A Nation Dividing ‖ Secession and War

## Goals & Objectives

Students will understand the differences between the North and South and recognize their strengths and weaknesses.

Students will examine the Crittenden Compromise of 1860 and attempt to create a compromise between the North and South.

Students will explain the meaning behind the doctrine of nullification and secession.

Students will appreciate how difficult it was between the North and South to compromise and prevent secession.

## California State Content Standards

* + 1. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
    2. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

## Common Core Literacy Standards

CCAA.ELA-Literacy.WHST. 6-8.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

## Driving Historical Question

### Was the Civil War inevitable?

### Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) ‖ **Time: 10**

Students will have been prepping for this simulation lesson for the past couple days. The day before students were given an envelope with a mysterious name written on the front of it. They will have also been given a letter that states Crittenden’s proposal for compromise and an invitation to the convention. Today is convention day! Students will enter the classroom and I will have one light off to add a “mood” to the classroom to spike students interest in what is about to take place. The room will be set up differently for the convention and students will place themselves in the areas in which they have decided. Once seated I will begin the lesson by announcing that I am the head chair for this convention! A message on the board will instruct students to take out their notes that they have prepared for this lesson. I will then give my opening address, list the rules, and hopes for the convention.

### Vocabulary (Content Language Development) ‖ **Time: Throughout Lesson**

Students will have received their vocabulary list in the week prior to the simulation and will have prepared how they are going to work in their new words during this debate. Vocabulary words that I will be on the lookout for include:

* Secession
* Nullification
* Doctrine
* Inevitable
* Convention
* Union
* Confederate

### Content Delivery (Method of Instruction) ‖ **Time: 40**

After I have stated the rules and expectations of the convention, I will start off by reading Crittenden’s proposal to the members (students) of the convention! This will allow students to recall what we have gone over in the days prior and re-introduce the background knowledge that they have. Students will be given the chance to spring off the debate when I ask, “how do you feel about Senator Crittenden’s plan?” From that point, students will spend the majority of the class period debating Crittenden’s proposal, which accepted the boundary between free and slave states, that had been set by the Missouri Compromise, extended the line to California, and assured the continuation of slavery where it already existed. I will act as the chair of the convention and will facilitate the discussion and debate among students but will try and step out as much as possible so the debate is in the students hands. Students will have prepared their arguments from the previous days when they were given a role and a person to play. This will allow students to think outside the box and put themselves in the position of many different perspectives. Students will also need to critically analyze the effects of war and whether or not there was a way to compromise or if this war was indeed inevitable? These questions are what will make the pedagogy that much more exciting for students.

### Student Engagement (Critical Thinking & Student Activities) ‖ **Time: 45**

The room will be set up in a completely different way than they are used to. Desks will be surrounded in a semi circle allowing different people to speak with one another. The seating arrangement will also set-up distinct sides between students. Students will debate about the following questions:

* How do they feel about the senator’s plan?
* Does the Union stand a chance?
* Can we avoid this Civil War?
* What are the consequences of secession and war?
* How can you create a compromise to avert secession?
* Is this war inevitable?

As the chair, I will allow the convention to discuss, debate, and vote on each proposal that has been given by various students and how they will be able to compromise with one another or not. Students will also be reminded of consequences that may take place and what will happen if their proposal fails. Students who have been set for states in the North will discuss their position on the matter and students from the South will discuss their stance on the matter. Students will be completely immersed in their characters and portray them throughout the entire debate.

### Lesson Closure ‖ **Time: 5**

The debate will come to a close after students propose their plans for compromise. Students will most likely be tiring of the convention and be ready to debrief which will set up our next day lesson; The Debrief. I will announce that the members from the South have met to discuss secession and the members of the North will react to the news. I will alert that there are going to be big decisions made in the class lesson to follow. Students will then have a meeting within their groups about their decision based on the debate and will take part in the final vote on Crittenden’s proposal. Depending on the results, students will then write a brief exit slip on how they feel about the decision that has been made. I will remind students that next class will be spent on debriefing the debate.

### Assessments (Formative & Summative)

Formative: The overall debate will serve as the formative assessment for this lesson because each and every student will be participating and I will be able to clearly see how they prepared for the debate, if they understood their vocabulary terms, and if they have a distinct position on where they stand based on the proposal.

### Accommodations for English Learners, Striving Readers and Students with Special Needs

The interactive lesson debate will help encourage English learners, striving readers, and students with special needs to participate in a safe environment. These students will have been given the tools necessary beforehand to prepare for the debate and to feel comfortable participating. They will also be able to listen to their other classmates as they argue their opinions, which will help them to understand the content. This exercise will be much more effective for them rather than having to read sections in the book to understand secession and why the war started. I will also provide these students with a graphic organizer to help them organize their ideas and opinions.

### Resources (Books, Websites, Handouts, Materials)

<http://caho-test.cc.columbia.edu/sim/15003.html>

Glencoe, The American Journey (2012)