

# The Civil War

**Designed by: Emily Green**

**Content Area: U.S. History**

**Grade Level Options: 11**

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## Summary of Lesson

Students will gain/review a general chronology of key events leading to the outbreak of the Civil War to examine the causes of the conflict. They will then examine primary sources to write their own historical interpretation to determine how likely it was that Delaware would support the Confederacy in the Civil War.

**Estimated Time to Complete:** Two 50 minute periods or one 85 minute period

## Resources Needed:

- [Resource 1: Civil War Timeline](#)
- [Resource 2: Documents A-D with questions and transcriptions](#)
  - [Document A: Census Data 1860](#)
  - [Document B: Governor Burton's Letter](#)
  - [Document C: Virginia's Repeal of the Constitution](#)
  - [Document D: New Hampshire Statement](#)
- [Resource 3: Document T-Chart](#)

## Desired Results

What students will know, do, and understand

### Delaware Content Standards:

- **History 1A 9-12a:** Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change. **Grade 11 and 12**
- **History 2A 9-12a:** Students will develop and implement effective research strategies for investigating a given historical topic. **Grade 11 and 12**
- **History 3A 9-12a:** Students will compare competing historical narratives, by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations. **Grade 11 and 12**

### Common Core Standards:

- CCSS.ELA-LITERACY.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-LITERACY.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CCSS.ELA-LITERACY.RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

### Lesson Essential Questions:

- What accounts for the increasing tensions between the North and South between 1848 and 1860?
  - What is the most likely reason for the trend shown in these historical events?
- Was Delaware likely to support the Union or the Confederacy in the Civil War?
  - What is the evidence for this argument?

### Knowledge and Skills:

#### Students will be able to...

- Organize events through chronologies to suggest and evaluate cause-and-effect relationships among those events.
- Develop the skills of gathering, examining, analyzing, and interpreting data.
- Understand that, before choosing a position or acting, research needs to be accomplished in order to understand the effect of historical developments and trends on subsequent events.

## Learning Plan

### Warm Up:

- Distribute Resource 1: The Civil War Timeline to students. Previewing this content before the lesson will reduce the time needed on the warm up.
- Have students individually identify if each event increased or decreased tensions by placing an up or down arrow next to each event. Once they have reviewed the timeline and labeled each event, have them identify patterns in the events that increased or decreased tensions.
- Have students pair share with their neighbor the events they labeled and the patterns they identified. (Optional for time)
- Go over as a whole group. Identify major patterns in the events that increased or decreased tensions. Ask students how these might have influenced a state's desire to secede from the Union. Encourage them to make connections to demographics, economic conditions, the status of slavery, political affiliation and any other points you would like to highlight. Transition to sources by saying that we will use this information to examine the likelihood that Delaware would support the Confederacy.

### Procedure:

- Pass out Resource 2: Documents A-D with questions and have students complete the questions.
- Have students pair share their answers with their neighbors and then review answers as a whole group. (Optional for time)
- Pass out Resource 3: Document T-Chart. Have students identify evidence from Documents A-D for the likelihood of Delaware's support for the Union or Confederacy in the T-Chart.
- Have students pair share their answers to make sure there are no major misconceptions. (Optional for time)
- If on a 50 minute period, this would be a natural stopping point for Day One of the lesson. Use closure/assessment noted in Stage 2 for the procedure for Day Two following a warm up to review evidence from Resource 3: Document T-Chart.

## Assessment Evidence

Evidence that will be collected to determine whether or not desired results are achieved

### Closure/Assessment:

- Have students write an interpretation to answer the question *How likely was Delaware to support the Confederacy?* Using (1-3) pieces of evidence from the documents to support their argument.
- Extension Activity: Have students trade interpretations and write a peer review of their interpretation. Remind students to focus on their historical argumentation, not so much their writing style.