

Fall 2019

## The Election of 1860 and the Secession of the South

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### Recommended Citation

Colfer, Jessica, "The Election of 1860 and the Secession of the South" (2019). *Lesson Plans*. Paper 1.

<https://jdc.jefferson.edu/historylessonplans/1>

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# Thomas Jefferson University Archives and Special Collections

## Lesson Plan: Student Ledgers Fall Semester 1860 – Spring Semester 1861

### The Election of 1860 and the Secession of the South

Grade level: 9-12

#### Standards

- I. Historical Analysis and Skill Development 8.1.12B
  - A. Evaluate the interpretation of primary events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- II. Pennsylvania History 8.2.12C
  - A. Evaluate how continuity and change in Pennsylvania are interrelated to the US and the world.
- III. United States History 8.3.12C
  - A. Evaluate how continuity and change in U.S. history are interrelated with the world.

The Lesson 80 minutes

- I. Learning Objectives
  - A. Students will be able to analyze primary documents and identify the relation between student attendance and the political and societal context of the time.
  - B. Students will be able to analyze and apply their prior knowledge to interpret the perspectives of those during the outbreak of the Civil War.
  - C. Students will be able to identify the primary causes of South Carolina's secession from the Union.
- II. Materials
  - A. Declaration of Immediate Causes which Justify the Secession of South Carolina from the Federal Union and the Ordinance of Secession  
[https://avalon.law.yale.edu/19th\\_century/csa\\_scarsec.asp](https://avalon.law.yale.edu/19th_century/csa_scarsec.asp)
  - B. Map of the United States identifying Confederate States, Union States, and Slave states that stayed loyal to the Union. (suggested link: <https://www.nationalgeographic.org/photo/union-confederacy/>)
  - C. Assigned documents from the Thomas Jefferson University Medical Archives and Special Collections  
<https://jdc.jefferson.edu/jmcrecordsbooks/1/>
  - D. Projector to display images of the primary documents and map.

- E. Optional preparation resource for teachers explaining the appeal of medical schools in Philadelphia to southerners prior to the outbreak of the Civil War. Contains statistics about the number of individuals from the south at Thomas Jefferson University and University of Pennsylvania. This will enable teachers to have a background in the demographics of medical school students in Philadelphia prior to 1861. Kilbride, Daniel. "Southern Medical Students in Philadelphia, 1800-1861: Science and Sociability in the "Republic of Medicine"." *The Journal of Southern History* 65, no. 4 (1999): 697-732. doi:10.2307/2587585.

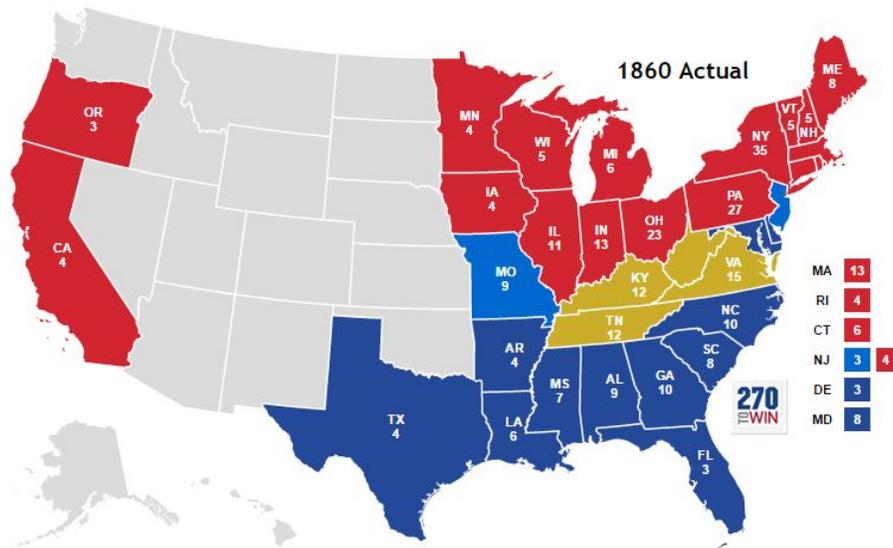
III. Anticipatory Set -10 minutes

- A. Students will have read the Declaration of Immediate Causes the night before [https://avalon.law.yale.edu/19th\\_century/csa\\_scarsec.asp](https://avalon.law.yale.edu/19th_century/csa_scarsec.asp)
- B. Students will be directed to open their laptops and use google docs to answer the following question pertaining to their reading. Question will be projected onto the smartboard or a handout will be distributed to students.
  - 1. In essay format please identify one of the major causes and/or arguments which South Carolina used to justify their secession from the Union? What evidence did they site to back this claim? Do you think that their argument was valid? Explain.

IV. Teaching and Modeling 15 minutes

- A. Teacher will recap the activity and ask the students to share their takeaways from the reading.
  - 1. Teacher will give the students time to discuss and debate their answers to the question.
  - 2. Teacher will further clarify and explain the reading, as to address any confusion or misunderstanding the students may have.
- B. Teacher will discuss the major causes of secession at the beginning of the Civil War and addressing the reading when necessary. Teacher will direct students to focus on the implications this had for not only those living within South Carolina, but also the Federal Union. Students will be encouraged to take notes.
  - 1. Teacher will explain how the election of Abraham Lincoln in 1860 was seen as the breaking point between the Northern and Southern states which ultimately prompted the South to secede.
    - a) Lincoln received only 40% of the popular vote
    - b) Republican party platform did not intend to end slavery in southern states but wanted to stop its spread into new territories.

- c) The South had been threatening since the beginning of the year to secede if the Republican party took the White House.
- d) Lincoln did not win any of the Southern states during the election.



- 2. Teacher will ask the students to identify the rights established by the Colonies, according to South Carolina.
  - a) The state has the right to govern itself
    - (1) This questions the authority of the Federal government and effectively weakens their power.
  - b) The people have the right to abolish a government if it has violated the rights of the people it was created to protect.
    - (1) Comparing the rule of the British over the colonies to the political atmosphere in 1860.
- 3. Teacher will ask the class to identify who violated the Constitution and in what way did they do so.
  - a) A number of Northern states enacted laws which
  - b) The Ninth Amendment of the Constitution states that, “the enumeration in the Constitution, of certain rights, should not be construed to deny or disparage others retained by the people.”
    - (1) The rights of the people are not limited to the rights listed in the Constitution.

C. Analyze the Election map of 1860 and the Map of the United States during the Civil War

D. The teacher will wrap up this part of the lesson by

IV. Guided Practice 25 minutes

- A. Teacher will divide students into groups of four, and have them gather in desk sequence.

B. Teacher will display two primary documents from the Thomas Jefferson University Archives and special collections, which show the differences in attendance between the medical school sessions of 1860 and 1861.

(insert link)

1. The teacher will begin the activity by providing students with a short background on Thomas Jefferson Medical College during the 19th century.
  - a) Jefferson had the highest attendance rate of all medical schools in the country.
  - b) Philadelphia attracted Southerners because of its southern sympathies.
2. Teachers will provide students with a handout with questions that will direct the students conversation and analysis of the document.
  - a) The students will be asked to identify the years in which each document was created.
  - b) The students will be asked to identify the purpose of the document and why it was created.
    - (1) Why and who was it created for?
  - c) The students will be asked to identify any major differences within the documents.
    - (1) The rate of attendance dropped significantly between the two semesters.
  - d) The students will be asked to summarize why these issues occurred.
3. Teacher will recommend that students work together with their group to complete the activity.
4. Teacher will tell the students that they are available to answer questions.
5. Teacher will circulate around the room, observing collaboration and response.

C. The teacher will bring the class back together and go over the hand out with the students.

1. The teacher will ask one student to answer each question on the handout.
2. Teacher will clarify questions or misunderstandings that the students had about the handout or activity.

V. Check for Understanding

A. Teacher will listen for students to be able to apply information about southern secession and the election of 1860 to the primary documents they are analyzing.

1. Are they able to use prior knowledge as evidence for a shift in attendance at a Northern medical college?
2. Can they evaluate a source and interpret the effects it had on the general population at the time?

VI. Independent Practice 25 minutes

- A. Teacher will hand out excerpts from the Thomas Jefferson Medical College archives and special collections, showing a page from the ledger displaying students enrolled in the program. (insert link)
- B. The teacher will ask the students to analyze it and apply prior knowledge from the lesson.
- C. The teacher will give the students 5 minutes to analyze and interpret the document.
- D. Teacher will have the students answer the following questions
  1. When was this document created? Is it a primary document?
  2. What was happening in the United States at the time.
  3. What types of medical students are attending Jefferson? Where are they from?
  4. Do you think that where the students were from affected their choice to go to school at Jefferson? Why?

VII. Closure 5 min

- A. Exit ticket
  1. Teacher will have students write on a piece of paper before they leave class.
  2. Students will write 1-2 sentences about something they learned in today's lesson.
  3. Students will write 1-2 sentences about something they would like to learn more about.
  4. Students will write any questions they still have.