

Grade 5 History & Geography

Unit 11: The Civil War

24 lessons and a unit quiz. Use this pack with the **The Civil War Student Reader** (print it, or download it once from the course) to teach the whole unit without the internet.

What is in this pack

- A lesson plan for each chapter: the Big Question, words to know, which pages to read, questions to talk over and the activity pages.
- The unit quiz, ready to print.
- Answers for the teacher at the back: every discussion question and the quiz key.

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Lesson schedule

Two or three lessons a week, about 30 minutes each. Tick each one off as you go.

	Lesson	Reader pages	Activity pages
☐	Chapter 1: Slavery	PDF pages 8–15	AP 1.1, AP 1.2
☐	Chapter 2: The Life of the Slave	PDF pages 16–23	AP 1.2, AP 2.1
☐	Chapter 3: The Missouri Compromise	PDF pages 24–29	AP 1.2
☐	Chapter 4: Growth of Antislavery Feeling	PDF pages 30–39	AP 1.2
☐	Chapter 5: Growing Apart	PDF pages 40–47	AP 1.2, AP 5.1
☐	Chapter 6: A House Divided	PDF pages 48–57	AP 1.2, AP 6.1
☐	Chapter 7: Young Mr. Lincoln	PDF pages 58–65	—
☐	Chapter 8: The Crisis Deepens	PDF pages 66–73	AP 1.2
☐	Chapter 9: The War Begins	PDF pages 74–79	AP 1.2
☐	Chapter 10: Advantages and Disadvantages	PDF pages 80–87	AP 10.1, AP 10.2
☐	Chapter 11: Developing a Strategy	PDF pages 88–95	AP 10.1
☐	Chapter 12: The War in the East	PDF pages 96–105	AP 10.1, AP 12.1
☐	Chapter 13: The Emancipation Proclamation	PDF pages 106–111	AP 1.2, AP 10.1
☐	Chapter 14: The Generals	PDF pages 112–119	—
☐	Chapter 15: Johnny Reb and Billy Yank	PDF pages 120–129	AP 15.1
☐	Chapter 16: Women and the War Effort	PDF pages 130–135	—
☐	Chapter 17: The Tide Turns	PDF pages 136–143	AP 10.1
☐	Chapter 18: Confederate Problems Mount	PDF pages 144–151	—
☐	Chapter 19: The War Draws to a Close	PDF pages 152–157	AP 10.1
☐	Chapter 20: The Death of President Lincoln	PDF pages 158–163	AP 20.1
☐	Chapter 21: The South in Ruins	PDF pages 164–169	—
☐	Chapter 22: The Struggle over Reconstruction	PDF pages 170–177	—
☐	Chapter 23: Congressional Reconstruction	PDF pages 178–185	—
☐	Chapter 24: The South Under Reconstruction	PDF pages 186–195	AP 24.1
☐	Unit quiz	—	—

Page numbers are the PDF page numbers of the Student Reader file, so they match what your PDF reader shows.

Chapter 1: Slavery

THE BIG QUESTION

Why did the demand for slaves increase in the Southern states?

Words to know

- **slavery** — a system in which people are legally owned by another and forced to work without pay *Large plantations in the South relied on slavery to make a profit.*
- **self-evident** — obvious *To Mary, it was self-evident that the institution of slavery was wrong.*
- **unalienable** — unable to be taken away or denied *The Founding Fathers believed that the rights to life, liberty, and happiness were unalienable.*
- **civil rights** — the rights that all citizens are supposed to have according to the Constitution and its amendments *Many activists fought to win civil rights for African Americans.*
- **cultivate** — to help grow *Because of the swampy terrain, farmers in parts of South Carolina struggled to cultivate any crops except rice.*

Read

Read Chapter 1 in the Student Reader: PDF pages 8-15. Look at the pictures and maps together.

Talk it over

1. What does it mean that slavery was “part of American life”?
2. How were parts of the United States starting to move away from the practice of slavery?
3. How did many people in early America feel about rights for African Americans?
4. What was the cotton gin?
5. How did the cotton gin strengthen the practice of slavery in the South?
6. Why would the cotton gin—a machine—increase rather than decrease the need for laborers?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why did the demand for slaves increase in the Southern states?
- Use one of today’s words in a sentence of your own.

Activity pages

- Activity Page 1.1 — Teacher Guide PDF page 172

- Activity Page 1.2 — Teacher Guide PDF page 173

Chapter 2: The Life of the Slave

THE BIG QUESTION

How did slaves in the South resist?

Words to know

- **consent** — approval or agreement *Jane asked for her mother's consent to go on the field trip.*
- **resist** — to fight against; oppose *Slaves found many ways to resist slavery.*
- **resistance** — the act of taking a stand against something by way of words or actions *Slave resistance included everything from work slowdowns to violent uprisings.*
- **deliverance** — the action of rescuing someone or setting them free *Enslaved people in the South prayed for deliverance.*
- **outwit** — to outsmart; to win by using trickery *The sly fox knew that he must outwit the hunter if he wished to survive.*

Read

Read Chapter 2 in the Student Reader: PDF pages 16–23. Look at the pictures and maps together.

Talk it over

1. What kinds of jobs did slaves do?
2. What could slave owners do to their slaves?
3. Why do you think it was illegal in many Southern states to teach slaves to read and write?
4. Who was Nat Turner, and what did he do?
5. How did slaves use code words and disguise their resistance to their owners?
6. How did slaves keep their African traditions alive?
7. Why might stories of characters with little power outsmarting those in authority have been popular among slaves?
8. How did slaves create a unique African American culture?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did slaves in the South resist?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.2 — Teacher Guide PDF page 173

- Activity Page 2.1: Two African American Spirituals — Teacher Guide PDF pages 174–175

Chapter 3: The Missouri Compromise

THE BIG QUESTION

How did the Missouri Compromise attempt to resolve the issue of slavery in the territories?

Words to know

- **territory** — an area of land *The family moved from their home on the East Coast to settle in the new territory.*
- **compromise** — when each side in a dispute gives up some of their demands to reach an agreement *Bill and Ilene reached a compromise when they agreed to take turns playing their favorite games.*
- **Union** — the states that made up the United States of America; during the Civil War, the states that supported the U.S. government *When a territory's population reached a certain number, the territory could apply to join the Union as a state.*
- **statehood** — the condition of being a state in the United States *Maine and Missouri applied for statehood during the 1800s.*
- **legislature** — the part of the government responsible for making laws *The legislature passed a new law that lowered the legal speed limit.*
- **character** — the qualities that make up the personality and behavior of a person or a country *It was out of character for David to raise his voice.*

Read

Read Chapter 3 in the Student Reader: PDF pages 24–29. Look at the pictures and maps together.

Talk it over

1. What did Northerners and Southerners believe about slavery in the territories?
2. Who made the laws for territories?
3. How could a territory become a state?
4. What was the issue before Congress in 1820 that caused the crisis over slavery?
5. What were the provisions of the Missouri Compromise?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did the Missouri Compromise attempt to resolve the issue of slavery in the territories?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.2 — Teacher Guide PDF page 173

Chapter 4: Growth of Antislavery Feeling

THE BIG QUESTION

How did abolitionists and the people of the Underground Railroad fight against slavery?

Words to know

- **constitutional amendment** — an official change or addition to the Constitution *The senator proposed a constitutional amendment to change voting laws in the United States.*
- **abolitionist** — a person who worked to end slavery during the 1700s and 1800s *A staunch abolitionist, William Lloyd Garrison worked tirelessly to bring an end to slavery.*
- **Underground Railroad** — a secret organization that helped slaves escape to freedom *Conductors on the Underground Railroad took great risks when they hid and transported escaped slaves.*
- **surveyor** — a worker who measures and examines land *The surveyor walked the length of the border several times before recording its exact location.*

Read

Read Chapter 4 in the Student Reader: PDF pages 30–39. Look at the pictures and maps together.

Talk it over

1. Why did Congress believe they had solved the issue of slavery with the Missouri Compromise?
2. According to the text, what was required to end slavery in the South?
3. Who was William Lloyd Garrison?
4. Who was Frederick Douglass?
5. In which part of the country did abolitionists have the greatest amount of support?
6. What was the Underground Railroad?
7. Why was Harriet Tubman called “Moses”?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did abolitionists and the people of the Underground Railroad fight against slavery?
- Use one of today’s words in a sentence of your own.

Activity pages

- Activity Page 1.2 — Teacher Guide PDF page 173

Chapter 5: Growing Apart

THE BIG QUESTION

What were the economic differences between the North and the South?

Words to know

- **manufacturing** — the production of items in large numbers for sale or trade *The economy of the North relied heavily on manufacturing.*
- **mill** — a building or group of buildings where goods are produced *The mill produced thousands of yards of fabric each day.*
- **urban** — relating to a city *Many immigrants to the United States settled in urban areas, such as New York City.*
- **rural** — relating to the countryside *Mark enjoyed living in the rural area away from the noisy crowds of the city.*

Read

Read Chapter 5 in the Student Reader: PDF pages 40–47. Look at the pictures and maps together.

Talk it over

1. What characteristics united Americans?
2. What were some of the differences, other than slavery, between the North and the South?
3. Who was Samuel Slater?
4. In what region were most U.S. factories located?
5. Where were most American cities? Why?
6. Why was slavery so important to Southern cotton growers?
7. What might be the main difference in how a large plantation owner and a small farmer related to their slaves?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What were the economic differences between the North and the South?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.2 — Teacher Guide PDF page 173
- Activity Page 5.1: Domain Vocabulary: Chapters 1–5 — Teacher Guide PDF page 176

Chapter 6: A House Divided

THE BIG QUESTION

Why did compromises fail to solve the national argument about slavery?

Words to know

- **senator** — a member of the Senate in the Congress of the United States *The senator proposed a new law in Congress.*
- **admission** — permission to join a group or enter a place *Leslie paid for her admission to the concert.*
- **secede** — to formally withdraw membership *In a speech, John Calhoun, a Southern senator, threatened that the Southern states would secede from the Union.*
- **fugitive** — a person who runs away or hides to avoid capture *The fugitive hid in the woods to avoid being discovered.*

Read

Read Chapter 6 in the Student Reader: PDF pages 48–57. Look at the pictures and maps together.

Talk it over

1. How did the war with Mexico revive the debate between the North and South over slavery?
2. Who was Harriet Beecher Stowe?
3. Who was Stephen A. Douglas?
4. What was the Kansas-Nebraska Act?
5. Why was the territory of Kansas known as “Bleeding Kansas”?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why did compromises fail to solve the national argument about slavery?
- Use one of today’s words in a sentence of your own.

Activity pages

- Activity Page 1.2 — Teacher Guide PDF page 173
- Activity Page 6.1 — Teacher Guide PDF page 177

Chapter 7: Young Mr. Lincoln

THE BIG QUESTION

What shaped Abraham Lincoln as a young man?

Words to know

- **constitutional** — allowed or legal under the terms of the U.S. Constitution *The Supreme Court ruled that the law was constitutional.*

Read

Read Chapter 7 in the Student Reader: PDF pages 58–65. Look at the pictures and maps together.

Talk it over

1. What political party did Abraham Lincoln belong to?
2. What was Lincoln's position on slavery?
3. Despite only spending about a year in school, how did Lincoln become well educated?
4. How did Lincoln earn the nickname "Honest Abe"?
5. Why do you think Lincoln insisted on paying off all the debts from his failed store? What does this reveal about his character?
6. What government jobs did Lincoln have?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What shaped Abraham Lincoln as a young man?
- Use one of today's words in a sentence of your own.

Chapter 8: The Crisis Deepens

THE BIG QUESTION

What led the South to secede?

Words to know

- **Supreme Court** — the highest court in the land *The case was appealed all the way to the Supreme Court for a final ruling.*
- **exercise** — to actively use or do something *Tina went to the polls to exercise her right to vote.*
- **endure** — to last *The writers of the Constitution hoped that the document would endure for many years.*
- **dissolve** — to end something, such as an organization *Congress decided to dissolve the special committee appointed to investigate the issue.*
- **natural rights** — rights that all people are born with and that cannot be taken away by the government *The Declaration of Independence says all citizens have the natural rights of “life, liberty, and the pursuit of happiness.”*
- **arsenal** — a place where weapons and other military equipment are stored *The military kept a large stockpile of weapons in the arsenal.*

Read

Read Chapter 8 in the Student Reader: PDF pages 66–73. Look at the pictures and maps together.

Talk it over

1. Who was Dred Scott?
2. What did the Supreme Court decide in the Dred Scott case?
3. Why did the Dred Scott decision make Southerners happy?
4. What did Lincoln mean when he said, “A house divided against itself cannot stand”?
5. In what ways did Lincoln and Douglas differ in their opinions of African Americans?
6. Who was John Brown?
7. Why did some abolitionists consider John Brown a hero before the raid at Harpers Ferry?
8. What was John Brown’s plan?
9. Who was the leader of the U.S. Marines who captured Brown?
10. What did Abraham Lincoln and the Republican Party promise during the election of 1860?
11. Why do you think Southerners refused to believe Republican promises in the election of 1860 to not interfere with slavery in the states?

12. What happened after Abraham Lincoln was elected president?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What led the South to secede?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.2 — Teacher Guide PDF page 173

Chapter 9: The War Begins

THE BIG QUESTION

Why did the attack on Fort Sumter launch the American Civil War?

Words to know

- **Confederate** — of or relating to the eleven states that seceded from the Union to form a new and separate republic *The Confederate States of America was formed by Southern states that had seceded from the Union.*
- **preserve** — to keep or save *Abraham Lincoln's main goal was to preserve the Union.*
- **ammunition** — bullets or shells *The soldiers ran low on ammunition as the battle raged on.*
- **bombardment** — a continuous attack with bombs, missiles, or other types of ammunition *The rebel forces began to crumble under the constant bombardment.*

Read

Read Chapter 9 in the Student Reader: PDF pages 74–79. Look at the pictures and maps together.

Talk it over

1. What name did the seceding states give to their new country?
2. Whom did the Confederacy choose as its president?
3. Why didn't Lincoln move against the seceding states immediately after taking office?
4. Where was Fort Sumter, and who controlled it?
5. Why did Lincoln send ships to Fort Sumter?
6. How did the Confederacy respond?
7. What was the result of the attack on and surrender of Fort Sumter in the North and in the South?
8. What were some of the problems that led to the Civil War?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why did the attack on Fort Sumter launch the American Civil War?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.2 — Teacher Guide PDF page 173

Chapter 10: Advantages and Disadvantages

THE BIG QUESTION

What resources and advantages did each side have at the start of the Civil War?

Words to know

- **upper hand** — control or advantage *Both teams worked hard to get the upper hand over their opponent.*
- **defensive** — designed to keep safe or protect against attack *The soldiers built a defensive wall around the fort.*

Read

Read Chapter 10 in the Student Reader: PDF pages 80–87. Look at the pictures and maps together.

Talk it over

1. What was the name of the U.S. war between the North and the South?
2. What did people expect about the length of the war?
3. How did the First Battle of Bull Run change people's expectations about the war?
4. What advantages did the North have in the war?
5. What advantages did the Confederacy have at the beginning of the Civil War?
6. Why would a longer war favor the Union side?
7. Why did Robert E. Lee fight for the Confederacy instead of the Union?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What resources and advantages did each side have at the start of the Civil War?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 10.1: Chapters 10–13, 17, 19 — Teacher Guide PDF pages 178–179
- Activity Page 10.2: Domain Vocabulary: Chapters 6–10 — Teacher Guide PDF pages 180–181

Chapter 11: Developing a Strategy

THE BIG QUESTION

What was General Winfield Scott's plan to win the war, and how successful was it?

Words to know

- **strategy** — a plan of action created to achieve a specific goal *The general devised a strategy to win the battle and defeat the enemy.*
- **blockade** — a military strategy aimed at preventing people and goods from entering or leaving an area *Because of the blockade, the town was unable to get supplies for its citizens.*
- **manpower** — the number of people available for a task *A large amount of manpower was required to move the heavy wagon.*

Read

Read Chapter 11 in the Student Reader: PDF pages 88–95. Look at the pictures and maps together.

Talk it over

1. Who was Winfield Scott?
2. What was Winfield Scott's plan for winning the war?
3. Why did people criticize Scott's plan?
4. What made the Virginia a different and dangerous ship to Union forces?
5. Who was David Farragut, and what did he do?
6. Why was New Orleans an important target?
7. What happened at Shiloh?
8. What was the status of the Mississippi River by the end of 1862?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What was General Winfield Scott's plan to win the war, and how successful was it?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 10.1: Chapters 10–13, 17, 19 — Teacher Guide PDF pages 178–179

Chapter 12: The War in the East

THE BIG QUESTION

What prompted Lincoln to remove General McClellan from command?

Words to know

- **volunteer** — a person who chooses or offers to serve in the military; a person who offers to complete a task or participate in an event without pay *The volunteer helped clean up litter in a local park.*
- **caution** — carefulness; efforts made to avoid danger or risk *The troops moved ahead with caution, for they did not know what the foreign terrain might hold.*
- **secretary of war** — the government official responsible for planning and executing wars *The secretary of war met with several generals to discuss upcoming battle strategies.*
- **peninsula** — of or related to a piece of land that sticks out into a body of water *General McClellan's peninsula campaign ultimately proved unsuccessful.*
- **decisiveness** — an ability to make decisions quickly *The general was well-known for his decisiveness; he was always quick to make up his mind.*

Read

Read Chapter 12 in the Student Reader: PDF pages 96–105. Look at the pictures and maps together.

Talk it over

1. Who was George McClellan?
2. What were McClellan's strengths as a commander?
3. What were McClellan's weaknesses as a commander?
4. What was McClellan's plan for the Peninsula Campaign?
5. Why was the Peninsula Campaign unsuccessful?
6. What were Lee's goals in the invasion of the North in 1862?
7. Why do some Civil War battles have two names?
8. Why didn't Lee win a decisive victory at Antietam?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What prompted Lincoln to remove General McClellan from command?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 10.1: Chapters 10-13, 17, 19 — Teacher Guide PDF pages 178-179
- Activity Page 12.1: A Soldier's Thoughts — Teacher Guide PDF pages 182-183

Chapter 13: The Emancipation Proclamation

THE BIG QUESTION

How did the Emancipation Proclamation change the focus of the war effort from the Union point of view?

Words to know

- **emancipation** — the act of setting someone or something free *During the 1800s, abolitionists fought for the emancipation of slaves.*
- **righteous** — moral or virtuous *The rebels believed their cause to be righteous.*
- **decree** — a formal order or statement, usually by a government *The president issued a decree that was to be enforced across the country.*

Read

Read Chapter 13 in the Student Reader: PDF pages 106–111. Look at the pictures and maps together.

Talk it over

1. What important action did President Lincoln take after the Battle of Antietam?
2. What did the Emancipation Proclamation do?
3. Why did Lincoln wait until after the Battle of Antietam to issue the Emancipation Proclamation?
4. Why was Maryland so important to the Union cause?
5. Whom did the Emancipation Proclamation free, and whom did it leave enslaved?
6. What is the connection between the Declaration of Independence and the Emancipation Proclamation?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did the Emancipation Proclamation change the focus of the war effort from the Union point of view?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.2 — Teacher Guide PDF page 173
- Activity Page 10.1: Chapters 10–13, 17, 19 — Teacher Guide PDF pages 178–179

Chapter 14: The Generals

THE BIG QUESTION

How were the three great Civil War generals alike and different?

Words to know

- **colonel** — a high-ranking military official *The soldiers looked to their colonel for guidance on the battlefield.*
- **mystify** — to confuse *The rebels' ability to resist capture continued to mystify the soldiers.*
- **tactic** — an action used to reach a goal *One tactic used by the general was to destroy the enemy's supply lines.*

Read

Read Chapter 14 in the Student Reader: PDF pages 112–119. Look at the pictures and maps together.

Talk it over

1. What did Robert E. Lee do to gain an advantage over his opponents?
2. How did Stonewall Jackson get his nickname?
3. How did Stonewall Jackson's nickname give the wrong impression about his battlefield tactics?
4. In what way was Stonewall Jackson the opposite of Union General George McClellan?
5. What did Jackson know better than any other Civil War general?
6. How did Grant get the nickname "Unconditional Surrender" Grant?
7. How was Grant's strategy based on the overall advantages of the Union side?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How were the three great Civil War generals alike and different?
- Use one of today's words in a sentence of your own.

Chapter 15: Johnny Reb and Billy Yank

THE BIG QUESTION

What was life like for the common soldier during the Civil War?

Words to know

- **bonus** — extra money that is added to a person's pay *The employee was given a bonus at the end of the year for her hard work.*
- **draft** — a system that requires individuals to serve in the military *As the war dragged on, a draft was needed to bolster the size of the military.*
- **substitute** — a person or thing that acts in place of another *The player needed a substitute after growing tired from sprinting the length of the field.*

Read

Read Chapter 15 in the Student Reader: PDF pages 120–129. Look at the pictures and maps together.

Talk it over

1. What is the draft and why did both sides in the Civil War need to use it?
2. How was the Union draft unfair? How was the Confederate draft unfair?
3. What was food like in the Union and Confederate armies?
4. How did the shortage of supplies affect Confederate?
5. Why were Civil War hospitals so deadly?
6. Why couldn't African American soldiers join the Union Army at the start of the Civil War?
7. What finally allowed African Americans to serve in the military?
8. How did the use of African American soldiers provide the Union with yet another advantage over the Confederacy?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What was life like for the common soldier during the Civil War?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 15.1: Domain Vocabulary: Chapters 11–15 — Teacher Guide PDF page 184

Chapter 16: Women and the War Effort

THE BIG QUESTION

How did women help the war effort?

Words to know

- **spy** — a person who collects secret information about an enemy, often while in enemy territory *The spy worked hard to keep his identity hidden so that he could continue to collect useful information.*
- **warehouse** — a large building where goods are stored *Clothing, weapons, and food could be found stacked on the shelves of the army warehouse.*
- **battlefront** — the place where soldiers fight during a battle *Many soldiers' lives were lost on the battlefront.*
- **surgeon** — a doctor who is trained to perform surgery, or operations *The surgeon knew the procedure would be complicated, but she was confident that the patient would live.*

Read

Read Chapter 16 in the Student Reader: PDF pages 130–135. Look at the pictures and maps together.

Talk it over

1. How did the war change life for women living on farms?
2. Besides farming, what were some of the tasks women accomplished for the war effort?
3. Why is Clara Barton famous?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did women help the war effort?
- Use one of today's words in a sentence of your own.

Chapter 17: The Tide Turns

THE BIG QUESTION

Why was the Battle of Gettysburg important and still remembered today?

Words to know

- **stronghold** — a place that is strengthened or fortified against an attack *The Union viewed Richmond as an important Confederate stronghold that must be captured.*
- **siege** — a battle strategy in which enemy soldiers surround a building or place so that those under attack cannot receive supplies; blockade *The general knew that a siege of the town would eventually force the rebels to surrender.*
- **telegraph** — to communicate over long distances by sending signals through wires *The president waited anxiously for the general to telegraph him news of the battle.*
- **consecrate** — to declare something sacred or holy *The president's speech served to consecrate the battlefield where the lives of many soldiers were lost.*
- **hallow** — to honor or respect *The speaker asked the audience for a moment of silence to hallow the memory of the soldiers who died in battle.*

Read

Read Chapter 17 in the Student Reader: PDF pages 136–143. Look at the pictures and maps together.

Talk it over

1. Why was Chancellorsville a costly victory for the South?
2. What did Robert E. Lee learn from the siege of Vicksburg?
3. Why was Gettysburg such an important battle?
4. What costly mistake did Union forces make after the Battle of Gettysburg?
5. Why is the Gettysburg Address so short?
6. Which statement made by Lincoln in the Gettysburg Address proved to be wrong?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why was the Battle of Gettysburg important and still remembered today?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 10.1: Chapters 10–13, 17, 19 — Teacher Guide PDF pages 178–179

Chapter 18: Confederate Problems Mount

THE BIG QUESTION

What problems did the Confederacy have at home?

Words to know

- **states' rights** — political powers that belong to state governments under the Constitution; also, the belief that the federal government should have less power and state governments should have more power *The issue of states' rights created problems for the government of the Confederacy.*
- **governor** — the elected leader of a state in the United States *The governor was elected to two four-year terms of office.*
- **manufactured good** — a n item made in large numbers for sale or trade *Fabric was the leading manufactured good produced in the small town.*
- **cabinet** — a group of government officials who advise the president *The president looked to his cabinet for advice.*

Read

Read Chapter 18 in the Student Reader: PDF pages 144–151. Look at the pictures and maps together.

Talk it over

1. How did the idea of states' rights hurt the government of the Confederacy?
2. Why did Confederate leaders expect Great Britain and France to help them in the war, and why did the South fail to gain their support?
3. What actions did Jefferson Davis take that hurt the South's military effort?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What problems did the Confederacy have at home?
- Use one of today's words in a sentence of your own.

Chapter 19: The War Draws to a Close

THE BIG QUESTION

How did the Union finally defeat the Confederacy?

Words to know

- **malice** — a desire to hurt another person *President Lincoln believed that the Union should put aside any feelings of malice toward the Confederate states after the war came to an end.*
- **bind** — to tie up *Allie used twine to bind the two objects together.*

Read

Read Chapter 19 in the Student Reader: PDF pages 152–157. Look at the pictures and maps together.

Talk it over

1. What was Grant's biggest advantage over Lee in the spring of 1864?
2. What was Sherman's practice of total war?
3. Why was Lincoln's reelection important?
4. How did Union victories influence the outcome of the election of 1864?
5. What were Lincoln's plans for the South after the war was over?
6. What was the main message of Lincoln's second inaugural address?
7. What were the terms of surrender that Grant gave Lee at Appomattox?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did the Union finally defeat the Confederacy?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 10.1: Chapters 10–13, 17, 19 — Teacher Guide PDF pages 178–179

Chapter 20: The Death of President Lincoln

THE BIG QUESTION

Why did John Wilkes Booth kill President Lincoln?

Words to know

- **racist** — a person who believes one race of people is superior to, or better than, another *A known racist, the shop owner often discriminated against minority customers.*
- **secret agent** — a spy; a person who collects and reports secret information about other governments or countries *The secret agent worked hard to keep her identity hidden.*

Read

Read Chapter 20 in the Student Reader: PDF pages 158–163. Look at the pictures and maps together.

Talk it over

1. Who was John Wilkes Booth?
2. What was John Wilkes Booth's first plan to gain fame?
3. What do you think the Secretary of War Edwin Stanton's words at Lincoln's death—"He belongs to the ages."—mean?
4. The author says that Booth was mistaken if he thought killing President Lincoln was a way to take revenge for the South. What argument does the author make as to why Booth was mistaken?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why did John Wilkes Booth kill President Lincoln?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 20.1: Domain Vocabulary: Chapters 16–20 — Teacher Guide PDF pages 185–186

Chapter 21: The South in Ruins

THE BIG QUESTION

What was life like in the South after the Civil War?

Words to know

- **acre** — an area of land that measures 4,840 square yards *The size of the farm was modest, measuring only about one square acre in size.*

Read

Read Chapter 21 in the Student Reader: PDF pages 164–169. Look at the pictures and maps together.

Talk it over

1. Why did many former slaves leave their old plantations after the war?
2. What was the Freedmen's Bureau, and what did it do?
3. Why was land ownership an important issue for former slaves?
4. What was sharecropping?
5. Why did sharecropping develop?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What was life like in the South after the Civil War?
- Use one of today's words in a sentence of your own.

Chapter 22: The Struggle over Reconstruction

THE BIG QUESTION

How did Andrew Johnson's ideas of reconstruction differ from the Radical Republicans'?

Words to know

- **reconcile** — to return to a friendly relationship after a conflict *Some Northerners feared they could not reconcile their differences with the South.*
- **ratify** — to approve *The legislature voted to ratify the amendment.*
- **Reconstruction** — in the United States, the period of rebuilding after the Civil War *The United States underwent many changes during the years of Reconstruction after the war came to an end.*
- **Black Codes** — laws passed in Southern states to limit the freedoms of African Americans after the Civil War *Following the end of the Civil War, some states passed Black Codes to restrict the rights of freedmen.*
- **radical** — favoring large or widespread changes *Some politicians believed that radical changes must be made to the country following the end of the war.*
- **veto** — to reject or refuse to approve a law *The president decided to veto the bill, thus preventing it from becoming a law.*

Read

Read Chapter 22 in the Student Reader: PDF pages 170–177. Look at the pictures and maps together.

Talk it over

1. What did the Thirteenth Amendment do?
2. Why did Andrew Johnson become president? What government position did Andrew Johnson hold before he became president?
3. What was Johnson's plan for Reconstruction? What was this plan called?
4. Why did Republicans oppose Johnson's plan?
5. What were the Black Codes?
6. What did the Fourteenth Amendment do?
7. What brought Presidential Reconstruction to an end?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did Andrew Johnson's ideas of reconstruction differ from the Radical Republicans'?
- Use one of today's words in a sentence of your own.

Chapter 23: Congressional Reconstruction

THE BIG QUESTION

Why did Thaddeus Stevens and the Radical Republicans decide to impeach Andrew Johnson?

Words to know

- **underdog** — a person or group that is not likely to win *Few fans expected the underdog to win the race.*
- **testify** — to make a statement or provide evidence, usually in a court of law *The witness was called to testify in front of the grand jury.*
- **impeach** — to accuse a government official of doing something wrong or improper *Members of Congress decided to impeach the president because he ignored certain laws passed by Congress.*
- **high crimes and misdemeanors** — actions of misconduct by a government official, such as lying, abuse of power, or failing to perform job responsibilities *Congress brought charges against the president for high crimes and misdemeanors.*

Read

Read Chapter 23 in the Student Reader: PDF pages 178–185. Look at the pictures and maps together.

Talk it over

1. What did Thaddeus Stevens and the Radical Republicans believe was necessary for Reconstruction to succeed?
2. What was the congressional plan for Reconstruction?
3. What events led to the impeachment of President Johnson?
4. What was the outcome of the impeachment of President Johnson?
5. What effect do you think the impeachment of Johnson had on the remainder of his term as president?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why did Thaddeus Stevens and the Radical Republicans decide to impeach Andrew Johnson?
- Use one of today's words in a sentence of your own.

Chapter 24: The South Under Reconstruction

THE BIG QUESTION

How did Reconstruction fail to give equality to African Americans?

Words to know

- **lieutenant governor** — an official in state government who ranks second to the governor *The lieutenant governor became leader of the state after the governor was removed from office.*
- **segregation** — the act of keeping people separate, usually on the basis of race *Many states in the South passed laws that enforced segregation in public places and in schools.*

Read

Read Chapter 24 in the Student Reader: PDF pages 186–195. Look at the pictures and maps together.

Talk it over

1. How did Congressional Reconstruction affect government?
2. What were carpetbaggers and scalawags?
3. What were some of the accomplishments of the Reconstruction governments?
4. What did the Fifteenth Amendment say?
5. How did most white Southerners feel about the state governments created under Congressional Reconstruction? Why?
6. Why were many Southern whites so against equal rights for blacks?
7. What is the Ku Klux Klan?
8. What did the U.S. government do to stop groups such as the Ku Klux Klan?
9. How did some Southern whites resist the Reconstruction governments?
10. What finally ended the era of Reconstruction in the South?
11. What happened to African Americans in the South after Reconstruction?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did Reconstruction fail to give equality to African Americans?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 24.1: Who Am I? — Teacher Guide PDF page 187

UNIT QUIZ

The Civil War

Name: _____ Date: _____

Circle the letter of the best answer.

1. Who invented the cotton gin?

- a) Thomas Jefferson
- b) Nat Turner
- c) Eli Whitney
- d) John C. Calhoun

2. The Missouri Compromise

- a) allowed Missouri to become a state if it outlawed slavery.
- b) created a line with free states north of it and slave states to the south.
- c) divided the Missouri Territory into the states of Missouri and Illinois.
- d) allowed Missouri to become a state without Congress's approval.

3. Who was Harriett Beecher Stowe?

- a) a famous conductor on the Underground Railroad
- b) a civil war nurse
- c) the wife of Robert E. Lee
- d) the author of Uncle Tom's Cabin

4. In the Dred Scott case, the Supreme Court ruled that

- a) slavery was illegal.
- b) slaves were property, and Congress could not take away a person's right to his property by passing a law.
- c) the Compromise of 1850 was against the Constitution and should not have been passed as a law.
- d) Dred Scott was a free man because he lived in Louisiana.

5. Which man led the attack on the U.S. government arsenal at Harpers Ferry, in the hope of giving guns to slaves?

- a) John Brown
- b) Stephen A. Douglas
- c) Frederick Douglass
- d) Andrew Johnson

6. Who was the president of the Confederacy?

- a) Robert E. Lee
- b) Stephen A. Douglas
- c) Jefferson Davis
- d) Stonewall Jackson

- 7.** Which Union strategy kept the Confederates from selling cotton and buying supplies?
- a) naval blockade
 - b) total war
 - c) anaconda strategy
 - d) march to the sea
- 8.** What was Lincoln's problem with General McClellan?
- a) McClellan was a poor organizer and trainer of soldiers.
 - b) McClellan was too eager to fight the enemy.
 - c) McClellan was too reluctant to attack the enemy.
 - d) McClellan was trained as an admiral in the navy.
- 9.** The Emancipation Proclamation
- a) freed all slaves in the Confederacy.
 - b) ended slavery everywhere.
 - c) declared war on the Confederacy.
 - d) declared the Missouri Compromise unconstitutional.
- 10.** Which Confederate general was famous for his ability to move and attack quickly?
- a) George McClellan
 - b) Stonewall Jackson
 - c) David Farragut
 - d) George Meade
- 11.** The Union general whose main strategy was to fight and wear down the enemy was
- a) Robert E. Lee.
 - b) Stonewall Jackson.
 - c) Ulysses S. Grant.
 - d) George McClellan.
- 12.** Which woman gained fame as a Civil War nurse and founder of the American Red Cross?
- a) Clara Barton
 - b) Harriet Tubman
 - c) Harriet Beecher Stowe
 - d) Sojourner Truth
- 13.** Which battle started the Civil War?
- a) Fort Sumter
 - b) Bull Run
 - c) Gettysburg
 - d) Chancellorsville
- 14.** Grant's victory at Vicksburg
- a) gave the Union control of the Mississippi River.
 - b) gave the Union control of Richmond.
 - c) resulted in the death of Stonewall Jackson.
 - d) allowed Lee to escape one more time.

- 15.** In the Gettysburg Address, Lincoln
- a) freed the slaves.
 - b) asked the people of Gettysburg to join the Union Army.
 - c) honored the fallen soldiers at Gettysburg.
 - d) spoke for two hours.
- 16.** Who was Frederick Douglass?
- a) the first African American to serve in Congress
 - b) an escaped slave who became an abolitionist
 - c) a soldier in the Massachusetts 54th Regiment
 - d) the author of the Emancipation Proclamation
- 17.** General Sherman was famous for
- a) his victory at Gettysburg.
 - b) his march to the sea.
 - c) failing to attack the enemy.
 - d) his naval blockade.
- 18.** Who killed Abraham Lincoln?
- a) John Wilkes Booth
 - b) John Brown
 - c) Stephen A. Douglas
 - d) Andrew Johnson
- 19.** The government organization set up to assist former slaves was called the
- a) Army of the Potomac.
 - b) Freedmen's Bureau.
 - c) Underground Railroad.
 - d) American Red Cross.
- 20.** Which of the following statements is true about Congressional Reconstruction?
- a) It threw out state governments that had passed Black Codes.
 - b) It refused to allow Confederate leaders back into Congress.
 - c) It ratified amendments to the Constitution to secure the right to vote and a fair trial for black Southerners.
 - d) all of the above

Answers

Chapter 1: Slavery

1. **What does it mean that slavery was “part of American life”?**

Slavery had existed in the United States since colonial times. At the time of independence, one in five Americans was African American and nearly all African Americans were enslaved.

2. **How were parts of the United States starting to move away from the practice of slavery?**

Northern states took steps to end slavery. The Northwest Ordinance banned slavery in five new western states. The Constitution said the slave trade would end in 1808. Some Southern states made it easier for slave owners to free their slaves.

3. **How did many people in early America feel about rights for African Americans?**

Many people did not believe the rights in the Declaration of Independence applied to people of color. Many people believed liberty was about self-government and improving life economically, not about ending slavery or giving rights to people of color.

4. **What was the cotton gin?**

It was a machine that removed seeds from cotton.

5. **How did the cotton gin strengthen the practice of slavery in the South?**

It led to increased cotton production and more demand for laborers.

6. **Why would the cotton gin—a machine—increase rather than decrease the need for laborers?**

Students should understand that, although Whitney’s machine significantly reduced human labor from the seed cleaning process, it created a demand for more laborers because Southern plantations increased cotton growth one hundred times over previous production. Laborers were needed to plow, plant, cultivate, and harvest the cotton.

Chapter 2: The Life of the Slave

1. **What kinds of jobs did slaves do?**

House slaves cooked, cleaned, and took care of their owner’s children. Some slaves worked as carpenters, blacksmiths, brickmakers, and barrel makers. Most worked as field hands.

2. **What could slave owners do to their slaves?**

Slave owners could buy and sell slaves, break up slave families, whip slaves, and keep them from leaving the plantation.

3. **Why do you think it was illegal in many Southern states to teach slaves to read and write?**

Possible response: If slaves learned to read and write, it would be easier for them to

work together to resist slavery. Being able to read would mean slaves would not be dependent on their owners for information. They could learn things for themselves, which would make it more difficult for the slave owners to control them.

4. **Who was Nat Turner, and what did he do?**

Turner was a Virginia slave who led a rebellion in which fifty-five people were killed.

5. **How did slaves use code words and disguise their resistance to their owners?**

By using stories from the Bible, slaves fooled their owners into thinking they were singing about religion and not their personal dreams of freedom.

6. **How did slaves keep their African traditions alive?**

They told stories and folk tales handed down from earlier generations. They practiced African music, dancing, and religious traditions.

7. **Why might stories of characters with little power outsmarting those in authority have been popular among slaves?**

Possible response: Slaves might have found hope in the idea of people in weak positions, like themselves, winning against people in strong positions, like slave owners.

8. **How did slaves create a unique African American culture?**

They blended elements of culture from Africa with elements of American culture.

Chapter 3: The Missouri Compromise

1. **What did Northerners and Southerners believe about slavery in the territories?**

Southerners wanted slavery to be allowed in the new territories. Northerners did not.

2. **Who made the laws for territories?**

Congress created new territories and made the laws for them.

3. **How could a territory become a state?**

When the population reached sixty thousand, the territory could write its own state constitution and apply to Congress for admission as a state.

4. **What was the issue before Congress in 1820 that caused the crisis over slavery?**

Missouri's application for admission as a slave state would upset the balance between free and slave states.

5. **What were the provisions of the Missouri Compromise?**

Missouri was admitted as a slave state; Maine, as a free state. So the balance of free and slave states remained the same. A line was drawn from Missouri's southern border at 36° 30' north latitude, dividing free and slave portions across the rest of the Louisiana Purchase.

Chapter 4: Growth of Antislavery Feeling

1. **Why did Congress believe they had solved the issue of slavery with the Missouri Compromise?**

Though many Americans opposed slavery, few were willing to fight hard against the institution in places where it already existed.

2. **According to the text, what was required to end slavery in the South?**
Southern states would have to end slavery voluntarily, or there would have to be a constitutional amendment ending slavery.
3. **Who was William Lloyd Garrison?**
Garrison was a leader of the abolitionist movement; his newspaper, *The Liberator*, called for an immediate end to slavery.
4. **Who was Frederick Douglass?**
Frederick Douglass was an escaped slave whose speeches and newspaper articles were important contributions to the abolitionist cause.
5. **In which part of the country did abolitionists have the greatest amount of support?**
the North
6. **What was the Underground Railroad?**
The Underground Railroad was a network of people who helped runaway slaves escape to free states in the North and to Canada.
7. **Why was Harriet Tubman called “Moses”?**
She helped deliver slaves from slavery, similar to the biblical figure Moses.

Chapter 5: Growing Apart

1. **What characteristics united Americans?**
Americans were united by a common language, a common faith, and a shared history, including the American Revolution.
2. **What were some of the differences, other than slavery, between the North and the South?**
One difference was where people lived. Most people in the North lived in towns and cities, and most people in the South lived on farms. Manufacturing was becoming more important in the North, while most Southerners made a living as farmers.
3. **Who was Samuel Slater?**
Slater was an employee in a British spinning mill. He memorized every part of the spinning machine and came to the United States to build one of his own. He opened the first factory in the United States.
4. **In what region were most U.S. factories located?**
New England, or the Northeast
5. **Where were most American cities? Why?**
Most American cities were in the North and Midwest because those regions were centers of manufacturing and trade.
6. **Why was slavery so important to Southern cotton growers?**
The Southern economy relied on cotton. Cotton growing required heavy labor for planting and harvesting the crops, so more slaves were needed than in the past.

7. **What might be the main difference in how a large plantation owner and a small farmer related to their slaves?**

A plantation owner would have little direct daily contact with his slaves. A small farmer would probably own only one or two slaves and would usually work in the fields alongside them.

Chapter 6: A House Divided

1. **How did the war with Mexico revive the debate between the North and South over slavery?**

Because of the war with Mexico, the United States gained land in the West and Southwest. People debated whether slavery should be allowed in these new territories.

2. **Who was Harriet Beecher Stowe?**

She was a woman from a New England family of abolitionists. She wrote a book, *Uncle Tom's Cabin*, depicting the cruelty of slavery.

3. **Who was Stephen A. Douglas?**

He was a U.S. senator from Illinois and future presidential candidate. He came up with the idea for the Kansas-Nebraska Act.

4. **What was the Kansas-Nebraska Act?**

The act created two new territories from the land remaining from the Louisiana Purchase. It also repealed the Missouri Compromise by allowing settlers in the two new territories to decide for themselves whether slavery would be allowed.

5. **Why was the territory of Kansas known as “Bleeding Kansas”?**

Both Northerners and Southerners moved there in hopes of making the state either a free state or a slave state. Both sides began attacking each other, and two hundred settlers were ultimately killed in the conflict.

Chapter 7: Young Mr. Lincoln

1. **What political party did Abraham Lincoln belong to?**

the Republican Party

2. **What was Lincoln's position on slavery?**

He was opposed to slavery, but he recognized that under the Constitution, the federal government could not interfere with it in the states. He did oppose slavery expanding into the territories.

3. **Despite only spending about a year in school, how did Lincoln become well educated?**

Lincoln's stepmother taught him to read. He walked miles to borrow books. Whenever something needed to be written, Lincoln offered to do the writing for his family and his neighbors.

4. **How did Lincoln earn the nickname “Honest Abe”?**

He paid back all of the money he and his partner owed after their store closed and his partner died.

5. **Why do you think Lincoln insisted on paying off all the debts from his failed store? What does this reveal about his character?**

Lincoln's sense of right and wrong would not allow him to walk away from the debts. He didn't think it was fair that the people he owed money to should suffer because of his actions. This demonstrates his honest, hardworking character.

6. **What government jobs did Lincoln have?**

He served in the Illinois state legislature and the U.S. Congress.

Chapter 8: The Crisis Deepens

1. **Who was Dred Scott?**

He was an African American who was enslaved in Missouri. After his owner brought him to the free state of Illinois and the free Wisconsin territory, Dred Scott went to court to win his freedom.

2. **What did the Supreme Court decide in the Dred Scott case?**

It said that because Dred Scott was brought back to Missouri, he was still a slave. It said that slaves were property and that African Americans were not and could never be U.S. citizens. It also said the Missouri Compromise was unconstitutional.

3. **Why did the Dred Scott decision make Southerners happy?**

The decision kept Scott a slave and supported the idea of slavery. It also meant slavery could spread to any of the territories.

4. **What did Lincoln mean when he said, "A house divided against itself cannot stand"?**

He meant that the country could not continue to be divided over the issue of slavery. At some point, the country would have to become all slave states or all free states.

5. **In what ways did Lincoln and Douglas differ in their opinions of African Americans?**

Lincoln believed African Americans were his equal and entitled to the rights in the Declaration of Independence. Douglas believed African Americans had no such rights.

6. **Who was John Brown?**

He was an abolitionist who believed he was chosen by God to end slavery.

7. **Why did some abolitionists consider John Brown a hero before the raid at Harpers Ferry?**

He and his sons had killed Southern settlers in Bleeding Kansas.

8. **What was John Brown's plan?**

He wanted to attack the arsenal at Harpers Ferry and give weapons to slaves to start slave rebellions.

9. **Who was the leader of the U.S. Marines who captured Brown?**

Robert E. Lee

10. **What did Abraham Lincoln and the Republican Party promise during the election of 1860?**

They promised slavery could continue wherever it already existed, but they would do what they could to keep slavery out of the territories.

11. **Why do you think Southerners refused to believe Republican promises in the election of 1860 to not interfere with slavery in the states?**

Possible answers: Southerners remembered the Lincoln-Douglas debates of two years prior, when Lincoln made it clear that he thought slavery was wrong. Southerners didn't trust Lincoln or the Republican Party.

12. **What happened after Abraham Lincoln was elected president?**

South Carolina and six other Southern states seceded, or left, the Union.

Chapter 9: The War Begins

1. **What name did the seceding states give to their new country?**

They named their country the Confederate States of America or the Confederacy.

2. **Whom did the Confederacy choose as its president?**

They chose Jefferson Davis to be president.

3. **Why didn't Lincoln move against the seceding states immediately after taking office?**

There were eight other slave states that had not yet seceded, and four of them had warned Lincoln they would do so if he used force against the seven states that had seceded.

4. **Where was Fort Sumter, and who controlled it?**

Fort Sumter was in South Carolina and the U.S. government (the Union) controlled it.

5. **Why did Lincoln send ships to Fort Sumter?**

The fort needed supplies.

6. **How did the Confederacy respond?**

Its forces attacked Fort Sumter.

7. **What was the result of the attack on and surrender of Fort Sumter in the North and in the South?**

Lincoln called for Americans to join the army to put down the rebellion. Four additional slave states joined the Confederacy since Lincoln had used the very action they had warned him about—using force against the seceding states.

8. **What were some of the problems that led to the Civil War?**

Student answers should focus on slavery as the principle cause. Students may also note that the economic differences between the North and South and different opinions about the powers of the states and the federal government contributed.

Chapter 10: Advantages and Disadvantages

1. **What was the name of the U.S. war between the North and the South?**

It was called the Civil War.

2. **What did people expect about the length of the war?**

People on both sides thought the war would be over quickly, maybe after just one battle.

3. **How did the First Battle of Bull Run change people's expectations about the war?**

The battle showed people the war would not end quickly and could possibly be long and bloody.

4. **What advantages did the North have in the war?**

The North had a larger population. It could produce more guns, supplies, and equipment because of its mills and factories. It also had more railroads to move supplies and troops.

5. **What advantages did the Confederacy have at the beginning of the Civil War?**

The Confederacy was fighting a defensive war, and its army was led by Robert E. Lee.

6. **Why would a longer war favor the Union side?**

With more soldiers and weapons, the Union could afford to wage a longer war. The South would eventually run out of men, food, and supplies.

7. **Why did Robert E. Lee fight for the Confederacy instead of the Union?**

Lee said that although he believed in the Union cause, he could not turn against his home state of Virginia. He didn't want to fight against his relatives, children, and home.

Chapter 11: Developing a Strategy

1. **Who was Winfield Scott?**

He was a general who had fought in every American war since the War of 1812. He developed the strategy used by the Union Army.

2. **What was Winfield Scott's plan for winning the war?**

Many thought it would take too long to win the war and that Union forces should launch a quick strike instead.

3. **Why did people criticize Scott's plan?**

Scott wanted to gain control of the Mississippi River. This would knock the three Confederate states on the western side of the river out of the war. He also wanted to set up a naval blockade of Gulf and Atlantic ports.

4. **What made the Virginia a different and dangerous ship to Union forces?**

Its iron plates were too strong to be harmed by cannonballs.

5. **Who was David Farragut, and what did he do?**

Farragut was a commander of a fleet of Union warships that blockaded the Mississippi River. He and his fleet captured New Orleans.

6. **Why was New Orleans an important target?**

It was the biggest port in the Confederacy.

7. **What happened at Shiloh?**

Confederate forces caught General Grant's troops by surprise. After a two-day battle, Grant drove the Confederate forces back.

8. **What was the status of the Mississippi River by the end of 1862?**

The Union controlled most of the river, but the Confederacy controlled important ports, such as Vicksburg.

Chapter 12: The War in the East

1. **Who was George McClellan?**

He was the commander of the eastern Union army, called the Army of the Potomac.

2. **What were McClellan's strengths as a commander?**

McClellan was a brilliant organizer of men. He built the Army of the Potomac into a professional fighting force.

3. **What were McClellan's weaknesses as a commander?**

He was too cautious in engaging and fighting the enemy.

4. **What was McClellan's plan for the Peninsula Campaign?**

The plan was for one Union army to travel by boat to the Virginia Peninsula. It would then move up the peninsula and attack Richmond from behind. A second Union army would march south from Washington, D.C., to meet the first army, and then together they would take Richmond.

5. **Why was the Peninsula Campaign unsuccessful?**

General McClellan was too indecisive, moved his troops slowly, and missed several opportunities to attack Confederate troops during the campaign.

6. **What were Lee's goals in the invasion of the North in 1862?**

He wanted to win Maryland to the Confederate cause; break Union rail lines, cutting off Eastern cities from the West; and get food supplies and shoes for his troops. He also hoped that his victories would cause the North to become discouraged and end the war.

7. **Why do some Civil War battles have two names?**

The Union usually named battles for natural features such as creeks, rivers, and mountains; the Confederates named battles for nearby towns.

8. **Why didn't Lee win a decisive victory at Antietam?**

A Union soldier discovered a piece of paper that described Lee's battle plans. McClellan was able to stay one step ahead of Lee with this information.

Chapter 13: The Emancipation Proclamation

1. **What important action did President Lincoln take after the Battle of Antietam?**

He signed the Emancipation Proclamation.

2. **What did the Emancipation Proclamation do?**

It freed slaves in the rebellious states.

3. **Why did Lincoln wait until after the Battle of Antietam to issue the Emancipation Proclamation?**

Announcing after a defeat would have made the proclamation seem like a desperate move. He wanted to wait until it looked like the North might win the war.

4. **Why was Maryland so important to the Union cause?**

If Maryland had left the Union, Washington, D.C., would have been completely surrounded by Confederate states.

5. **Whom did the Emancipation Proclamation free, and whom did it leave enslaved?**

Slaves in states rebelling against the Union were freed. Slaves in the North, the border states, and the territories were not. Lincoln

6. **What is the connection between the Declaration of Independence and the Emancipation Proclamation?**

The Declaration of Independence says that “all men are created equal.” The Emancipation Proclamation made that statement closer to a reality for African Americans.

Chapter 14: The Generals

1. **What did Robert E. Lee do to gain an advantage over his opponents?**

Lee broke the rule against dividing his forces and instead counted on winning by surprising the enemy.

2. **How did Stonewall Jackson get his nickname?**

He and his troops held firm against a Union attack, “standing like a stone wall.”

3. **How did Stonewall Jackson’s nickname give the wrong impression about his battlefield tactics?**

He was known not for standing in one place but for being on the move and on the attack.

4. **In what way was Stonewall Jackson the opposite of Union General George McClellan?**

McClellan struggled to move his troops. He liked to stay in one place. Jackson, however, could move his troops quickly.

5. **What did Jackson know better than any other Civil War general?**

He knew more about strategy and tactics than anyone else on either side.

6. **How did Grant get the nickname “Unconditional Surrender” Grant?**

When he captured a Confederate fort, he told the fort’s commander there were “no terms except an unconditional and immediate surrender.”

7. **How was Grant’s strategy based on the overall advantages of the Union side?**

Grant’s strategy was to force the Confederates to fight whenever and wherever, knowing they did not have as many replacements in manpower and supplies as the Union had.

Chapter 15: Johnny Reb and Billy Yank

1. **What is the draft and why did both sides in the Civil War need to use it?**

The draft is a system for selecting people for required military service. It was used when there were not enough volunteers.

2. **How was the Union draft unfair? How was the Confederate draft unfair?**

In both drafts, a person could pay a substitute to serve in his place. Also, Northerners could avoid service by paying the government. Big Southern planters who owned twenty or more slaves could also be excused.

3. **What was food like in the Union and Confederate armies?**

Union soldiers had bacon, flour for bread, hardtack, and coffee. They also brought cattle with them for beef. Confederate soldiers ate basically the same thing, except they had cornmeal instead of flour. Both sides took fruits and vegetables from farms they passed.

4. **How did the shortage of supplies affect Confederate?**

Confederate soldiers often went hungry, and they often did not have uniforms or shoes.

5. **Why were Civil War hospitals so deadly?**

People knew little about germs and had no modern drugs.

6. **Why couldn't African American soldiers join the Union Army at the start of the Civil War?**

There was a law that said they could not serve in the military.

7. **What finally allowed African Americans to serve in the military?**

the Emancipation Proclamation

8. **How did the use of African American soldiers provide the Union with yet another advantage over the Confederacy?**

It gave the Union additional reserves of manpower.

Chapter 16: Women and the War Effort

1. **How did the war change life for women living on farms?**

Women had to do the farm work as well as the usual domestic chores.

2. **Besides farming, what were some of the tasks women accomplished for the war effort?**

They made bandages, knitted socks, sewed clothing for the soldiers, and lifted the soldiers' spirits with letters from home.

3. **Why is Clara Barton famous?**

She was a pioneering nurse during the Civil War who served on the battlefield where women rarely went. After the war, she founded the American Red Cross.

Chapter 17: The Tide Turns

1. **Why was Chancellorsville a costly victory for the South?**

Stonewall Jackson died from wounds received from his own men.

2. **What did Robert E. Lee learn from the siege of Vicksburg?**

He learned that he needed to do more than fight a defensive war.

3. **Why was Gettysburg such an important battle?**

It was the last time Confederate forces invaded the North, and it turned the tide of battle in favor of Union forces.

4. **What costly mistake did Union forces make after the Battle of Gettysburg?**

General Meade failed to pursue Lee's forces and allowed them to escape across the Potomac.

5. **Why is the Gettysburg Address so short?**

Lincoln was not the featured speaker and was expected to make only a few remarks. It was as long as it needed to be—it makes its points strongly and briefly.

6. **Which statement made by Lincoln in the Gettysburg Address proved to be wrong?**

Lincoln claimed, “The world will little note, nor long remember what we say here.” In fact, we still note and remember his speech as one of the most significant in American history.

Chapter 18: Confederate Problems Mount

1. **How did the idea of states’ rights hurt the government of the Confederacy?**

States did not cooperate with one another and share resources, and the central government was too weak to force them to do so.

2. **Why did Confederate leaders expect Great Britain and France to help them in the war, and why did the South fail to gain their support?**

They thought the European need for cotton would bring Great Britain and France into the war on the Confederate side. Unfortunately for the South, Great Britain had a large supply of cotton on hand, did not want to risk war with the Union by defying the blockade, and did not want to support slavery.

3. **What actions did Jefferson Davis take that hurt the South’s military effort?**

He overruled generals like Robert E. Lee and interfered with the War Department.

Chapter 19: The War Draws to a Close

1. **What was Grant’s biggest advantage over Lee in the spring of 1864?**

Grant could replace his losses; Lee could not. Page 147

2. **What was Sherman’s practice of total war?**

Sherman destroyed houses, farms, livestock, and shops—anything that could be of use to the enemy.

3. **Why was Lincoln’s reelection important?**

It showed the strength of American democracy because the presidential election took place as called for by the Constitution, even during a war.

4. **How did Union victories influence the outcome of the election of 1864?**

Union victories improved spirits in the North, which made it easier for Lincoln to win reelection.

5. **What were Lincoln’s plans for the South after the war was over?**

Lincoln’s plan was to get the Southern states back into the Union quickly and without harsh punishment.

6. **What was the main message of Lincoln’s second inaugural address?**

The main message was one of forgiveness.

7. **What were the terms of surrender that Grant gave Lee at Appomattox?**

Except officers, who were allowed to keep small arms, soldiers had to turn in their weapons. Men were allowed to take home a horse and a mule to work their farms.

Chapter 20: The Death of President Lincoln

1. **Who was John Wilkes Booth?**

Booth was a racist actor who had served as a secret agent for the Confederacy.

2. **What was John Wilkes Booth's first plan to gain fame?**

His first plan was to kidnap Lincoln and exchange him for Confederate prisoners of war.

3. **What do you think the Secretary of War Edwin Stanton's words at Lincoln's death—"He belongs to the ages."—mean?**

Possible response: Stanton means that Lincoln is now part of history.

4. **The author says that Booth was mistaken if he thought killing President Lincoln was a way to take revenge for the South. What argument does the author make as to why Booth was mistaken?**

The author says that Lincoln spoke against revenge. He called for "malice toward none and charity for all." He was the best hope for a peace without revenge.

Chapter 21: The South in Ruins

1. **Why did many former slaves leave their old plantations after the war?**

Slaves wanted to experience the freedom of traveling without having to ask permission from an owner; many also wanted to find family members who had been sold and separated from them. 139

2. **What was the Freedmen's Bureau, and what did it do?**

The Freedmen's Bureau was created by Congress to provide food, clothing, fuel, medical supplies, and schools for the education of former slaves and for poor whites.

3. **Why was land ownership an important issue for former slaves?**

With land, they would have been able to support themselves independently. Without land, they were still dependent on white plantation owners to make a living.

4. **What was sharecropping?**

Owners provided land, seeds, mules, and tools for the freedmen to use. In exchange, freedmen gave owners a share, usually half, of their crop.

5. **Why did sharecropping develop?**

Owners needed laborers but had no money to pay wages. Former slaves needed work.

Chapter 22: The Struggle over Reconstruction

1. **What did the Thirteenth Amendment do?**

It officially banned slavery in the United States.

2. **Why did Andrew Johnson become president? What government position did Andrew Johnson hold before he became president?**

Andrew Johnson had been Lincoln's vice president. According to the Constitution, if the acting president dies while in office, the vice president becomes president.

3. **What was Johnson's plan for Reconstruction? What was this plan called?**

He wanted the North and South to come back together quickly and easily. He agreed with the ending of slavery, but other than that, he thought the South should be able to

rebuild without rules or interference from the federal government. His plan was referred to as Presidential Reconstruction.

4. **Why did Republicans oppose Johnson's plan?**

They felt it was important to punish the South for leaving the Union and to make rules that the South had to follow. They wanted more protection for former slaves, and they favored the Fourteenth Amendment, which Johnson opposed.

5. **What were the Black Codes?**

The Black Codes were laws passed by the Southern states that severely restricted the rights of African Americans.

6. **What did the Fourteenth Amendment do?**

The amendment gave U.S. citizenship to African Americans, prevented states from making laws limiting African American rights, prohibited states from unfairly taking someone's life, liberty, or property, and required states to treat all people equally under the law.

7. **What brought Presidential Reconstruction to an end?**

The election of 1866 led to an increased number of Radical Republicans in Congress.

Chapter 23: Congressional Reconstruction

1. **What did Thaddeus Stevens and the Radical Republicans believe was necessary for Reconstruction to succeed?**

They believed Reconstruction needed to make Southern African Americans equal to whites.

2. **What was the congressional plan for Reconstruction?**

The U.S. Army was in charge of the South; state constitutions written under Presidential Reconstruction were thrown out and new state constitutions were written by both black and white voters; no Confederate leaders or supporters were allowed to be involved in government; and states were required to ratify the Fourteenth Amendment to rejoin the Union.

3. **What events led to the impeachment of President Johnson?**

The Radical Republicans passed laws limiting the president's powers. President Johnson ignored these laws. The House of Representatives then voted to impeach him.

4. **What was the outcome of the impeachment of President Johnson?**

The House of Representatives voted to impeach the president, however, the Senate voted that he was not guilty by a narrow margin. Johnson was allowed to finish his term as president.

5. **What effect do you think the impeachment of Johnson had on the remainder of his term as president?**

Student answers may vary. Students may note that, while Johnson was not found guilty and was not removed from office, people likely would have lost faith in him as the country's leader, which likely left him with little influence or authority.

Chapter 24: The South Under Reconstruction

1. **How did Congressional Reconstruction affect government?**

African Americans were elected to state legislatures, state offices such as lieutenant governor, and the U.S. Congress. However, most officeholders in the South continued to be white men.

2. **What were carpetbaggers and scalawags?**

Carpetbaggers and scalawags were insulting names that Southerners called other people with whom they disagreed. They called Northerners who came to the South after the war, hoping to make money, carpetbaggers. They called Southerners who worked in Reconstruction governments, trying to change the old ways, scalawags.

3. **What were some of the accomplishments of the Reconstruction governments?**

They rebuilt roads, railroads, and buildings that had been destroyed during the war. They built hospitals and orphanages. They began public school systems in the South.

4. **What did the Fifteenth Amendment say?**

It said that no state could stop a person from voting because of his race or color. Page 183

5. **How did most white Southerners feel about the state governments created under Congressional Reconstruction? Why?**

They hated the governments. They felt the governments had been forced upon them and gave too many rights and privileges to African Americans.

6. **Why were many Southern whites so against equal rights for blacks?**

These Southern whites would not accept the idea of a society in which white and black people had equal rights. They were used to owning and controlling blacks.

7. **What is the Ku Klux Klan?**

It is a secret society that fights against equal rights for African American people.

8. **What did the U.S. government do to stop groups such as the Ku Klux Klan?**

It sent U.S. troops to the South.

9. **How did some Southern whites resist the Reconstruction governments?**

They beat up and killed blacks, and they kept blacks from voting.

10. **What finally ended the era of Reconstruction in the South?**

Reconstruction ended when a deal was made in Congress to decide the election of 1876.

11. **What happened to African Americans in the South after Reconstruction?**

African Americans lost nearly every right they won during Reconstruction. They were forced to live separated from white people. In the 1960s, they fought to win their rights back.

Unit quiz key

1. c 2. b 3. d 4. b 5. a 6. c 7. a 8. c 9. a 10. b 11. c 12. a 13. a 14. a 15. c 16. b 17. b 18. a 19. b 20. d