder and share with the students
2. Prior to the “conversation,” the teacher will assign or students may draw “characters”. Characters may include: Immigrants (both Irish and German), factory workers (including women), factory owners (both northern and southern), yeoman, overseer, plantation owner and wife, house slaves.
3. After researching their “character” and preparing a script, students will log onto the computer and go to the Google Docs page.
4. Conversation will begin and may mimic varied locations on the train (i.e. the house slaves traveling with the plantation owners would be in a separate location) and the cars would further be classified according to ticket price.
5. Assessment. Following the exercise, students will write a paragraph assessing how accurate their portrayal seemed.

**Suggested Strategies for Differentiating Instruction**

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| --- | --- |
|  | * The foldable graphic organizer will be pre-folded and labeled for the students with identified learning disabilities.
* During activities students with IEPs may be partnered with a non-identified student.
* Assign characters for the simulation to specific students to research collaboratively
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**Assessment of Student Learning (Formative and Summative)**

**Formative:**

* Successful completion of information in the ‘Foldable Study Organizer
* Assessment of student responses to Child Labor discussion prompts
* Assessment of Character simulation conversations using Google Docs

**Summative:**

Students will complete an essay on one of the following topics. (Essay will be assessed using a Writing rubric.)

* Compare/contrast essay on the economies and people of the North and South prior to the Civil War.
* Persuasive essay on the pros or cons of child labor.

**Materials and Resources**

* Textbook: *The American Journey*. Joyce Appleby, Alan Brinkley, James McPherson. Glencoe McGraw Hill, 2000.
* Foldable Graphic Organizer
* Internet Resources:

<http://teachertube.com/viewVideo.php?video_id=2991>

<http://www.nps.gov/nr/twhp/wwwlps/lessons/9stlouis/9locate3.htm>

<http://www.un.org/works/goingon/labor/lessonplan_labor.html>

<http://ushistory.org/33b.asp>

* Google Docs folders for each student
* Laptop computers or I-pads

**Author(s) of Unit/Lesson Plan**

Tonya Acla, Leslie Stethers, Athens Area School District, Athens PA

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