

Lesson Plan: Paper Slides and the Civil War

Grades and Subjects

Grade 3 Math, Social Studies and ELA

Topic

South Carolina's Changing Economy after the American Revolution



Enduring Understanding

- South Carolina played a key role in events that occurred before, during, and after the Civil War; and those events, in turn, greatly affected the state.
- Numbers and data can tell us about a society, how its people live and what they use to survive.
- The practices of science and engineering support the development of science concepts, develop the habits of mind that are necessary for scientific thinking, and allow students to engage in science in ways that are similar to those used by scientists and engineers.
- Technology is any modification to the natural world created to fulfill the wants and needs of humans. The engineering design process involves a series of iterative steps used to solve a problem and often leads to the development of a new or improved technology.

Primary Standards/Indicators

Math

3.MDA.3 Collect, organize, classify, and interpret data with multiple categories and draw a scaled picture graph and a scaled bar graph to represent the data.

Social Studies

3-4.1 Compare the economic conditions for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers, and the enslaved and free African Americans.

ELA

3-W.2.1 Write informative/explanatory texts that: a. introduce a topic and group related information together; c. include illustrations to aid comprehension; d. develop the topic with facts, definitions, and details; h. develop a style and tone authentic to the purpose; and i. provide a concluding statement or section.

Secondary Standards/Indicators

Social Studies

3-4.2 Summarize the development of slavery in antebellum South Carolina, including the invention of the cotton gin and the subsequent expansion of and economic dependence on slavery.

ELA

3-W.6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames
3-RI.6.1 Summarize multi-paragraph texts using key details to support the central idea.

Academic Language

Vocabulary

- Economy
- Economic dependency
- Cotton gin
- Cash crops



- Social groups
- Elite
- Enslaved

Objective/Language Function

- Explain the role of cash crops in the South Carolina economy.
- Analyze what life was like for different social groups in South Carolina during the antebellum period.
- Interpret data about cash crop production after the American Revolution.

Assessment Plan

- Pre-Assessment-
 - Students complete the preview section of the note taking guide. They must answer the following prompts “Name as many different social groups that lived in South Carolina as you can.” and “What is an example of a cash crop?”
- Post-Assessment-
 - Students will again return to their notetaking page and will answer the exit question, “How did cash crops impact different social groups?” The instructor should collect these papers at the conclusion of the lesson.
- Criteria for Mastery
 - Student should be able to use a chart to explain the impact of the cotton gin on South Carolina’s economy.
 - Student should be able to read an informational text in order to gather details about an assigned social group’s way of life.
 - Student should be able to create an illustrated, informative paper slide video that describes jobs, education and how the cotton gin impacted way of life for a particular social group.

Materials

- Note Taking guide
- Social Groups [reading](#)
- Video cameras
- Paper/pencils/markers to create paper slides

Teacher Preparation

This lesson is designed to take place after students have spent some time studying antebellum South Carolina. They should have some background information on the different social groups or can be provided with the material during this lesson and plan for a longer completion time. Resources have been included to serve as an aid.

It is helpful if students have some idea of what paper slides are prior to completing this lesson and one of the videos about paper slides may be a helpful tool. If students have not yet worked with the video recorders it is a good idea for the instructor to play around with one ahead of time so they know how to record and stop. Additionally, this lesson would do best to take place over more than one class period. It is recommended to have students complete the hook and brainstorm in one session and then allow them time to prototype, share and synthesize.



Meat of Lesson

- Hook

1. Think of an invention that has had a major impact on people's' lives. What invention is it and why is it important?
 - a. Students should think, pair, share their answers.
 - b. As students share, the instructor may record student ideas on the board.
2. Explain that just like all of these ideas have had an impact on our society, one invention was very important to South Carolina, and the US, during the antebellum period, as it changed the economy. Ask students if they can name what the invention was. **A: Cotton gin**
3. Introduction to lesson: Today we will be working in groups to investigate and display how the cotton gin changed the life for different groups of people. We will share our findings by making [paper slides](#). (Note- Instructors may show students this video to help them understand what paper slides are.)

- Brainstorm

1. First, students should be divided into groups of 2-3. The teacher may assign groups or can allow student choice. Next, each group should be assigned a different social group.
 - a. Groups include: Elite, middle class, lower class, independent farmers, free African Americans, enslaved African Americans.
2. Students should work in their groups to complete the note taking paper. They must provide information about:
 - a. jobs, education, how cash crops impacted their life and any additional facts they know.
 - b. If students have notes, they may use them. It may also be helpful to provide additional resources. (See [reading](#)).
 - c. Using the chart on the note taking page, groups should respond to the question about the impact of the cotton gin on cotton production. *This can be done in groups or as a whole class but serves to reinforce the impact of the cotton gin and asks students to interpret data.*
3. Once they have completed their brainstorming page they should break into roles.
 - a. These can include script writer, artist and recorder.

- Prototype

- Once groups have completed their brainstorming page they should be provided with paper and markers.
- Students will begin to create their paper slides project. They may include characters and backgrounds but their slides must include the following:
 - Jobs, education, the impact of cash crops, and any additional facts they know. They should also include data about the rise in cotton production after the American Revolution.
- While the script writer and artist are working, the recorder can be helping by also creating images to go with the script.
- Finally, students should record their paper slides.

- Share



1. Once students have finished recording they will be given time to share their projects. If possible, they instructor should project completed videos on the screen so that the entire class can learn about the different groups.
 2. Instructor asks for feedback-
 - i. What went well? What made this challenging? What did you learn about the other social groups?
- **Synthesize**
 - Bring students back together for a final discussion. During this conversation, students will discuss the process of making. *See discussion guide for questions.*
**Note- This could also be a written exercise.*
 - Finally, have students complete the exit question.

Supports for Student Learning

Accommodations

- **ELs**- Provide labels and written directions for each of the steps. The instructor can also use props to further help students understand major concepts and instructions. Due to the visual and hands-on nature of this lesson, there is some written work but it may be helpful to pair students based on level. Additionally, key words and phrases in the reading can be highlighted.
- **Grade Level adaptations**- Definitions can be introduced and practiced ahead of time and readings can be recorded on audio or annotated. Those that need help with the paper slides can be paired based on need and provided the example videos.
- **Advanced students**- Those students able to grasp concepts quickly can be assigned certain social groups. (For example, the enslaved African American reading is longer and more complex.)
- **Additional supports**- As needed.

Discussion Guides

- Synthesis-
 - What went well and what was difficult about making the building/structure? *(Allow them to share their answers and see if any talk about how they adapted their product.)*
 - How did the cotton gin impact cotton production? *It increased production.*
 - What else happened as a result in the invention of the cotton gin? *Some gained wealth, more people were forced into slavery, it became a bigger export, cash crops became a bigger part of the economy, etc.*
 - How did cash crops impact life after the American Revolution? *It varied greatly. Some made a lot of money while others were forced to work without freedom. South Carolina's economy became dependant on cash crops.*
 - Are all inventions good? Why or why not? *This is an opinion question but students will likely make the connection that there are both positive and negative effects to inventions.*

More to Explore (Resources)

- <http://library.sc.edu/blogs/academy/files/2011/08/Lifestyles-during-the-Civil-War-3-4.1.pdf>
- <http://lodgemccammon.com/education/1-take/paperslide/>

