A Lesson in Data Analysis: Economies of the North and the South prior to the Civil War

Lesson Plan Outline

**Grade Level:** 9th Grade, U.S. History I

**Duration:** 60 Minutes

**A. Educational Standards**

Massachusetts Curriculum Frameworks

- **U.S. History I:** Economic Growth in the North and South, 1800-1860
  - **USI.27** Explain the importance of the Transportation Revolution of the 19th century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy. (H, E)
  - **USI.28** Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America. (H, E)
    - A. the technological improvements and inventions that contributed to industrial growth
    - B. the causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s
    - C. the rise of a business class of merchants and manufacturers
    - D. the roles of women in New England textile factories
  - **USI.29** Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture. (H)

  *Seminal Primary Documents to Read:* Frederick Douglass's Independence Day speech at Rochester, New York (1852)

**Common Core: Common Core State Standards Initiative**

**Reading Standards for Literacy in History/Social Studies 6-12 (Grades 11-12 students)**

- **Key Ideas and Details**
  3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

- **Craft and Structure**
  6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

- **Integration of Knowledge and Ideas**
  9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
**Writing Standards for Literacy in History/Social Studies 6-12**

**Text Types and Purposes**
1. Write arguments focused on discipline-specific content
   c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style of objective tone while attending to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from or supports the arguments presented.

**Production and Distribution of Writing**
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Research to Build and Present Knowledge**
7. Conduct short as well as more sustained research projects to answer a question (including self-generated questions) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**B. Essential Question**
- How different were the North and South economies?
- How might these differences contributed to the growing tension between the North and the South prior to the outbreak of the Civil War?

**C. Enduring Understandings**
- The economies of the North and South regions of the United States during the antebellum period were drastically different in their makeup.
- The population distribution of these two regions of the country began to vary more and more as the 19th century progressed.
- The varying economies of these two regions lead to increased tensions between the North and the South prior to the outbreak of war.

**D. Student Learning Objectives: Student will be able to...**
(Identify, describe, explain, analyze, compare/contrast, evaluate, apply...)
- Students will be able to **review** and **analyze** the data collected from the previous class period relative to the economies of the North and the South prior to the Civil War.
- **Identify** and **discuss** the key points, main ideas and trends of both regions’ economies developed through the creation of student charts and graphs packets.
E. Learning Activities: Academic Language & Prerequisite Skills

<table>
<thead>
<tr>
<th>Content-Area Terms</th>
<th>Academic Language</th>
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<tbody>
<tr>
<td>North</td>
<td>Subtract</td>
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<tr>
<td>South</td>
<td>Multiply</td>
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<tr>
<td>Antebellum</td>
<td>Analyze</td>
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<tr>
<td>Economy</td>
<td>Assess</td>
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<td>Farm</td>
<td>Data</td>
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<td>Manufacture</td>
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<td>Slavery</td>
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<td>Acre</td>
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<td>Wage-Earning</td>
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<tr>
<td>Railroad</td>
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<td>Mileage</td>
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F. Materials and Resources

- Student Data Packets
- Regional Differences of North and South Worksheet
- Stations – Including Questions
- Student Worksheets – Stations
- Puzzles (x2)

G. Technology

- Puzzlemaker
- Microsoft Office

H. Accommodations for Diverse Learners

- Cooperative Learning Team Assignments have been determined based on ability, aptitude, and with SPED/504/ELL accommodations in mind.
- Overview of vocabulary terms (ex. “antebellum”) with pictorial representation of the terms.
- Connect the idea of segregation to everyday, contemporary life.
- Repeat and review instructions of assignments in writing (found in Student-created packets)
- Provide class notes and study guides regarding antebellum America, if necessary.
- Provide access to computer/word processor in the library, if necessary.

I. TASK 2: Instructing and Engaging Students in Learning

<table>
<thead>
<tr>
<th>STEP</th>
<th>ACTIVITY</th>
<th>DURATION</th>
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<tbody>
<tr>
<td>PRE-CLASS:</td>
<td>Before class begins, be sure to have the Objectives, Enduring Understanding/Essential Questions, and Agenda written on the white board.</td>
<td>N/A</td>
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<tr>
<td>BEGINNING THE LESSON:</td>
<td><strong>Do-Now/Focus Activity</strong></td>
<td><strong>Do-Now:</strong> 1-2 minutes total</td>
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<tr>
<td>CARRYING OUT THE</td>
<td>Have students complete 6-station Historical Learning Station Activity (approx. 10 minutes per station).</td>
<td>Historical Learning Stations:</td>
</tr>
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LESSON: Data Analysis

- Students will carousel through each station of the classroom with their group members.
- Each student will be placed into pre-selected cooperative learning teams.
- Instructor and Special Education Liaison will make sure that students identify the specific connections between each of the stations, while answering individual questions at each.
- Instructor and Special Education Liaison will circulate and monitor the progress, work, and behavior of the classroom.

Station 1:

1. In what year on your graph are the populations of the **North** and the **South** most similar in size?
2. Do both of the population sizes increase or do they decrease over the years?
3. How many more people were there in the **North**:
   a. From 1820-1840? (*use subtraction*)
   b. From 1840-1860? (*use subtraction*)
4. How many more people were there in the **South**:
   a. From 1820-1840? (*use subtraction*)
   b. From 1840-1860? (*use subtraction*)
5. What is your overall impression of how the population of the **North** and the **South** grew over the years 1820-1840?
   a. Was their growth different? If so, how?

Station 2:

<table>
<thead>
<tr>
<th>URBAN = CITY</th>
<th>RURAL = COUNTRY</th>
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<tbody>
<tr>
<td>1. In the <strong>North</strong>, which type of area did the majority of people live in over the years 1820-1840?</td>
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<tr>
<td>2. In the <strong>South</strong>, which type of area did the majority of people live in over the years 1820-1840?</td>
<td></td>
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<tr>
<td>3. In both the <strong>North</strong> and the <strong>South</strong>, which type of area grew over the years 1820-1840?</td>
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<td>4. In which region of the country (<strong>North</strong> or <strong>South</strong>) did the <strong>URBAN</strong> population grow more rapidly?</td>
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<td>5. Can you determine any patterns from the information in your pie charts? Is there a trend regarding the growth of the <strong>URBAN</strong> population that you see?</td>
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Station 3:

1. In both the **North** and the **South**, over the years 1820-1860 which racial demographic (WHITE or BLACK) made up the majority of the population?
2. Overall, how many more BLACK people lived in the **North** from 1820-1860 (*use subtraction*)?
3. Overall, how many more BLACK people lived in the **South** from 1820-1860 (*use subtraction*)?
4. **SUPER TRICKY EXTRA CREDIT**: What percentage of the **North's**
5. **SUPER TRICKY EXTRA CREDIT**: What percentage of the South’s population was BLACK in 1860?

### Station 4:

1. Between which years did the **U.S. Railroad Mileage** increase the most?
2. In your packet, under the title “**Cotton Production/Slave Labor**” it says that “Eli Whitney’s cotton gin had a tremendous effect on cotton production and on the growth of slave labor”...can you remember why?
3. Are there any similarities between the data from your “**Cotton Production/Slave Labor**” lines?
4. What could the data for cotton production have to do with the number of slaves? Is there a relationship between these two items?

### Station 5:

1. Which region of the country (**North** or **South**) had a vast majority of the industrial factories in 1850?
2. Which region of the country (**North** or **South**) had a vast majority of the wage-earning workers in 1850?
3. Can you determine a pattern or trend from your answers to Questions 1 and 2? What does the relationship between the “# of factories” and “wage-earning workers” mean?

### Station 6:

1. Which region of the country (**North** or **South**) had a vast majority of the farms in 1850?
2. Does your answer surprise you? If so, why?
3. Now look at the “**Average Acre per Farm**” graph, does the same region of the country with the most farms, also have on average, the LARGEST farms?
4. **SUPER TRICKY EXTRA CREDIT**: Can you calculate the TOTAL number of farm acres were located in the **North** in 1850? *(use multiplication)*
5. **SUPER TRICKY EXTRA CREDIT**: Can you calculate the TOTAL number of farm acres were located in the **South** in 1850? *(use multiplication)*

### In the Event that you Finish Early: Morse Code Game

- In the event that one or more groups finishes a given station before the allotted 5-minute timeframe is complete, each student will be given a puzzle relative to the development of Morse Code (studied earlier this academic week) that they will work on so that other groups are not disturbed by excessive talking/discussion.

### Samuel Morse Puzzle

- **Total Time Varies** *(Incorporated into the 37-40 minutes above)*
COMPLETING THE LESSON:

Closing: 2-3 minutes

Students must have the Student Worksheets completed along with their packets to be handed in during the next class period, Thursday May 2, 2013.

The Charts and Graphs Packet will be a 30-point assignment

The Student Stations Worksheets will be a 20-point assignment

Have students leave the last station, and explain Homework.

HOMEWORK ASSIGNMENT

DUE 5/2/2013

Students should be prepared for their term 3 binder checks tomorrow, Thursday 5/2/2013. This is a 50-point assignment.

J. Task 3: Assessing Student Learning

Formative and Summative Assessment

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<th>Assessment Tool</th>
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<td>Completion of these assignments will be collected and assessed based on</td>
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