

LESSON PLAN

U.S. History in the 1800s

Level: Low Intermediate, Intermediate

Suggested Length: 2 class periods

Civics Test Questions

- #60—What group of people was taken to America and sold as slaves?
- #71—What territory did the United States buy from France in 1803?
- #72—Name one war fought by the United States in the 1800s.
- #73—Name the U.S. war between the North and the South.
- #74—Name one problem that led to the Civil War.
- #75—What was one important thing that Abraham Lincoln did?
- #76—What did the Emancipation Proclamation do?

Key Vocabulary

- famine, economic times, population, Louisiana Territory, extend, square miles, explore
- challenge, War of 1812, Mexican-American War, Civil War, Spanish-American War
- interrupt, capture, encourage, settler, expand, occupy, attack, treaty, go to war
- the North, the Union, the South, the Confederacy, surrender, Cuba, Guam, Puerto Rico
- slavery, African, slave, agricultural economy, plantation, cotton, tobacco, slave owner, personal property, industrial economy, escape
- states' rights, economic systems, slave labor, War between the States
- Abraham Lincoln, lead/led, issue, Emancipation Proclamation

Objectives:

Students will:

- explain the history of slavery in America
- explain westward expansion, population growth in the 1800s, and the Louisiana Territory
- identify the four U.S. wars fought in the 1800s
- explain the background and causes of the Civil War
- describe Abraham Lincoln's role in U.S. history
- explain the purpose of the Emancipation Proclamation

Materials:

Maps of the United States and the world, globe

Handouts: **A Growing Country**, **Challenges for the New Country**, **U.S. Wars—1800 to 1850**, **U.S. Wars—1850 to 1900**, **Slavery in America**, **The Civil War**, **President Abraham Lincoln and the Civil War**, **Matching—U.S. History in the 1800s**, **Timeline—U.S. History in the 1800s**, and **Civics Test Questions—U.S. History in the 1800s**

8.5" x 11" visuals

Intermediate Level U.S. History in the 1800s Lesson Answer Key



Lesson Overview and Notes to Teacher:

This lesson covers the history of the United States during the 1800s, highlighting the Louisiana Purchase, the four wars fought by the United States, and the background of the Civil War, including Abraham Lincoln and the Emancipation Proclamation. The lesson includes 8.5” x 11” images to display in class. Instructions for each handout are described below. The **Key Vocabulary** on the first page of the lesson plan is generally more advanced than the words in the vocabulary lists for the reading and writing portion of the test. However, learning these words will help the students develop a deeper understanding of the concepts in the lesson. Consider teaching these key words as part of your introduction to this lesson.

A Growing Country: Display a map of the United States on the wall and ask the students to show where the original 13 states are located. Point out that after independence, the new country continued to grow quickly, with people moving further west and south. Explain that other European countries, such as Spain, France, and Great Britain claimed land beyond these 13 states.

Have the students look at the map of the Louisiana Territory on their handout. Students can also examine the 8.5” x 11” version of this map found at the end of this lesson plan. Have them compare their map to a current U.S. map. Ask them to identify which current states are located either completely or partially within this territory. There are 15 states that fall within the Territory: Montana, Wyoming, Colorado, New Mexico, Texas, North Dakota, South Dakota, Nebraska, Kansas,

Challenges for the New Country: Write **challenge** on the board and ask the students to define it. Ask the students to give examples of challenges that people face during their life, such as: when someone immigrates to another country, becomes a parent, or goes away to college. Explain that, after independence, the United States also faced challenges as a new country. Explain that there were four U.S. wars during the 1800s, modeling the pronunciation of each for the students to practice

U.S. Wars—1800 to 1850 and **U.S. Wars—1850 to 1900:** These two handouts provide an overview of all four U.S. wars fought in the 1800s. Before beginning the reading, discuss the details of each image on the handout. There is an 8.5” x 11” image to share with the class. Refer back to the U.S. and world maps to help students better understand the circumstances of

Throughout the lesson, there are readings to provide background to the various topics. Use the same process for reading each handout with your students. This process is described below in the instructions for the handout *A Growing Country*. At the end of each reading, students can practice the specific test items covered in that handout. Suggested discussion questions can be used for whole-class and small-group discussion or for writing assignments. There is a small-group activity using maps to discuss the Louisiana Territory as well as several brainstorming activities for students. For review, students can study new concepts and vocabulary from the lesson by completing a matching activity and filling in a timeline for the 1800s. The final handout is a summary of all the Civics Test items covered in the lesson.

Oklahoma, Minnesota, Iowa, Missouri, Arkansas, and Louisiana.

To begin the reading, have the students read the paragraphs on the handout silently. Tell them to underline any new words while they read. When they finish, read the paragraphs aloud while the students listen silently. As you read each phrase or sentence, pause to ask if there are any words they do not know. Read the paragraphs aloud again, this time without stopping. As a final step, go back to the beginning of the reading and model each sentence one at a time with the students repeating after you. If you wish, call on volunteers to take turns reading each sentence aloud. Then have the students fill in the answer to the Civics Test item at the bottom of the handout. Review the item together, modeling the pronunciation of the question and answer.

and repeat. Have the students form small groups and list as many facts as they can about each war including the causes, enemy countries, dates, leaders, and so on. Tell the students that they can look back at this list and check their information once they have read the following two handouts describing each war. If computers are available, you may wish to have the students spend time doing research about each war.

each war. Review the reading as previously described in the instructions for the handout *A Growing Country*.

At the bottom of the handout, *U.S. Wars—1800 to 1850*, discuss some reasons that the United States went to war in the early 1800s. Then, ask the students to form small groups and brainstorm other reasons that a country might go to war. Discuss their ideas as a whole class

before going on the next handout, *U.S. Wars—1850 to 1900*. After reading the second handout together, have the students fill in the answer to the Civics Test item at the bottom of the handout.

To visually summarize the wars of the 1800s, draw a century timeline on the board marking **1800** at the left end and **1900** at the right. Ask one student: 1) When did the United States buy land from France? and, 2) What was the name of that land? Have that student come to the board and write the date and name of the Louisiana Territory on the timeline. Instruct the student to ask another classmate: When was the (insert war name)?

Slavery in America: Write the words **slave** and **slavery** on the board and ask the students to explain their meaning and usage. Discuss the photos on this handout, sharing the 8.5” x 11” images with the class. Display U.S. and world maps and discuss how Africans were taken

The Civil War: Use a U.S. map while discussing this handout. Have the students examine the map on their handout, showing which states belonged to the North (or “the Union”) and which belonged to the South (or “the Confederacy”). You can share the 8.5” x 11” image

President Abraham Lincoln and the Civil War: Before reading this handout, consider using a “mind-map strategy” with your class to generate discussion and discover what your students already know about Lincoln. Display the 8.5” x 11” image of Lincoln on the board. Write **Abraham Lincoln** in the middle of the board and draw a circle around his name. Instruct the students: “Tell me everything you know about Abraham Lincoln.” As the students answer, create a mind-map with lines and the various facts radiating out from the center circle. As you do this, you will build a web to

Matching—U.S. History in the 1800s: For the matching activity, have the students match the phrase in the right-hand column with the corresponding words in the left-hand column. Review the answers together. For extra practice, have the students create complete sentences combining information from both columns.

Timeline—U.S. History in the 1800s: To reinforce the chronology of events in the 1800s, have the students complete the timeline on the handout. First, review the phrases in the word box. Then have the students fill

Civics Test Questions—U.S. History in the 1800s: The seven Civics Test items in this lesson are listed on this handout. This exercise can be used for pair work

Have that classmate answer the question and come to the board to write in the name of that war and its date on the appropriate place on the timeline. Have the students continue taking turns until all significant events and dates covered in this lesson have been labeled on the timeline.

Important: Remind the students that they will not be asked the specific dates of wars at their interview. However, they may be asked to name a U.S. war fought in the 1800s for the test. Point out that they should also be ready to answer more in-depth questions about the Civil War, including its participants and causes.

to America and sold as slaves. Point out how the United States was divided into the North and the South during the Civil War. Review the reading as previously described in the instructions for the handout *A Growing Country*.

of this map as well as ones of a southern plantation and northern factory. Discuss the different economic systems in the country as well as the issues of states rights’ and slavery. Review the reading as previously described in the instructions for the handout *A Growing Country*.

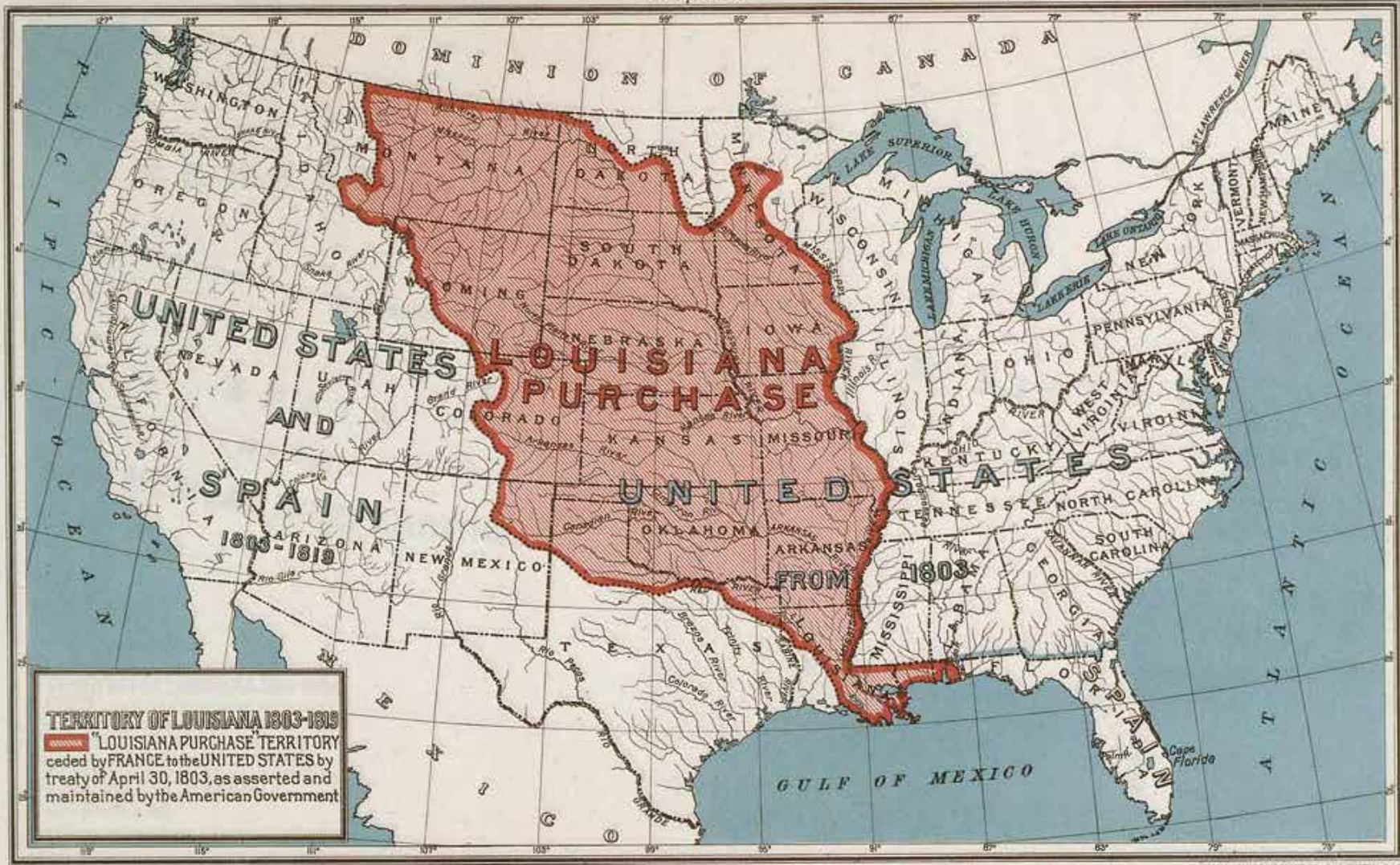
show the connections between all the information that the students provide. This is a brainstorming activity so you should make note of every idea provided, whether or not it is correct. Once the students have given all the information they can, discuss the images on this handout on Lincoln and the Civil War. Then review the reading as you did with the handout *A Growing Country*. Refer back to the mind-map and fill in any new information from the reading. This is also the time to help the students correct any misinformation they might have provided.

For example, they could write: 1) Guam and Puerto Rico became U.S. territories after the Spanish-American War, 2) The Emancipation was the document that freed the slaves in the South, 3) The Union was the northern states during the Civil War, and so on.

in the blank with the corresponding date. Review the answers together as a class, filling in a timeline on the board so students can follow along easily.

where the students take turns interviewing each other, or it can be assigned for homework.

Map No.4.



Map of the Louisiana Purchase Territory.
Courtesy of the National Archives.



A VIEW of the BOMBARDMENT of Fort M'Henry, near Baltimore, by the British fleet taken from the Observatory, under the Command of Admirals Cochrane & Cockburn, on the morning of the 13th Sep. 1814, which lasted 24 hours, & thrown from 1500 to 1800 shells in this Night attempted to land by forcing a passage up the ferry branch but were repulsed with great loss.

Reference
A. Fort M'Henry
B. Annapolis
C. Baltimore River
D. "General Ship" "Old Fort"
E. Ferry and Boat

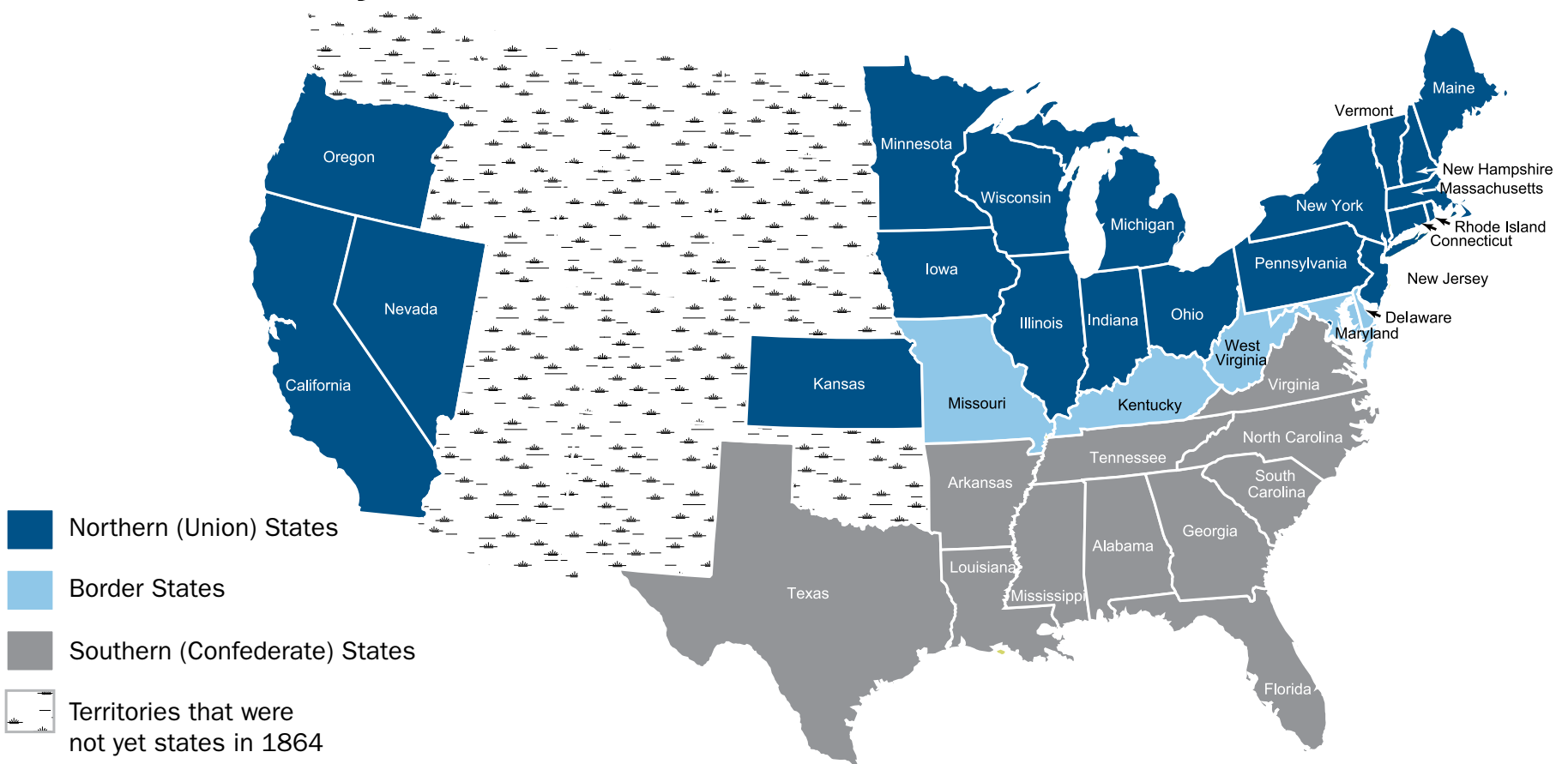
Illustration of the Bombardment of Fort McHenry in Baltimore, Maryland, on September 13, 1814.
Courtesy of the Library of Congress, LC-DIG-ppsa-35544.



*Port Royal Island, South Carolina, African Americans Preparing Cotton for the Gin on Smith's Plantation.
Courtesy of the Library of Congress, LC-DIG-cwpb-00747.*



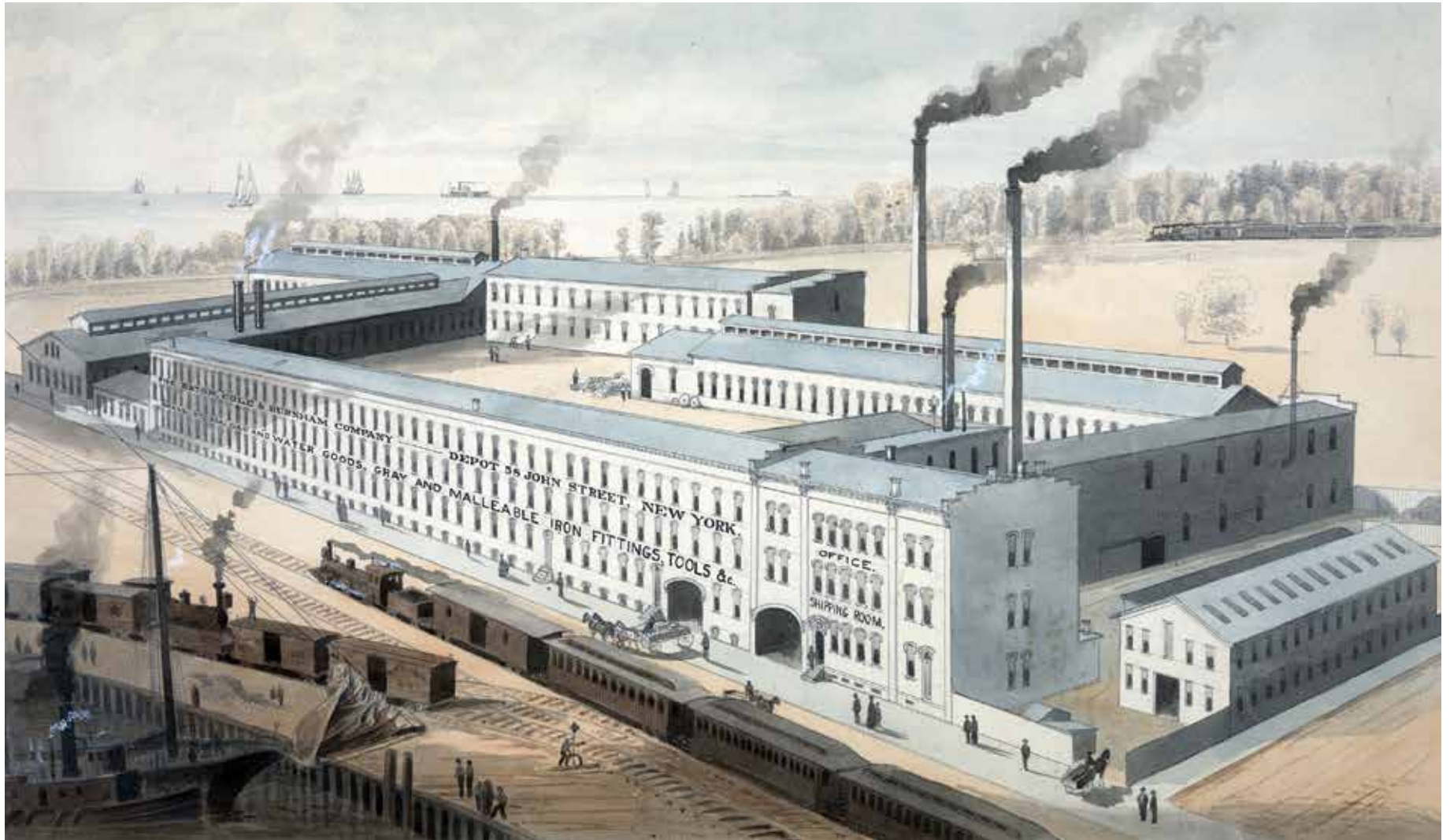
*Slaves on a Southern Plantation in May 1862.
Courtesy of the Library of Congress, LC-DIG-ppmsca-04324.*



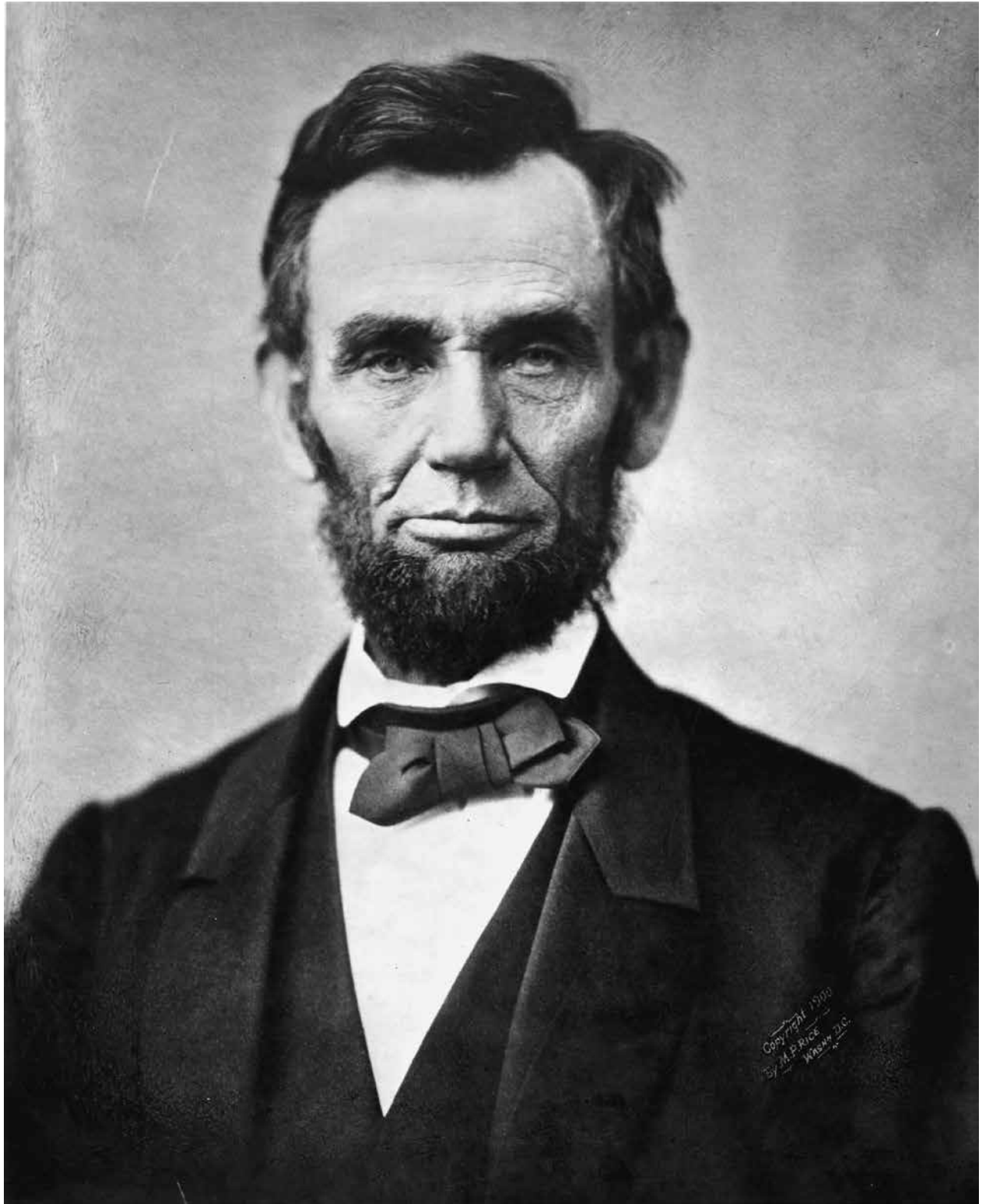
Map of the United States During the Civil War, 1864.



*Family on the Porch of the John Minor Botts Plantation Near Culpeper, Virginia.
Courtesy of the Library of Congress, LC-DIG-cwpb-03726.*



An illustration of the Eaton, Cole, and the Burnham Company Factory in Bridgeport, Connecticut.
Courtesy of the Library of Congress, LC-DIG-ppmsca-23152.



*President Abraham Lincoln.
Courtesy of the Library of Congress, LC-USZ62-13016.*



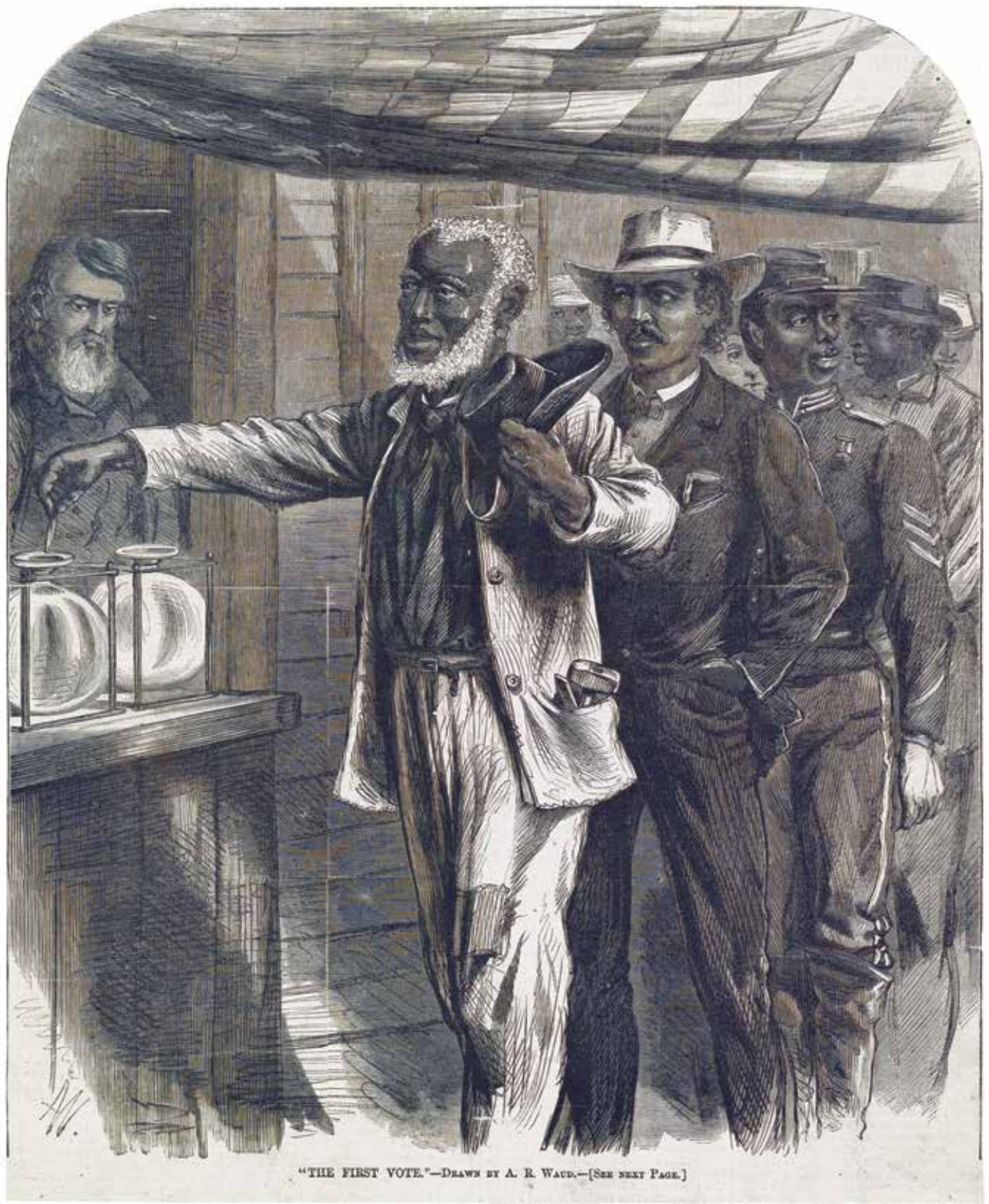
*President Abraham Lincoln on the Battlefield of Antietam, October 1862.
Courtesy of the National Archives, File #165-SB-23.*



The Lincoln Memorial.
Courtesy of the Library of Congress, LC-DIG-highsm-12510.



Lincoln Memorial Statue.
Courtesy of the Library of Congress, LC-DIG-highsm-12542.



"THE FIRST VOTE."—DRAWN BY A. R. WAUD.—[SEE NEXT PAGE.]

*"The First Vote," by A.R. Waud.
Courtesy of the Library of Congress, LC-USZ62-19234.*