

# Teaching American History

## Lesson Plan Template

<b>Author:</b> Craig Underwood
<b>Subject:</b> Kansas-Nebraska Act
<b>Grade Level:</b> 11-12
<b>Class Time Required:</b> 90 min.
<b>Lesson Title:</b> Lincoln-Douglas Debates

### Essential Question:

- How does the concept of popular sovereignty apply to the heated debate over slavery and states' rights and why did Kansas become the center of this debate?

### Brief Description of Lesson:

Lesson begins with discussion/review of different causes of Civil War from homework. Then divide class in half. Half of the class will review the Lincoln argument and the other half the Douglas argument. Each group will elect spokesmen who will then debate their side. The lesson is concluded with a reflection essay on which politician the students' believe they would have sided with if living during the time period and why.

### Lesson Plan Objectives:

Access the Table of Contents for the North Carolina Social Studies Curriculum at:

<http://www.dpi.state.nc.us/curriculum/socialstudies/scos/>

State Competency Goals (# and description)

- 3.01** Trace the economic, social, and political events from the Mexican War to the outbreak of the Civil War.
- 3.02** Analyze and assess the causes of the Civil War.

Teacher Designed Objectives (At the end of this lesson students should be able to...)

Students should: Have a deep understanding of Popular Sovereignty and the Free Soil Movement along and should be able to provide an in-depth explanation of the growing sectionalism between the North and South leading to the Civil War.

### Materials Needed: (Print and Non-Print)

Primary Sources:

Lincoln and Douglas' Freeport arguments. <http://www.bartleby.com/251/21.html>, <http://www.bartleby.com/251/22.html>

Secondary Sources:

Technology:

### Suggested Teaching Strategies:

**Anticipatory Set (Jump-Starter Activity)**

Homework Check – Causes of Civil War Questions (Chapter 10 Section 1)

**Teacher led instruction**

**Discussion of Sectional Tension in new territories, Lincoln-Douglas Debates, and “Bleeding Kansas.**

**Guided Practice**

Class is divided in ½. 1 Group is provided with Lincoln's speech from L/D Debates, the other is provided with Douglas' speech. Take app. 10 min. to read over speech individually, highlighting key points. Then discuss as group and form a set of key points to emphasize in class debate. Students' must represent the argument they read, whether they agree or not (this is interesting because it often makes them look at both sides even when they do not want too!) Each group will appoint 3 spokesmen/women that will speak and emphasize the points they found as a group. The class will then hold a debate that is lead by questions directed to each group from my self. The debate will conclude with each side presenting a closing argument.

**Independent Practice**

Each student will write a reflective essay in which they will express which side they believe they would have agreed with if they had been alive to experience and see all of the events surrounding the debates. They must explain why they feel this way and support their opinion with specific pre-Civil War events.

**Closure**

**Once essays have been collected, take a poll of who sided with Lincoln and who with Douglas. Go around the room to 4-6 students asking the ever important question...Why?**

**Evaluation of Student Comprehension:**

*Provide a plan to assess student progress toward meeting the objective(s) of the lesson*

*When grading the essays, they must provide specific examples from the causes of the Civil War. Socratic Method, or Q & A to conclude lesson.*

**Assessment of the Lesson:**

*This is for teachers using the plan to reflect on what worked and what needs modification.*

**Supplemental Information for Teachers:****Internet Resources:**

*For each source provide...*

*Web address:*

*Author and Title:*

*Brief synopsis of the source:*

**Attachments:**