

## West Virginia Studies Resource Development

<b>Title of Lesson: The Election of 1860</b>
<b>Grade level:</b> <b>8<sup>th</sup> Grade (West Virginia Studies)</b>
<b>Summary:</b> Students will learn about the Presidential election of 1860 and how the nation became divided based on their political ideologies in the North and the South. The students will learn how Abraham Lincoln of the Republican party was able to win the election due to the deep divisions in the Democratic party and how Lincoln brought his own view of Unionism to the White House. The students will discuss the similarities and differences among the candidates in the 1860 election. The students will understand how the issue of slavery became decisive in pushing the nation to war and helping the south to question secession in 1860. Students will research candidates and their parties and create a campaign brochure during the lesson.
<b>WV CCR Social Studies Standards:</b> <ul style="list-style-type: none"><li>• <b>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.</b></li><li>• <b>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).</b></li><li>• <b>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).</b></li></ul>
<b>Students will know and understand (content):</b> <ul style="list-style-type: none"><li>• <b>What was the election of 1860?</b></li><li>• <b>Who was the candidates for president in election 1860?</b></li><li>• <b>What was the political parties platforms during the election of 1860?</b></li><li>• <b>What was the outcome of the election of 1860?</b></li><li>• <b>What was the historical significance of the election of 1860?</b></li></ul>
<b>Students will be able to do (skills):</b> <ul style="list-style-type: none"><li>• <b>Identify the candidates for the office of President in 1860</b></li><li>• <b>Identify and understand the results of the election of 1860</b></li><li>• <b>Understand the results of the election of 1860.</b></li><li>• <b>Understand the historical significance of the election of 1860.</b></li><li>• <b>Understand the cause and effect of Lincoln's election and how it caused secession to occur in the United States.</b></li><li>• <b>identify the issues that influenced the election</b></li><li>• <b>Identify how each candidate felt about the issues during the election</b></li><li>• <b>Understand how the issue of slavery and the regional differences between the north and the south affected the voting of citizens during the election.</b></li><li>• <b>Understand the background behind each candidate's motivation in running for the office of President during this election and the strengths that he has to offer for the nation in time of crisis.</b></li></ul>

**Materials & Resources:**

- Computer
- projector
- PowerPoint presentation of 1860 Election
- Election of 1860 map
- Colored Pencils
- State of Convince Election of 1860 handouts from WV Culture and History
- Campaign brochure activity handouts

**Learning Plan:**

1. As the students enter the room have Hail to the Chief playing with images of the 1860 Presidential Election playing on the projector.
2. When the class period starts, show the short video clip from West Virginia A Film History showing the Presidential Election of 1860. This clip will give a detailed account of the election and the tensions that arose over the fear of Lincoln winning the presidency. The link to the video on Youtube is: <https://www.youtube.com/watch?v=nWLBvkV5L5I>.
3. Next Students will be introduced to the election of 1860 and the candidates through the use of a lecture and a PowerPoint. Students will take notes during the lecture.
4. Next the students will look at how the election took shape and how the division among the Democratic Party helped to seal the election for the Republicans and Lincoln despite not being on the ballot in all the southern states.
5. Students will then complete the handouts “The Election of 1860” and “The 1860 Presidential Vote in Virginia” from the State of Convince online exhibit from the West Virginia Archives and History. The link to the handouts are: <http://archive.wvculture.org/history/statehood/statehoodlearningexercises.html>
6. The students will be assigned to choose one political candidate from the election of 1860 (Abraham Lincoln, John Bell, Stephen Douglas, and John Breckinridge). The students will choose one of these candidates and will focus on their campaign platforms and how they felt about specific issues to help create a campaign brochure to help campaign for that person’s hopes to become America’s next president in the time period being threatened by civil war.
7. The students will make a campaign brochure for the candidate they chose, promoting their candidate for the office of President in 1860.
8. Students can use their time to research material about their candidates and their party during the 1860 election and to get started creating the campaign materials.
9. Students will complete their brochures during the remainder of the class period. The brochure needs to cover one of the four candidates for president in 1860, identify a clear logo for the candidate with a well defined message to meet the needs of the voter. The brochure also needs to be creative, include primary sources, and have factual content within the brochure. Please refer to the project rubric for guidelines for students.

**Checking for Understanding:**

**The students will be evaluated on their ability to engage the audience’s attention with their brochure about their candidate’s campaign for the Election of 1860. The students will be evaluated on their knowledge of the election of 1860 and their candidate’s views. A rubric will be given to the students while working on this activity. The students will be graded on their overall appearance of the brochure and the content of the brochure.**

**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.

**High Level Learners:** Students will identify their candidates party during the election of 1860 and locate the party's platform. Students will read the platform and consider the issues and their candidates viewpoints on the issues and write a campaign speech for their candidate using information based on their candidates views and party platform to support their opinions.

## West Virginia Studies Resource Development

<b>Title of Lesson: The Presidential Election of 1860 in Virginia</b>
<b>Grade level:</b> <b>8<sup>th</sup> Grade</b>
<b>Summary:</b> Through this lesson, students will learn the impact of the Presidential Election of 1860. Students will analyze election results, political cartoons, and other primary source documents to learn about the national implications of the election, as well as the impact of the election on politics in eastern and western Virginia. Students will gain an understanding of how the election pushed southern states towards secession, and eventually pushed western Virginia into the formation of a new state.
<b>WV CCR Social Studies Standards:</b> 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. <ul style="list-style-type: none"><li>• 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).</li><li>• 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).</li><li>• Compare and contrast the military strategies of the North and South with regard to specific events and geographic locations in West Virginia (e.g., the Battle of Philippi, Rich Mountain, Droop Mountain, Battle of Scary Creek and Battle of Carnifex Ferry).</li><li>• Identify significant contributions of men and women of West Virginia during the Civil War and identify the roles of ethnic and racial minorities.</li></ul>
<b>Essential Question (content):</b> <ul style="list-style-type: none"><li>- Who were the candidates for president in the 1860 presidential election?</li><li>- What were the results of the 1860 presidential election in eastern and western Virginia?</li><li>- How did the 1860 presidential election push the southern states towards secession?</li><li>- What issues were the focus of the platforms for candidates in the 1860 election?</li></ul>
<b>Students will be able to do (skills):</b> <ul style="list-style-type: none"><li>- Students will analyze election results to determine the outcome of the 1860 presidential election in Virginia, and the entire United States.</li><li>- Students will complete primary source analysis of political cartoons from the period of the 1860 election.</li><li>- Students will understand the divisions which existed between northern and southern states, and how the results of the presidential election pushed southern states to secession.</li></ul>
<b>Materials &amp; Resources:</b> <ul style="list-style-type: none"><li>- <b>1860 Presidential Election Results for Virginia, County by County</b> <a href="http://archive.wvculture.org/hiStory/statehood/1860presidentialvote.html">http://archive.wvculture.org/hiStory/statehood/1860presidentialvote.html</a></li><li>- <b>Presidential Election of 1860 Political Cartoons</b></li><li>- <b>National Archives Political Cartoon Analysis Worksheet</b> <a href="https://www.archives.gov/files/education/lessons/worksheets/cartoon_analysis_worksheet_for_mer.pdf">https://www.archives.gov/files/education/lessons/worksheets/cartoon_analysis_worksheet_for_mer.pdf</a></li></ul>

- **Blank Graph Paper**  
<https://mathbits.com/MathBits/StudentResources/GraphPaper/full%20page.pdf>
- **Colored Pencils**
- **Calculators**
- **Laptop Computers/Computer Lab**

**Learning Plan:**

1. Students will begin the class by viewing 2 political cartoons detailing the Presidential Election of 1860. The political cartoons may either be distributed to students as a worksheet, or projected for the entire classroom.
2. Students will complete a primary source analysis of the political cartoons utilizing an analysis worksheet provided by the National Archives. After completing the worksheet, students will participate in a class discussion on the cartoons and the four candidates for president.
3. Students will review material from prior class discussions and textbook material to understand the platforms of the four candidates in the 1860 Presidential Election.
4. Students will analyze the results of the election in Virginia. Students will view the county results, available from the WV Department of Arts, Culture, and History to understand the results in the counties of both eastern and western Virginia.
5. Students will utilize graph paper to graph the results for each of the 4 candidates in eastern and western Virginia, as well as for the entire state of Virginia.
6. After completing the graphing exercise, students will participate in a class discussion to analyze the data of the 1860 presidential election in Virginia.
7. Students will complete the accompanying analysis questions for the graphing exercise, which will require them to look deeper into the material and draw conclusions based on the available information.
8. Students will conclude the lesson by discussing the results of the election on a national level. Additionally, students will consider in their participation in the class discussion how the election of Abraham Lincoln convinced southern states to secede from the Union.

**Checking for Understanding:**

Student comprehension of the Election of 1860 will be gauged a number of ways. Student participation in discussions throughout the class period will provide the instructor with an idea of the student level of understanding of the various topics addressed in class. Additionally, students will complete a data analysis exercise by completing a graphing exercise and accompanying questions to show comprehension of the statistical data of the results of the Election of 1860.

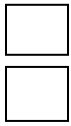
**Accommodations:**

Accommodations for this lesson may include providing students with the data figures for the graphing exercise, rather than instructing them to analyze the data provided and calculating these figures. Additionally, students may also be divided into groups to complete the data analysis and political cartoon analysis activities instead of working independently. For higher level students, additional activities to analyze the election results data on a national level could be implemented, and students could also be asked to provide a more thorough analysis of the political cartoons than just completing the analysis worksheet from the National Archives.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

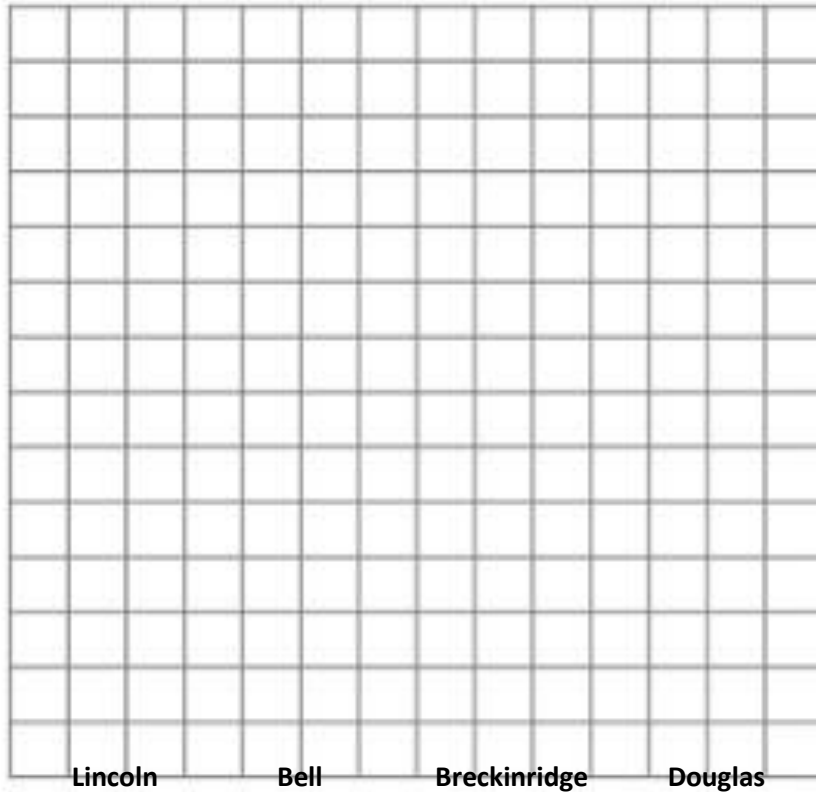
### Presidential Election of 1860 Results – Virginia

**Directions:** Using the data from the WV Culture page on the State of Convenience, graph the results of the presidential election of 1860 for eastern and western Virginia and then answer the analysis questions below in complete sentences.



Eastern VA

Western VA



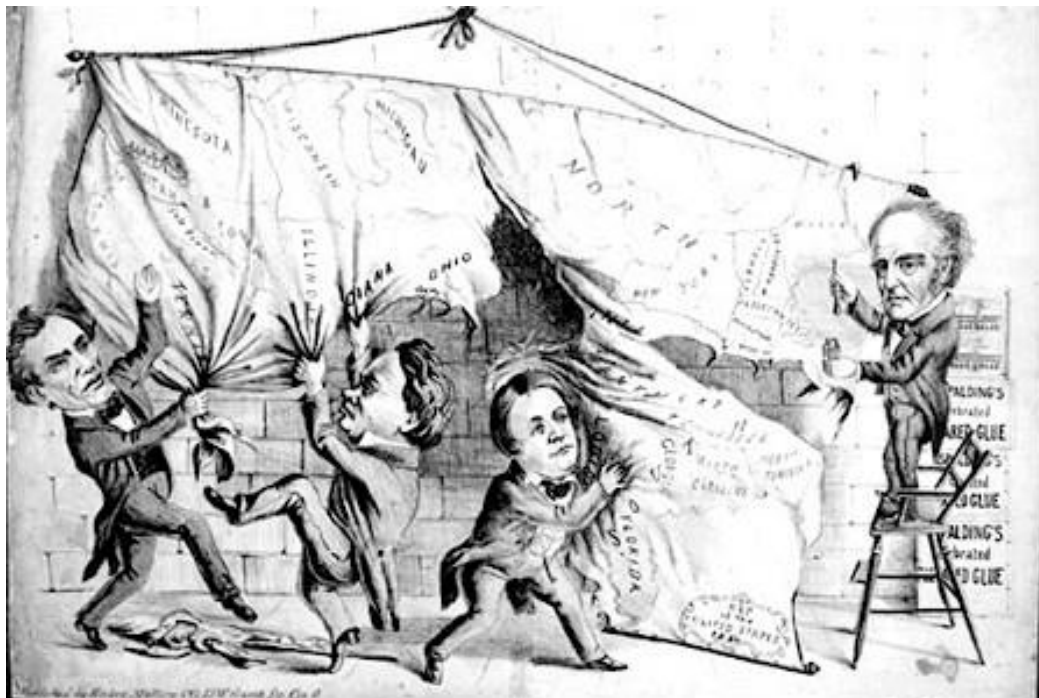
#### Analysis Questions

1. What do the results of the election tell you about politics in eastern and western Virginia?
2. In what region did Abraham Lincoln receive the most votes?
3. Which candidate received the most total votes in Virginia? Why do you think this candidate was so successful in Virginia?
4. Which 2 candidates received the fewest number of votes in Virginia? Why were they not successful in the election?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Election of 1860 Political Cartoon Analysis

Cartoons from <http://www.indiana.edu/~liblilly/cartoon/election.html>



# Election of 1860 Campaign Activity

\*Due \_\_\_\_\_\*

Election of 1860 Campaign Activity Rubric	
Category:	Scoring
<b>Appropriate Length: (Three-fold Brochure)</b>	10 points
<b>Organization of Brochure: Must be completed in Microsoft Word or may be neatly hand drawn, consistent font size and type, needs to cover one of the four candidates from the 1860 Presidential Election (Lincoln, Douglas, Breckinridge, and Bell). Needs a clear logo for the front and a well-defined message the campaign wants to use to receive votes from all parts of America.</b>	10 points
<b>Creativity: Make it original, colorful, style of font, use of pictures of events from the timeframe, and creative logos</b>	10 points
<b>Grammar: no errors in grammar, usage, capitalization, punctuation, or spelling; use clear and concise writing.</b>	10 points
<b>Content of Campaign Brochure: Use correct factual information, must use one slogan from the party from this election. Must have a picture of your candidate. You may emphasize your party's campaign against others. Also use issues that were relevant to your party's platform. This section is critical in your grade and is weighed with the most emphasis.</b>	25 points
<b>Use of Primary Sources: Needs to use at least a total of two primary sources in activity either in quotes, documents, or personal accounts from citizens who are voting for your candidate.</b>	5 points
<b>Total Possible 70 points</b>	
<b>Feedback from Teacher:</b>	