**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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