Guiding question: How did population size and distribution play a role in the Civil War?

Overview: This lesson examines the population size and distribution of the North and South prior to the Civil War through analyzing maps and participating in a simulation. Students must also analyze the natural resources of both regions and how they influenced the war.

Objective:
- Students will identify key vocabulary
- Students will analyze historical and current maps to collect data
- Students will compare the Northern and Southern population size and distributions
- Students will make a prediction on how the population size and distribution might impact the outcome of the war

Grade Level: 8th grade
Time needed: 2, 40 minute class periods

National Geography Standards:
9. The characteristics, distribution, and migration of human populations on Earth’s surface.
17. How to apply geography to interpret the past.

Oregon Geography Content Standards:
8.10. Interpret maps to identify growth and development of the United States.
8.11. Identify and describe patterns and networks of economic interdependence, migration, and settlement.

Common Core Standard:
CCSS.ELA-LITERACY.RH.6-8.7
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-LITERACY.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.
Materials:
Student handout guided questions (1 for each student), LOC (spell out) map on slavery, Access to the Internet and a computer, LCD projector,

Background: In order to have a better understanding of population data prior to the Civil War, the teacher should read the Smithsonian article on mapping slavery at: http://www.smithsonianmag.com/history/maps-reveal-slavery-expanded-across-united-states-180951452/. Also beforehand, calculate the percentage of the class to perform the population simulation activity using percentages of your class.

Vocabulary:
Population, demographic, expansion,

Procedures:
1. Warm-up question: How does population size impact your daily life or events in history? What happens to resources when populations increase or decrease?
3. Start by explaining to students that they will be divided up in various groups to represent population distribution in the North and the South. Use the percentages to calculate the number of students for your class. (As you progress repeatedly ask through this activity what student notice about population distribution.)

<table>
<thead>
<tr>
<th>Percentage Breakdown of Population</th>
<th>North</th>
<th>South</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of nation’s total population</td>
<td>71%</td>
<td>29%</td>
</tr>
<tr>
<td>Proportion of the nation’s white population</td>
<td>79%</td>
<td>21%</td>
</tr>
<tr>
<td>Proportion of the nation’s black population</td>
<td>13%</td>
<td>87%</td>
</tr>
<tr>
<td>Proportion of the nation’s free black population (only 10% of the black population)</td>
<td>46%</td>
<td>54%</td>
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</tbody>
</table>
A. Divide the class by North 71% and South 29% (For example if I had 30 students in my class, 21 would be Northerners and 9 would be Southerners)

B. Keep the class in their divided groups and divide them further by White and Black percentages (Use rough math to base your figures of the Northerners the class of 30, 18 would be white and 3 would be black and of the Southerners, 2 would be white and 7 would be black)

C. Explain that Free Blacks only made up fewer than 10% of the black population in the United States (In this situation only one person from the class would qualify as a free black and it would probably be a person from the South since there were more free blacks in the south than the North. However, because slavery was outlawed in the North there were quite a few free blacks living in the North as well but not all of the blacks in the North were free. Under the Dred Scott decision, a Slave owner could bring their slaves with them and this allowed some slavery in the North.)

4. Wrap up – Distribute the final exit questions and response page. Have students fill out their sheets.

Assessment:
Formative: - Guided questions. The teacher should review answers as the class proceeds through the mapping activity.
Summative: - Wrap-up questions with paragraph summaries.

Extensions and/or Adaptations:
1. For ELL students, pre-teach the vocabulary for this activity and discuss the importance of population.

2. If technology is available have TAG students use the Smithsonian Article and animated maps to navigate through the questions independently.

3. Extend the lesson by looking at resources of the North and South. Who would win the war based on resources alone?

4. Research the Dred Scott decision and determine how it influenced the freedom of slaves in the north.

5. Examine the role that the Underground Railroad played in dispersing the African American population.

Sources:

Name:______________________________________________________ Date:__________

Civil War: Population distribution and resources – Guided questions

Directions: Look for information about resources and population on the provided maps and handouts. Answer the following questions as you proceed through the activities.

Section 1 – Map Analysis – Slavery in the United States
Look at the 1861 Map of the Library of Congress – this thematic map shows the number of slaves in each county of the United States at the onset of the Civil War.

1. List 5 counties and their states that had at least 80% or higher of their population as slaves.

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2. How would this map have been helpful to President Lincoln during the Civil War? What other information does it provide besides slave population?

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Section 2 – Population Trend analysis – Examine the animated maps on the Smithsonian Website and answer the following questions.

3. Examine the first animated map on slavery expansion. List three trends that you notice occur over time on this map.

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4. Examine the second map on overall population expansion. List three trends that you notice regarding the following – What happens to the Northern Population? What happens to the Western Population? What happens to the Southern Population?
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5. In what region of the country is the population most concentrated? Why do you think that the population is concentrated in this area?
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6. Examine the third map on the percentage of Slavery per County. Why do you think that there is such a large concentration of enslaved persons in the south? What does this tell you about who might have held the poser in this area?
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7. Examine the fourth and fifth maps on the Percentage of free people and the number of free African Americans. Fill out the chart below:

<table>
<thead>
<tr>
<th>Similarities between settlement patterns</th>
<th>Differences between settlement patterns</th>
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Assessment – Civil War Population – Answer in complete sentences

1. Where was there more population prior to the Civil War?

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2. Explain why there were more blacks in the South than in the North. What impact do you think that this would have during the Civil War?

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3. How much of the African American population was considered “free?” Where did the free Blacks live? What impact do you think that free blacks will have on Civil War?

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4. Imagine you are a slave in the South at the outbreak of the Civil War, living in a county where 91% of the population are slaves like yourself. Write a letter to a free black from the North explaining how you notice tension rising in the south. Ask questions that you would like to know concerning your freedom and the end of slavery. Explain how you deal with your own situation. Predict what you think will happen to the African American population in the south during and after the war.

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