<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>North/South Differences Before the Civil War</th>
<th>Teacher</th>
<th>Pearson</th>
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<tbody>
<tr>
<td>Grade Level</td>
<td>4</td>
<td></td>
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<tr>
<td>Duration of Lesson</td>
<td>2-3 days</td>
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<thead>
<tr>
<th>Lesson Topic</th>
<th>Geographic and economic differences between the North and the South before the Civil War</th>
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</table>
| SC Standards and Indicators            | SS 4-6 The student will demonstrate an understanding of the causes, the course, and the effects of the American Civil War.  
                                           SS 4-6.1 Explain the significant economic and geographic differences between the North and the South. |
| Common Core Strategy(ies) addressed    | Social Studies Literacy Skills for the Twenty-First Century:  
                                           Identify the locations of places, the conditions at places, and the connections between places.  
                                           Explain how political, social, and economic institutions have influenced the state and nation throughout history.  
                                           Common Core Standards for Writing:  
                                           W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| Academic Vocabulary                   | agricultural, elite, industrial, factory |
| Lesson Materials Needed (attached at end of lesson) | wall map of United States or create poster from attached map for students  
                                                    outline map of United States, 1860 for students  
                                                    map of United States, 1860 reference for teachers  
                                                    descriptors of key differences between the North and South post-its |
| Content Narrative                     | See South Carolina State Department of Education Support Document Support Document Fourth Grade |
the context of the lesson?  
Be sure to include necessary citations)

**Lesson Set**

<table>
<thead>
<tr>
<th>Content Objective(s)</th>
<th>Students will explain the differences between the North and South before the Civil War.</th>
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<tbody>
<tr>
<td>Literacy Objective(s)</td>
<td>Students will write a journal entry from the point of view of a Northerner travelling in the South and a Southerner travelling in the North.</td>
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<tr>
<td>Lesson Importance</td>
<td>It is important that students understand the differences between the North and the South that led to the divisive attitudes toward slavery and eventually the outbreak of the Civil War.</td>
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<tr>
<td>Connections to prior and future learning</td>
<td>Students have studied legislation and events during Westward Expansion that addressed the issue of slavery in the territories. In fifth grade they will learn the details of how the North and South were affected by the American Civil War.</td>
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<tr>
<td>Anticipatory Set/ Hook (Engage)</td>
<td>Day 1: Show current images of locations in the North and South (for example New York city skyline and one of Charleston). Ask students how the images differ. Allow time for discussion.</td>
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**Skill Development**

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components. The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.

<table>
<thead>
<tr>
<th>Introduce content components</th>
<th>Provide definitions of industrial and agricultural. Tell students that one describes the North and one describes the South before the Civil War. They will infer other differences between the North and South.</th>
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<tbody>
<tr>
<td>“I do” Skill from objective introduce/explain/model</td>
<td>Give students outline map of United States, 1860. Using wall map or poster (or student outline map under document camera) draw line separating the North and the South. Label Northern states as industrial and Southern states as agricultural. (See “We Do” portion of lesson for alternate ways of guiding students to learning objective.) Give students handout containing key descriptors of differences between the North and South. Students will cut out descriptors and begin thinking about where each belongs. Model inferring using two descriptors and placing on wall map or using document camera to place on student outline map.</td>
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**Guided Practice**

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as *Explore*.

| “We do” Activity Description | Call on students to select a descriptor and explain why it would apply to the North or the South. Some refer to previous lessons on settlement of the |
Include student “explore” components and opportunities for them to explain their learning.

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writing was adequate, with most able to efficiently include 10 key points. Next time, I would like to integrate the writing with ELA and spend more time developing the piece as a writing assignment.

### Materials Needed for Lesson

| Lesson Materials and Handouts | Outline map of United States, 1860 for students  

Map of United States, 1860 reference for teachers  
http://etc.usf.edu/maps/pages/3300/3339/3339.htm  
http://etc.usf.edu/maps/pages/7400/7489/7489.htm  

Descriptors of key differences between the North and South- attached |