


**Constructivist Lesson Plan:
A Nation Divided**

Teacher Thinking...	Students and Teacher doing...
Lesson Plan Element: Enroll	
How will I hook the students to provide an entre into a deeper experience with the content?	Discuss: What could be some signs that a country is divided? Do you think most Americans were aware that they were headed towards war and why/why not? (5 minutes)
Experience	
What kind of experience can I create for students to have an initial exploration with the content?	<p>Students will walk around the room freely and observe 6 different stations on the walls, each portraying an aspect of tension that led to the civil war. The stations will be made up of pictures, artifacts, and text boxes, and will cover the topics of:</p> <ul style="list-style-type: none"> ● Slavery ● Abolition ● Federalism ● Anti-Federalist ● Agriculture ● Industry <p>As they observe, students will fill out the Nation Divided Worksheet, columns 1 and 3. Column 1 contains the northern issues, and column 3 contains the southern issues. (20 minutes)</p>
Label	
<p>I have to make sure I tell them what they just did. Also, what kind of information must I provide in a mini-lesson so that students can illustrate understanding of the concept I'm teaching?</p> <p>Emergent Understandings: How are we focused on individualized meaning making?</p>	<p>After observing the stations, students will resume their places at their tables. I will teach a lesson, explaining the tensions between each of the issue pairs. This will include explanations of why the issues were in tension, maps showing regional divides, and key terms that were in debate. As I teach, the students will fill in column 2 of the Nation Divided Worksheet. (10 minutes).</p>
Demonstrate	
What ways might students illustrate understanding of the concept I'm trying to teach? What kinds of	<p>Students will split into groups of 3. Each group will take their Nation Divided worksheets and use them to start creating a "Historical Heads" poster (Two empty heads facing each other). They can fill each head with quotes, drawings, text, etc.</p>

<p>spaces can I create for students to grapple with the content?</p>	<p>representing the views of a Northerner and a Southerner. (10 minutes) Students will continue to work on these for the rest of the week as they build more knowledge (same groups).</p> 
<p>Review</p>	
<p>How can I formatively assess that students met the learning targets while getting them to capture their thinking?</p>	<p>As an exit ticket, students will pick an economic, political, or social issue that causes tension in our day today, and answer the question, “What tensions do we see in our country today, in the areas of economics, politics, or social issues? How do they relate to the issues that were present before the Civil War?” (5 minutes)</p>
<p>Celebrate</p>	
<p>How can I wrap up the lesson and celebrate their learning?</p>	<p>I will have the students hang their “Historical Heads” posters around the class (they won’t be finished, but students will take them down each day to work on them, before hanging them back up).</p>
<p>Notes:</p> <p>Standards:</p> <ul style="list-style-type: none"> ● Students will be able to identify the major sectional issues in the United States that caused division in the country, which they will display through categorizing the issues on a Historical Heads poster. ● Students will be able to compare and contrast the Social, Economic, and Political perspectives held by Northerners and Southerners, and extrapolate how similar issues affect the country today through the exit ticket they will complete at the end of class. ● Students will be able to analyze quotes, graphs, maps, political cartoons to build an understanding of an issue, which they will convey through a Historical Heads poster. <p>Materials: For this lesson, I’ll need access to a large printer that can print out the Historical Heads templates, as well as colored pencils & markers for students to fill them in. I will also</p>	

need some way of printing out several dozen of the “Museum Displays” that will be posted at the stations around the room.

Time and Space: The lesson is planned for 50 minutes, and it will take place in the classroom.