

**Book:** *Americans Divided*

**Chapter One: The Institution of Slavery**

**Subject area(s):** Social Studies, Mathematics

**Amount of time needed:** One 40-minute period

**Objectives:**

- 1) Students will translate written material to graphic form.
- 2) Students will use knowledge of fractions to help them create circle graphs.
- 3) Students will understand that not all Southern families owned slaves.

**Materials needed:**

- ✓ Paper
- ✓ Rulers
- ✓ Colored pencils
- ✓ Compasses

**Activities:**

- 1) The teacher should review chapter 1 with the class.
- 2) Have the students look at the percentage of slave-owning families in each Southern state. They will then construct a circle and divide it into equal parts, coloring in the correct fraction of the circle to show the percentage of slave-owning families. This could be done in groups or used as an individual assignment.

**Assessment:**

- ✓ Is the graph done correctly with accurate information?

**Book:** *Americans Divided*

**Chapter Two: Divisions Between North and South**

**Subject area(s):** Social Studies, English Language Arts

**Amount of time needed:** One or two 40-minute periods

**Objectives:**

- 1) Students will read with understanding.
- 2) Students will use information from the reading to write about a given topic.
- 3) Students will assess how greed affected decisions made about slavery.

**Materials needed:**

- ✓ Paper
- ✓ Pen

**Activities:**

- 1) The teacher should have students read chapter aloud in class and allow time to discuss all of the decisions, or lack of decisions, that allowed slavery to continue and, in some cases, to advance.
- 2) After a class discussion, students should write a one-page essay about the cause/effect relationship between advancing the United States and failing to address the slavery issue.

**Assessment:**

- ✓ Do the essays contain accurate supporting information?
- ✓ Are conventions of good writing followed?

**Book:** *Americans Divided*

**Chapter Three: Secession of the South**

**Subject area(s):** Social Studies

**Amount of time needed:** One week as homework

**Objectives:**

- 1) Students will use books and Web sites to find examples of campaign posters.
- 2) Students will discuss the importance of campaigning for office.
- 3) Students will contrast the advertisements of today with posters of the past.

**Materials needed:**

- ✓ Computers with Internet access
- ✓ Other reference books
- ✓ Paper
- ✓ Pens

**Activities:**

- 1) On page 41 of the text, there is a campaign poster for Abraham Lincoln. The students should discuss the political advertising of today—commercials, radio spots, ads in magazines or newspapers.
- 2) The class should brainstorm about the effectiveness of these efforts. The discussion might include negative advertising and “mud slinging.” The students should have a week to research different political posters, slogans, and advertising campaigns.
- 3) At the end of the week, the students should share their findings through oral presentations.

**Assessment:**

- ✓ Does the class discussion contain examples from today’s political campaigns?
- ✓ Do the presentations include accurate information and examples?

**Book:** *Americans Divided*

**Chapter Four: The Civil War**

**Subject area(s): Social Studies, Mathematics**

**Amount of time needed: One 40-minute period**

**Objectives:**

- 1) Students will use a map to outline Sherman's March to the Sea.
- 2) Students will use the map scale to measure the distance of the march.
- 3) Students will be able to name an example of the destruction caused by Sherman's March.

**Materials needed:**

- ✓ Map
- ✓ Markers
- ✓ Rulers

**Activities:**

- 1) After reviewing the chapter with the class, the students should get a map of the United States in 1864. They should look up Sherman's March and trace it onto their map.
- 2) Using the scale, the students should measure the length of the march. The students should equate that distance with a trip they have taken or may take.
- 3) Then the teacher should lead the class in a discussion of the magnitude of this military feat and the effects.

**Assessment:**

- ✓ Was Sherman's March correctly located and measured?
- ✓ Did students participate in the class discussion?

**Book:** *Americans Divided*

**Chapter Five: Reconstruction**

**Subject area(s): Social Studies**

**Amount of time needed: One 40-minute period**

**Objectives:**

- 1) Students will read for understanding.
- 2) Students will create reading comprehension questions about what they have read.
- 3) Students will word the questions in a way that is easily understood.

**Materials needed:**

- ✓ Writing paper
- ✓ Pen, pencil

**Activities:**

- 1) The teacher will have the students read the chapter.
- 2) After reading the chapter, the students will write two questions that could be included on a test or quiz for this chapter. The teacher will compile all of the student questions and create a quiz and administer it to the students to assess reading comprehension and grasp of the information.

**Assessment:**

- ✓ Are the questions written clearly?
- ✓ Were the students able to select the most important material from the chapter to be included as a question?
- ✓ Were the students able to answer the questions accurately?

**Book:** *Americans Divided*

**Chapter Six: The Nation Reunited**

**Subject area(s):** Social Studies, Language Arts

**Amount of time needed:** Two to three 40-minute periods

**Objectives:**

- 1) Students will research the Electoral College.
- 2) Students will recognize that the winner of the popular vote does not always win the election.
- 3) Students will write an opinion essay on a given topic.
- 4) Students will display good reasoning skills in supporting their opinion.

**Materials needed:**

- ✓ Paper
- ✓ Pens

**Activities:**

- 1) The teacher will review the material in chapter 6 and then allow class time to discuss and, if necessary, research the formation and function of the Electoral College.
- 2) The class will then discuss the benefits and downfalls of this system. The teacher should point out that the popular vote does not always determine the winner of an election.
- 3) Students will receive the assignment of writing an opinion paper discussing why the Electoral College is/isn't the best way of electing our president, using supporting information.

**Assessment:**

- ✓ Is the opinion paper well written with supporting arguments and information?
- ✓ Did the students participate in the class discussion with ideas and information?