**Lesson Plan Sheet**

Name: Time Allotted: 35 min

Subject: Grade Level: Date

**Instructional Objectives: (The student will be able to…)**

-outline the beginnings of the Confederacy

-list Northern resources that provided an advantage

-explain what is needed for war other than manpower

-explain how the Emancipation Proclamation affected slaves

**Materials Needed:**  TR124 for students, overhead outline, student outlines

**Scope and Sequence of the Lesson**

**Introduction**:

RECITE Gettysburg Address

**Lesson:** (Verbal input and visual modeling)

**Secession**

**-**churches split over issue of slavery

*-Baptists and Methodists both split in 1845*

*-the splitting of the churches influenced the splitting of the nation*

-in Dec SC seceded from the Union

-Feb 6: 6 more states left  
 -formed the Confederate States of America

-Jefferson Davis elected President

-March: Lincoln inaugurated President

-April: Confederates fired on Fort Sumter

*-fort off the coast of SC; commanded by troops that stayed loyal to the Union*

*NOTE HOW GREAT THE BEGINNING SEEMED… “I had a splendid view…”*

-Robert E. Lee asked to lead the Union forces

-he declined and led Confederates instead

-couldn’t fight against his state even though he was against slavery

*-many of the officers that had fought together in the Mexican-American War were now going to fight each other*

**Northern Resources**

-to fight a war, more is needed than men willing to fight

*-LIST NEEDED THINGS: money, food, ammunition, equipment, people to work at home so others can go; doctors*

-North had more resourses than the South

-70% of US population

-90% of iron production

-SEE chart pg 137

-PA’s contributions

-Philadelphia leading manufacturing center of the North: many weapons, ammunition, rails, train cars, and locomotives

-provided lots of manpower

-1/6 of the Union army

-important leaders

-George McClellan

- in charge of Army of the Potomac

-brought structure and discipline

-put in charge of the whole Union army

-asked to step down after Antietam

-ran against Lincoln in 1864

George Mead

-in charge of Army of the Potomac

-fought against Lee at Gettysburg

-led the Union army during the most important battles

-provided much food

-provided political and military leaders

-money for the war

-Jay Cooke from Philadelphia helped the government raise money to fund the war

-sold war bonds and convinced people to buy them

-enabled Union to pay soldiers, buy equipment and ammunition, and other supplies

*-his job just as important as a soldier, really, more important!!*

*-people buying the bonds were playing vital part in the war*

-many churches supported the war

*-on both sides; this war received more church support than any other*

*-of course, our churches did NOT support it*

**Course of the War**

-first two years did not go well for Union

-South had better generals than the North

**Emancipation Proclamation**

-freed the slaves in states that were fighting the Union

-did not free the slaves in the Union

*-still 4 slave states*

**Guided Practice:** (Teacher assisted Practice)

**Closure:** (check for understanding)

A sad reality is that if the US churches would not have split, the nation probably would not have split

-after the split, ministers on both sides were some of the most fanatical people in urging on their side

When God’s people follow His ways, it makes a difference

REVIEW things needed for war other than manpower

**Independent Practice:** (Assignment-seat work/homework)

READ 140-143; TR124

**Evaluation:**

Of teacher and lesson- Evaluate on a scale of 1 (low) to 10 (high)

\_\_\_\_\_\_ My degree of success in reaching my goal

\_\_\_\_\_\_ Student interest / motivation / participation

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