

Road to the Civil War
“King Cotton and Immigrants”
Lesson 1

Goal: TLW demonstrate an understanding the Market Revolution and the effect of Immigrants on the Northern and Midwest Economy.
TLW will also understand “King Cotton” and the South’s economy.

Objectives:

TLW identify reasons for the emergence of a Middle class in society.
TLW outline the effects of labor unions, like the Lowell girls.
TLW chart the information about immigration of the Irish and Germans.
TLW identify the reasons for the South having “King Cotton” in place.
TLW complete a worksheet covering the material.

Required Prior Knowledge:

TLW know information about basic American History before this.

Materials: The American Nation textbook.

Instructional Procedures:

Set/Introduction:

1. Begin by placing a bell ringer on the board to get them thinking about the lesson.
2. Explain that we will cover the economy of the North and South in the decades before the Civil War.
3. Explain that this lesson will introduce a unit detailing the changes in America during this time.
4. Ask questions about what they know about the effect immigrants had on the North.

Instruction/Body:

1. Tell the students about the Market Revolution and the effects in had on the new social class, the Middle Class.
2. Describe the different Labor Unions that sprang up at this time, specifically the Lowell girls, alluding to the fact women’s rights became a big issue at this time
 - a. Explain Sarah Bagley as an early “feminist.”
3. List on the board the information about the Irish Immigrants
4. List on the board the information about German Immigrants.
5. Have the class make comparison charts about the two groups.
6. Talk about Nativism and the “Know Nothing Party.”
 - a. Tell story about the Pope.
7. Explain the South had a considerable rise in the production of cotton and the demand for slaves.
8. Discuss Jesse Burton Harrison and his call for a gradual end to slavery.

9. Explain the reasons the American Colonization Society failed.
10. Chart the “caste” system in the South.

Assessment:

Closure:

1. Ask the students to
 - a. Review some of the main points of the economy of the North.
 - b. Review some of the main points of the economy of the South.
2. Hand out work sheets
3. Explain the sheets will be due at the end of the class
4. Tell that tomorrow we will go over the slave system and abolition

Supplement Activities:

I will have the students create letters either in support of the American Colonization society or against it, using facts from the chapter.