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## The Northern and Southern Economy Prior to the Civil War [Part 1]

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## Level 2 Lesson Plan Teaching with Primary Sources

Source: [https://condor.depaul.edu/tps/TPS\\_Lesson\\_Plan\\_Format.htm](https://condor.depaul.edu/tps/TPS_Lesson_Plan_Format.htm)

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

**2. Overview:** Students will use primary sources to build background knowledge on Northern and Southern economies prior to the Civil War. Using photographs and additional texts, students will be able to analyze the differences between Northern industrialization and Southern plantations.

**3. Goal:** Students will understand the differences between Northern and Southern economies, and connect these differences to their reactions regarding slavery.

**4. Objectives:** The student will be able to compare and contrast Northern and Southern economies using a Venn diagram, citing both explicit and implicit information. The student will be able to discuss how these differences may have affected culture reactions to the possible abolition of slavery. The student will 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 emotions prior to and during the Civil War?

**6. Time Required**

- Three 30-minute class periods

**7. Recommended Grade Range**

- Grades 4-6

**8. Subject / Sub-Subject:** Social Studies, Civil War Unit

**9. Standards:**

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

**16.C.2c (W)** Describe basic economic changes that led to and resulted from the manorial agricultural system, the industrial revolution, the rise of the capitalism and the information/communication revolution.

**CC.5.RI.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.RI.2** Key Ideas and Details: Determine two or more main ideas of a text and explain how they are supported by key details; summarize a 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:** Jen Traub (meant to be paired with lesson written by Phyllis Sutton)

## **PREPARATION**

**11. Materials Used:** Copies of Observe/Infer/Question graphic organizer (2 class sets), projector, Copies of Venn Diagram, Class-sized Venn Diagram created on chart paper

**12. Resources Used:**

- Title: New York Crystal Palace For The Expedition of the Industry of all Nations
- URL: <http://hdl.loc.gov/loc.pnp/ppmsca.09306>
- Author/Creator: [Nagel & Weingärtner](#), lithographer
- Date: 1852

## **PROCEDURE**

**13. Description of Procedure:**

- i. Direct students to have a discussion in their table groups, sharing out everything they already know about the United States at this time period. HOT TIP: Think about the War of 1812, expansion, industrialization, slave trade. Ask multiple students to share out their background knowledge. (*Connect*)
- ii. Post picture of New York Crystal Palace for the Expedition of the Industry of all Nations.
- iii. Independently, students look at picture and think about what they notice and what they infer from the picture. (*Wonder*)
- iv. In table groups, student complete the observe/ infer/ question graphic organizer, using the posted picture. (*Investigate and Construct*)
- v. After a few minutes, students come back together whole-group. Students share out what they added to the graphic organizer, and add any new insights to their own graphic organizers. (*Express*)
- vi. Discuss: What are the most important take-aways for the Northern economy? How did the North set up their economy? How might this have affected Northern viewpoint on slavery? (*Apply*)
- vii. NOTE: This is a three-day lesson. Procedure above is Day 1. On Day 2, students will complete the same process with a primary source highlighting the Southern economy. On Day 3, students will be presented with two additional primary sources, where they will synthesize the information by comparing and contrasting the two economies.

(*Express*) As an assessment, students will write a reflection piece, defending one of the two economies in regards to their need for slaves. (*Reflect*)

**The Inquiry Cycle:**

- **Connect:** Students connect new insights to self or previous knowledge; gain background and context; observe, experience
- **Wonder:** Students develop questions and create hypotheses or predictions
- **Investigate:** Find and evaluate information to answer questions; test hypotheses; think about information to illuminate new questions and hypotheses
- **Construct:** Construct new understandings connected to previous knowledge; draw conclusions about questions and hypotheses
- **Express:** Apply understandings to a new context and new situations; express new ideas to share learning with others
- **Reflect:** Reflect on own learning; ask new questions

**14. Extensions:** This lesson could also be used within a different grade level, studying the effects of slavery or the early slave trade. It could also be used within economics or humanities, with culture.

**EVALUATION**

**15. Evaluation:** Students will write a reflection, defending one of the two economies in regards to their need for slaves.

## **Level 2 Lesson Plan Reflection**

### **Teaching with Primary Sources**

### **Northern and Southern Economy prior to the Civil War**

Overall, I was very pleased with the Northern and Southern Economy lesson. First of all, the students had significant schema on primary sources and the United States prior to the Civil War, including concepts such as slavery, freedom, colonies, and basic economies. They were able to share good schema to get the lesson started, and they had a solid, factual background. When the primary source first came up, the lithograph from 1852 entitled *New York Crystal Palace For The Expedition of the Industry of all Nations*, the students were able to pull significant details from the lithograph as well as analyze them within the context of the picture.

I did notice a few misconceptions, such as the idea that the North was significantly wealthier than the South. I know that based on the pictures, that assumption could be drawn, but it's important to know that the North and the South were both wealthy for different reasons, and entirely dependent on each other. I think through the final conversation this point was hit home, but it was not a misconception I was prepared to attack.

Additionally, the lithograph idea was a challenge! I understand that it is created with a greasy pencil (or another similar instrument), where an artist creates a mirror image and then presses it on to the medium. However, this was an idea that got the students off track, and I felt like I wasn't adequate to explain it. The struggle between a photograph and a lithograph was hard for fifth graders!

Through the discussion of the Northern primary source, students were able to pull important information and make strong generalizations. On their own, they noticed the industry (which was a big take-away), as well as the amount of people in the streets signifying a more condensed population. I knew that they would understand the lack of slavery, so I was more concerned with the other generalizations. The objective, comparing and contrasting the two economies as well as their view on slavery, was most definitely met.

All in all, I think this lesson went really well. Teaching someone else's kids is always a challenge, and I wish I could have taught my own! Reflecting on last year, when I taught our entire Civil War primary source unit, my students seemed to have a deeper understanding of the Civil War than in any of my years prior. They were able to analyze primary sources, and so often we would all crowd around the projector screen in order to get the most depth from the source. My students that participated in this unit last year seem to have a deeper understanding of bias and the importance of looking at the author of a source, as well as political motivation, rather than just accepting everything at face value. As a side note, one of my students actually wrote an argumentative essay about the importance of studying history from all perspectives in order to have a truly balanced picture! As I move into more United States history in the future, I look forward to supplementing all of our learning with primary sources, to teach students the importance of analyzing what's around us, and gaining a full picture of historical events.