

West Virginia Studies Resource Development

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.