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## The Northern and Southern Economy Prior to the Civil War [Part 2]

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## **Level 2 Lesson Plan Teaching with Primary Sources**

**1. Title:** Northern and Southern Economy prior to the Civil War

**2. Overview:** Students will use primary sources and additional text to compare and contrast the economy structure of the North and South prior to / during the Civil War. Students will observe and discuss features of the picture (primary source) to make inferences about the differences and similarities of the two economies.

**3. Goal:** Students will be able to make observations, reflections and ask questions based on two primary source pictures. Students will transfer these observations to a class Venn Diagram. Students will be able to make generalized statements comparing and contrasting the two economies.

**4. Objectives:** Students will:

- observe and discuss features related to economy.
- make inferences regarding the pictures.
- create, as a class, a Venn Diagram citing both implicit and explicit information.
- write a reflection paragraph defending one of the two economies in regards to their need for slaves.

**5. Investigative Question:**

- How did the North build their economy?
- How did the South build their economy?
- How were these differences important to the emotions prior to and during the Civil War?

**6. Time Required**

3 – 30 minute class periods will be required for this lesson.

**7. Recommended Grade Range**

- 5<sup>th</sup> grade

**8. Subject / Sub-Subject:** Social Studies

**9. Standards:**

**IL State Standards: Social Studies**

**16.C.2c (US)** Describe significant economic events including industrialization, immigration, the Great Depression, the shift to a service economy and the rise of technology that influenced history from the industrial development era to the present.

**16.C.3b (US)** Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.

**CCSS:**

**CC.5.R.I.2** Key Ideas and Details: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**CC.5.R.L.1** Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**CC.5.SL.1** Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**CC.5.W.1** Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information

**10. Credits:** Phyllis Sutton (meant to follow lesson written by Jen Traub)

**PREPARATION**

**11. Materials Used:**

- Copies of 3 column paper: observe, infer, question (2 class sets)
- Projector and smart board
- Chart paper for class Venn Diagram
- Student copy of Venn Diagram
- Reflection paper
- White board and markers

**12. Resources Used:**

- Title: Picking Cotton on a Georgia Plantation
- URL: cph 3b23576 <http://hdl.loc.gov/loc.pnp/cph.3b23576>

- Author/Creator: Ballou's Pictorial, v. 14, 1858, p. 49.
- Date: 1858

## **PROCEDURE**

### **13. Description of Procedure: (this is part 2 of a 3 day lesson plan)**

- I. Direct students to discuss and review learning from lesson about Northern Economy. Students should take out 3 column paper of notes from previous day and share in groups of 3-4 students. (*connect*)
- II. Whole class: List most important take-aways on white board.
- III. Hand out 3 column paper (observe, infer, question) to students. The picture Picking Cotton on a Georgia Plantation is on the top of the columns.
- IV. Post picture of Picking Cotton on a Georgia Plantation on Smartboard
- V. Direct students to independently observe picture and think about what they observe. (*wonder*)
- VI. Direct student groups to discuss and complete graphic organizer. (*investigate and construct*)
- VII. After a few minutes, return to whole group setting. Students share out observations, inferences and questions. Students come up to Smartboard to indicate their evidence. Direct students to add new information to their organizer. Allow time to discuss student observations. (*express*)
- VIII. Discuss: What are the most important take-aways from today's lesson on Southern economy? How does this connect to the Southern's desire to secede from the Union? Why was slavery so important to the South? (*reflect*)

Note: Day 3 students will be presented with 2 additional primary sources, where they will synthesize the information, comparing and contrasting the two economies.

**14. Extensions:** This lesson could also be used in a different grade level when learning about the effects slavery or early slave trade. Additionally, it could be used with the study of economics or humanities.

## **EVALUATION**

**15. Evaluation:** Students will write a reflection, defending one of the two economies regarding their need for slavery.

## **Reflection**

### **Civil War: North and South Economy**

**Phyllis Sutton**

The students in my class have come to really enjoy working with primary sources, especially when we use pictures. Texts can still prove rather difficult – both to read and to understand. However, I find that pictures even the playing field for the students. They each have something they can offer. I also find pictures build a lot of schema for students that do not start with their own.

I was proud that my students could explain what primary sources are. It's always nice to know they listen! I thought they did a great job with the picture about the Northern economy.

I think they struggled more with the southern economy for several reasons. I think the picture was not as good. I recall Jen and I spending quite a bit of time looking for just the right picture but we could not find exactly what we wanted. I also think they want to please and therefore add more than maybe they need to. There are several times that we used primary sources (American Revolution, Civil War, War of 1812) that the students have tried to reach a conclusion rather than just observe and discuss. I wonder if this will happen more often as they work with primary sources. It is difficult for them to understand that I am not always looking for a right answer as much as I just want them to think for themselves – based on what they observe and already know.

I plan on continuing to use primary sources whenever possible; we have been able to incorporate the same skills in two science units. The ability observe, think, and question will lead students to a deeper understanding. As I read my students reflections, they still focus retelling the information, though some are able to clearly add their own thoughts and feelings as well.