

# PRODUCE THE PODCAST: TELL US HISTORY

## Lesson Plan

### Lesson 17

#### WEEKLY WORK:

*Length: One or two approximately 5-10 -minute asynchronous video with virtual instructor each week, homework will be assigned for the rest of the week. The video will drop on Sunday nights.*

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#### LESSON 17: 1861 – 1863: The Civil War – Causes and Early Years

##### Weekly Homework:

- Read about this time-period.
- Review the videos/materials
- Make a podcast episodes plan
- Worksheet: Podcast Episode 1861 – 1863 The Civil War Causes and Early Years

##### Watch the Weekly Video:

- <https://logcabinschoolhouse.com/course-catalog>

##### Materials:

- Your own curriculum
- Lesson Plan
- Worksheet: Podcast Episode 1861 – 1863 The Civil War Causes and Early Years
- Podcast Episodes Planner Worksheet – from Lesson 15

## **LESSON TRANSCRIPT:**

Hey, Trailblazers!

Today, we're diving into one of the most intense, dramatic, and history-shaping conflicts in U.S. history: the Civil War. Grab your metaphorical time machines because we're heading back to the early 1860s when the nation was literally splitting at the seams.

### **Setting the Stage: Why Did the Civil War Happen?**

Picture this: America in the 1800s was like a giant family arguing over dinner—except instead of who gets the last biscuit, the fight was over slavery, state rights, and the future of the nation. The North and South had been butting heads for decades over slavery's expansion into new territories. The South relied on enslaved labor for its economy, while the North was shifting away from it. Compromises (like the Missouri Compromise and the Compromise of 1850) were like temporary band-aids on a deep wound.

Then, in 1860, Abraham Lincoln was elected president. The South saw this as the final straw—Lincoln opposed the expansion of slavery, and they weren't sticking around to see what came next. So, South Carolina led the charge, seceding from the Union, followed by ten other states. They formed the Confederate States of America, with Jefferson Davis as their president. Lincoln wasn't having it—he saw secession as illegal and was determined to keep the Union together.

### **1861: Shots Fired at Fort Sumter**

Fast forward to April 12, 1861. In Charleston, South Carolina, Confederate forces fired on Fort Sumter, a Union-held fort. BOOM! The first shots of the Civil War were fired, and just like that, the war was on.

At first, both sides thought the war would be over in a few months—yeah, about that. Instead, the early years of the war were full of brutal battles, shocking losses, and unexpected twists.

### **The Early Battles (1861-1862): The South Comes Out Swinging**

At the First Battle of Bull Run (July 1861), the North marched confidently into Virginia, thinking they'd win in a day. Spoiler alert: they didn't. Confederate forces, led by generals like Thomas "Stonewall" Jackson, sent the Union troops running back to Washington, D.C. (literally—some civilians had even shown up with picnic baskets to watch the battle. Bad idea.)

Over the next year, the war raged on with more battles like the Battle of Shiloh and the bloody Seven Days' Battles. General Robert E. Lee emerged as a brilliant commander for the South, while the Union struggled to find the right leader. Enter: General Ulysses S. Grant, who finally started gaining ground for the North in the western theater.

### **1862: The Emancipation Proclamation Changes Everything**

By mid-1862, Lincoln knew he needed a game-changer. After the Union victory at the Battle of Antietam (the bloodiest single day in U.S. history), he issued the Emancipation Proclamation on January 1, 1863. This didn't immediately free enslaved people in Confederate states, but it transformed the war into a fight against slavery and kept European nations from supporting the Confederacy.

### **1863: Gettysburg – The Turning Point**

By summer 1863, the Confederacy was still holding strong, but the Battle of Gettysburg (July 1-3, 1863) changed everything. Lee decided to invade the North—big mistake. After three days of brutal fighting, the Union army, led by General George Meade, delivered a crushing blow to Lee's forces. The South never fully recovered from this defeat.

### **Wrapping Up: The War Isn't Over Yet**

Even after Gettysburg, the Civil War was far from finished—but the momentum was shifting. The Union had new energy, and the Confederacy was running out of steam.

Now, Trailblazers, here's a question for you: If you were Lincoln, how would you have convinced the South to stay in the Union before the war even started? Would there have been another way? Let me know what you think!

Until next time, keep questioning, keep learning, and remember—you're making history every day!

## **Things to Think About: The Civil War (1861-1863)**

### **Part 1: Causes of the Civil War**

1. **The Road to War**
  - What were the key events leading to the outbreak of the Civil War?
  - How did the election of Abraham Lincoln in 1860 contribute to secession?
2. **The Secession Crisis**
  - What were the reasons given by Southern states for leaving the Union?
  - How did the North respond to the secession of Southern states?
3. **Early Strategies and Expectations**
  - What were the initial military strategies of the Union and the Confederacy?
  - How did both sides expect the war to unfold?

### **Part 2: Key Battles and Turning Points**

1. **The First Shots: Fort Sumter (April 1861)**
  - Why did the Confederacy attack Fort Sumter, and what was the result?
  - How did this battle influence public opinion in the North and South?
2. **The First Battle of Bull Run (July 1861)**
  - What happened at the First Battle of Bull Run, and what lessons were learned?
  - How did this battle change expectations about the length of the war?
3. **The War Expands: The Western Theater**
  - Why was control of the Mississippi River so important?
  - How did battles like Shiloh and New Orleans shape the course of the war?
4. **The Emancipation Proclamation (January 1863)**
  - What were Lincoln's goals in issuing the Emancipation Proclamation?
  - How did the proclamation impact the Union war effort and international relations?

### **Part 3: Leaders and Their Impact**

1. **Key Military Leaders**
  - Who were the major Union and Confederate generals in the early years of the war?
  - How did figures like Ulysses S. Grant and Robert E. Lee shape the conflict?
2. **Political Leadership**
  - How did Abraham Lincoln and Jefferson Davis differ in their leadership styles?
  - What challenges did each leader face in maintaining support for the war?
3. **The Role of Women and African Americans**
  - How did women contribute to the war effort on both sides?
  - What role did African American soldiers and abolitionists play in shaping the conflict?

### **Part 4: Society and the War**

**1. Impact on Civilians**

- How did the war affect daily life in both the North and the South?
- What were some of the economic challenges caused by the war?

**2. The Draft and Public Opinion**

- How did both the Union and Confederacy handle military drafts?
- What were the reactions to conscription in different regions?

**3. The Role of Technology**

- How did advancements in weapons, railroads, and communication impact the war?
- What role did photography play in shaping public perceptions of the conflict?

**Part 5: The Road to Gettysburg**

**1. The War in the East**

- How did battles like Antietam influence the momentum of the war?
- What was the significance of the Peninsula Campaign?

**2. The Turning Point Approaches**

- How did Confederate victories in early 1863 shape Southern morale?
- What were the strategic goals of Robert E. Lee's invasion of the North?

**3. Prelude to Gettysburg**

- What events led to the Battle of Gettysburg?
- Why is this battle often considered a turning point in the Civil War?

**Part 6: Reflection and Modern Connections**

**1. The Legacy of the Early Civil War Years**

- How did decisions made in 1861-1863 shape the rest of the war?
- What long-term effects did the Emancipation Proclamation have on American society?

**2. Lessons from the Conflict**

- What lessons can we learn from the early years of the Civil War about leadership, strategy, and unity?
- How do the themes of division and reconciliation in this period relate to modern discussions about national identity?

**Part 7: In-Person Discussion Activities**

**1. Debate: Could the War Have Been Avoided?**

- Argue whether there was a possible peaceful resolution to the conflict or if war was inevitable.

**2. Role-Playing: Voices of the Civil War**

- Take on the role of a Union soldier, Confederate soldier, enslaved person, or political leader. Share how the war's early years affected your life and perspective.

**3. Gallery Walk: The Early War in Images**

- Display images of key battles, leaders, and events. Discuss how each represents different aspects of the war's impact.
4. **Simulation: Military Strategy Session**
- Imagine you are advising Lincoln or Davis in 1862. What strategies would you propose to win the war?

## Socratic Discussion Questions: The Civil War (1861-1863)

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1. **Was the Union's decision to fight the Civil War justified?**
  - **Pro:** Preserving the Union was essential to maintaining democracy and preventing the spread of secessionist movements.
  - **Con:** The federal government should have sought alternative compromises to avoid bloodshed and economic devastation.
2. **Did the Confederacy have a legitimate claim to secede?**
  - **Pro:** The Southern states argued they were exercising their right to self-governance in response to federal overreach.
  - **Con:** Secession was unconstitutional and fundamentally threatened the stability of the United States.
3. **How did the Emancipation Proclamation change the nature of the war?**
  - **Pro:** It transformed the Civil War into a fight for human freedom, bolstering Union morale and deterring foreign intervention.
  - **Con:** It was a strategic move that applied only to rebellious states and did not immediately free enslaved individuals.
4. **Was Lincoln's leadership style the key to the Union's survival?**
  - **Pro:** His ability to navigate political divides, keep the border states loyal, and issue decisive policies like the Emancipation Proclamation was crucial.
  - **Con:** His policies alienated many, and his use of executive power stretched constitutional limits.
5. **Did early Union losses prove the South could win the war?**
  - **Pro:** Confederate victories in battles like Bull Run and Fredericksburg demonstrated Southern military strength and strategy.
  - **Con:** The Union's industrial power and manpower reserves meant a prolonged war would likely favor the North.
6. **Was the Battle of Gettysburg the turning point of the war?**
  - **Pro:** It halted Lee's advance into the North, boosted Union morale, and inflicted devastating Confederate losses.
  - **Con:** While significant, other factors like Grant's victories in the West and the blockade played larger roles in securing Union victory.
7. **Did African American soldiers play a crucial role in the war?**
  - **Pro:** Their enlistment strengthened Union forces and demonstrated their bravery, further legitimizing the fight for emancipation.
  - **Con:** Despite their contributions, they faced discrimination, lower pay, and limited opportunities for advancement.
8. **How did civilians experience the war differently in the North and South?**
  - **Pro:** Southern civilians endured severe shortages, inflation, and destruction, while the North experienced economic growth but political dissent.
  - **Con:** Both regions faced hardships, such as conscription, dissent, and the loss of loved ones.
9. **Was total war a necessary strategy for the Union?**

- **Pro:** Strategies like Sherman's March weakened the Confederacy's ability to fight and hastened the war's end.
- **Con:** The destruction of civilian property and infrastructure caused lasting resentment and suffering.

**10. Did the Civil War's early years justify the costs?**

- **Pro:** The war set the stage for the abolition of slavery and a stronger federal government, shaping the modern United States.
- **Con:** The immense loss of life and destruction inflicted immense suffering, and alternative solutions might have been possible.



## CCSS:

The Common Core State Standards (CCSS) do not have specific standards for U.S. History alone. However, U.S. History can be taught within the framework of the **Common Core Standards for Literacy in History/Social Studies** for grades 6-12. These standards focus on developing students' abilities to read, analyze, and write about historical texts.

Here's a breakdown of the relevant Common Core Literacy Standards for History/Social Studies for grades 6-12:

### Grades 6-8:

#### 1. Key Ideas and Details

- **RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **RH.6-8.3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

#### 2. Craft and Structure

- **RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **RH.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **RH.6-8.6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

#### 3. Integration of Knowledge and Ideas

- **RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.
- **RH.6-8.9:** Analyze the relationship between a primary and secondary source on the same topic.

#### 4. Range of Reading and Level of Text Complexity

- **RH.6-8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

### Grades 9-10:

#### 1. Key Ideas and Details

- **RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

- **RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  - **RH.9-10.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 2. Craft and Structure**
- **RH.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
  - **RH.9-10.5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
  - **RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 3. Integration of Knowledge and Ideas**
- **RH.9-10.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
  - **RH.9-10.8:** Assess the extent to which the reasoning and evidence in a text support the author's claims.
  - **RH.9-10.9:** Compare and contrast treatments of the same topic in several primary and secondary sources.
- 4. Range of Reading and Level of Text Complexity**
- **RH.9-10.10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

## **Grades 11-12:**

- 1. Key Ideas and Details**
- **RH.11-12.1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
  - **RH.11-12.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
  - **RH.11-12.3:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 2. Craft and Structure**
- **RH.11-12.4:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
  - **RH.11-12.5:** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
  - **RH.11-12.6:** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

### 3. **Integration of Knowledge and Ideas**

- **RH.11-12.7:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11-12.8:** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
- **RH.11-12.9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### 4. **Range of Reading and Level of Text Complexity**

- **RH.11-12.10:** By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

These literacy standards help guide the integration of U.S. History content within the Common Core framework by ensuring students develop critical reading, writing, and analytical skills relevant to understanding historical texts and contexts.

### **AP US History by the College Board:**

Yes, there are standards for Advanced Placement (AP) U.S. History (APUSH). However, these standards are developed by the College Board, not the Common Core State Standards. The AP U.S. History course framework outlines the skills and knowledge students should acquire to be successful on the AP exam and in future college-level history courses.

### **AP U.S. History Course Framework:**

The APUSH framework is organized into nine historical periods, each with key concepts, themes, and historical thinking skills:

#### 1. **Historical Thinking Skills:**

- **Analyzing Evidence:** Ability to analyze and interpret primary and secondary sources.
- **Argument Development:** Crafting coherent historical arguments using evidence.
- **Contextualization:** Placing historical events within a broader context to understand their significance.
- **Comparison:** Comparing historical developments across time, geography, and cultures.
- **Causation:** Understanding cause-and-effect relationships in history.
- **Continuity and Change Over Time:** Identifying patterns of continuity and change over time.
- **Synthesis:** Connecting insights from different historical events or processes to develop new understandings.

#### 2. **Thematic Learning Objectives:** APUSH is structured around seven themes that help students make connections between different historical periods:

- **American and National Identity (NAT)**
- **Work, Exchange, and Technology (WXT)**

- **Geography and the Environment (GEO)**
  - **Migration and Settlement (MIG)**
  - **Politics and Power (PCE)**
  - **America in the World (WOR)**
  - **American and Regional Culture (ARC)**
  - **Social Structures (SOC)**
3. **Key Concepts by Period:**
- **Period 1 (1491-1607):** The development of indigenous societies in North America before European contact and early European exploration and colonization.
  - **Period 2 (1607-1754):** European colonization, regional differences, and conflicts with indigenous peoples.
  - **Period 3 (1754-1800):** The American Revolution, the creation of the U.S. Constitution, and the early Republic.
  - **Period 4 (1800-1848):** The rise of American democracy, market economy, and social reforms.
  - **Period 5 (1844-1877):** Manifest Destiny, the Civil War, and Reconstruction.
  - **Period 6 (1865-1898):** Industrialization, urbanization, and the Gilded Age.
  - **Period 7 (1890-1945):** The Progressive Era, World Wars, and the Great Depression.
  - **Period 8 (1945-1980):** The Cold War, civil rights movements, and postwar prosperity.
  - **Period 9 (1980-present):** Contemporary U.S. history, including globalization, technological change, and shifts in social and political dynamics.

### **AP U.S. History Exam Format:**

The APUSH exam assesses students' understanding of these periods, their ability to think critically, and their skills in analyzing historical evidence. The exam includes multiple-choice questions, short-answer questions, a document-based question (DBQ), and a long essay question (LEQ).

### **APUSH Skills and Practices:**

- **Practice 1:** Analyzing and interpreting primary and secondary sources.
- **Practice 2:** Making historical arguments.
- **Practice 3:** Using historical evidence.
- **Practice 4:** Contextualization.
- **Practice 5:** Making connections across periods, regions, and themes.

These standards ensure that AP U.S. History students are prepared to engage in college-level historical analysis and develop a deep understanding of U.S. history across different periods and themes.