

## Activity Page 1.1

## Use with Chapter 1

## Letter to Family

During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the growing divisions between the North and the South in the decades leading up to the Civil War.

In this unit, students will examine how the South's economy remained almost entirely agricultural while the North embraced the early days of the Industrial Revolution. They will compare and contrast the North's urban population centers and the South's rural farming communities. They will also learn how the invention of the steam engine changed river and land transportation across the nation.

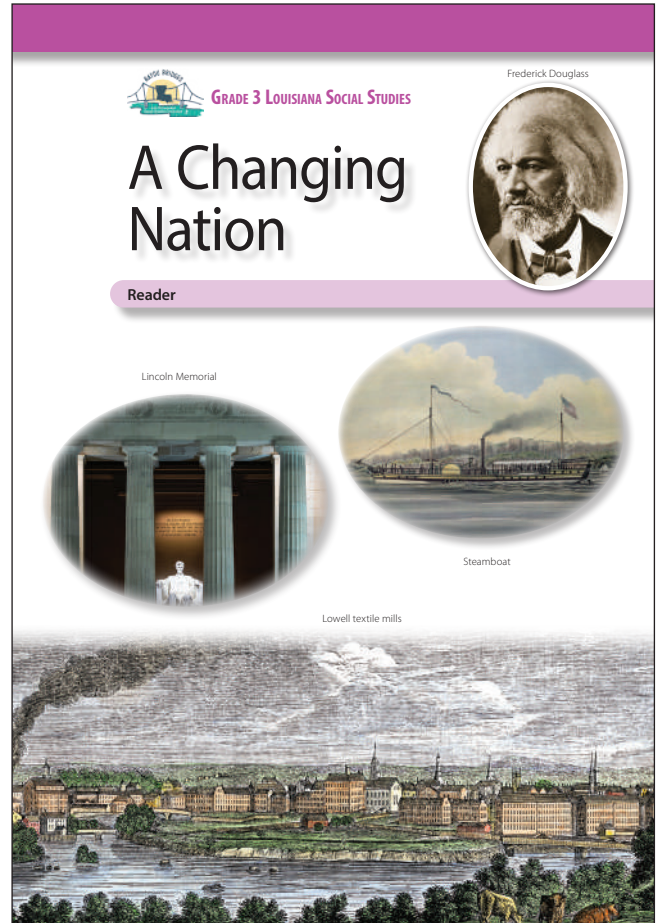
As part of their exploration, students will also learn about slavery, abolition, and the Civil War. They will learn that slavery has a long history in the United States, with the first African slaves being brought to the colonies in the 1600s. Over time, slavery became the cornerstone of life in the South, especially with the region's economic reliance on labor-intensive cash crops like cotton. They will read about the reluctance of Americans from both the North and the South to support abolition and about abolitionists such as Frederick Douglass and Sojourner Truth, who shared their stories to help change minds.

Students will learn that the election of Abraham Lincoln was a turning point in the debate over slavery in the United States. Worried that Lincoln would try to end slavery throughout the country, Southern states broke away to form the Confederate States of America in order to protect their way of life. Initially, Lincoln viewed war as the only way to reunite the nation; after a year and a half of fighting, the Civil War also became a battle over slavery.

Finally, students will learn how the Emancipation Proclamation, the end of the Civil War, and the Thirteenth Amendment each contributed to and protected the freedoms of formerly enslaved people and future generations of Americans.

Slavery and the Civil War can be sensitive issues to discuss. The beliefs and events of this time in American history are presented here as historical and cultural information in an age-appropriate way.

Please let us know if you have any questions.



Name \_\_\_\_\_ Date \_\_\_\_\_

**Primary Source Analysis**

<p><b>Describe the source.</b></p>	<p><b>Connect the source to what you know.</b></p>
<p><b>Understand the source. Identify its message, purpose, and/or audience.</b></p>	<p><b>Draw a conclusion from or about the source.</b></p>

**SOURCE:**

Name \_\_\_\_\_ Date \_\_\_\_\_

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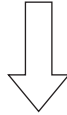
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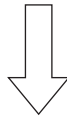


### Claims and Evidence

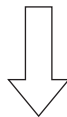
**STATE THE CLAIM** *What opinion or position are you defending?*



**STATE THE REASON** *Why should someone agree with this claim?*



**IDENTIFY THE EVIDENCE** *What details from the text and sources support the reason?*



**RECOGNIZE A COUNTERCLAIM** *What different opinion or position might someone have?  
What argument might be used against you?*

**ANSWER THE COUNTERCLAIM** *How will you disprove the counterclaim?*

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 1.4

Use with Chapter 1

Domain Vocabulary: Chapter 1

Use the words in the word bank to complete the crossword puzzle.

consumer	distinct	export	flatboat
free enterprise	import	locomotive	manufacturing
mill	plantation	producer	

**Across:**

- 2. to bring goods into a country to sell there
- 5. a large farm where cash crops are grown on behalf of the person who owns the land
- 8. a system in which businesses operate with minimal government involvement
- 9. a person who purchases goods

**Down:**

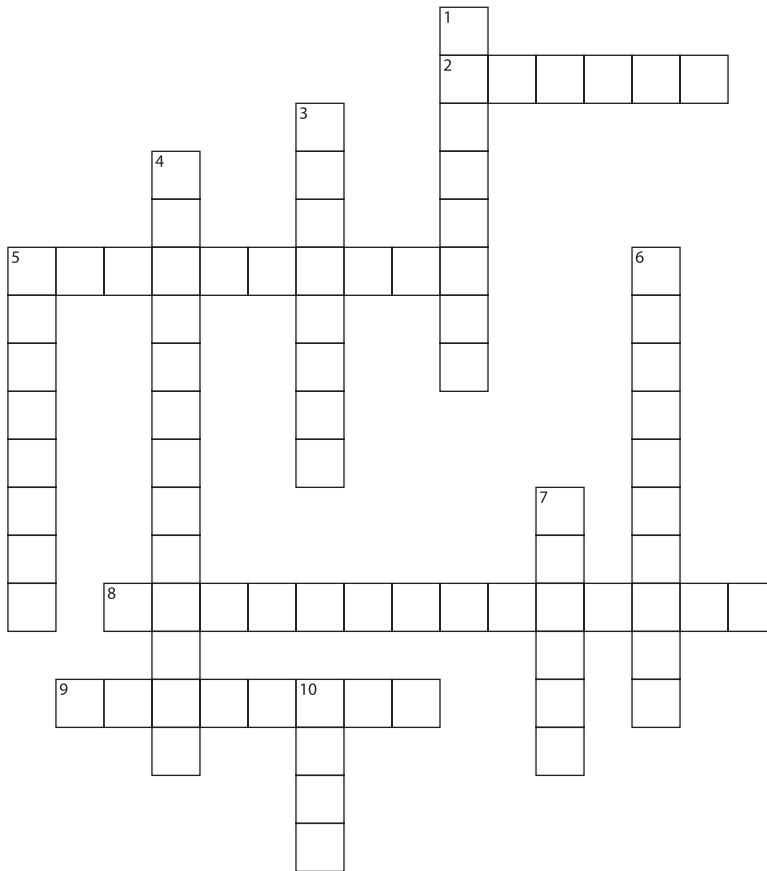
- 1. recognized as being different from something else
- 3. a boat with a flat bottom and square corners that can be used to carry loads and can also be used as a house
- 4. the production of items in large numbers for sale or trade
- 5. a person or company that makes or grows goods for sale
- 6. a railroad engine
- 7. to send goods to sell in another country
- 10. a building or group of buildings where goods are produced

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 1.4 (continued)

Use with Chapter 1



Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 2.1

Use with Chapter 2

Domain Vocabulary: Chapter 2

For each word, write the letter of the definition.

- |       |                             |  |
|-------|-----------------------------|--|
| _____ | 1. abolish                  | a) the act of setting or being set free              |
| _____ | 2. constitutional amendment | b) to formally withdraw membership                   |
| _____ | 3. emancipation             | c) to end; to stop something completely              |
| _____ | 4. unalienable              | d) a change made to the United States Constitution   |
| _____ | 5. secede                   | e) a war between people who live in the same country |
| _____ | 6. civil war                | f) unable to be taken away or denied                 |

## Assessment: Chapter 1—New Industries and Improved Transportation

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**A. On your own paper, write the letter(s) that provides the best answer.**

1. What issue separated people in the North and South? (3.28)
  - a) voting
  - b) slavery
  - c) religion
  - d) land use

Use the T-chart to answer questions 2 and 3.

North	South

2. Which details go in the South column? Select the **two** correct answers. (3.28)
  - a) mostly rural
  - b) all large plantations
  - c) connected to the West by railroads
  - d) economy based on agriculture
  - e) imported cotton from all over the world
3. Which details go in the North column? Select the **two** correct answers. (3.28)
  - a) was the center of the U.S. slave trade
  - b) banned all forms of slavery
  - c) slavery mostly uncommon
  - d) many residents eventually opposed slavery
  - e) needed enslaved workers for economic success

4. Use the image to answer the question.



This is an image of a \_\_\_\_\_ . (3.3.a, 3.25, 3.26)

- a) mill town
- b) plantation
- c) university
- d) rural town

Use the image to answer questions 5 and 6.



5. What machine is being used in this picture? (3.9)

- a) spinning machine
- b) steam engine
- c) locomotive
- d) cotton gin

6. Who invented this machine? (3.6)

- a) Eli Whitney
- b) Peter Cooper
- c) Samuel Slater
- d) Francis Lowell

7. Use the image to answer the question.



What was a drawback of this vessel? (3.9)

- a) It tended to explode.
  - b) It was expensive to build.
  - c) It could not travel upstream.
  - d) It could not carry large loads.
8. Which invention changed the way Americans traveled on land and water? (3.9)
- a) railcar
  - b) turnpike
  - c) paddle wheel
  - d) steam engine
9. What advantage did railroads have over stagecoaches? (3.9)
- a) They were faster.
  - b) They made more stops.
  - c) They could go anywhere.
  - d) They were less dangerous.

10. Use the image to answer the question.



This is an image of \_\_\_\_\_. (3.3.a, 3.26)

- a) a Northern city
- b) a Louisiana plantation
- c) a small Southern farm
- d) a growing Ohio railroad town

**B. On your own paper, write a well-organized paragraph in response to the following prompt:**

State a reasonable claim about how advancements in technology divided the North and the South. Then support your claim with evidence from Chapter 1. (3.2, 3.4, 3.4.a, 3.4.c, 3.9, 3.28)



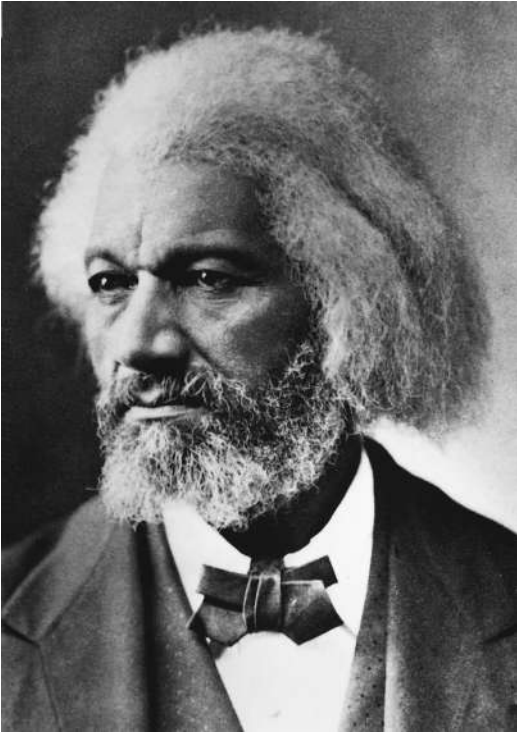
## Assessment: Chapter 2—*Slavery, Civil War, and Abolition*

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**A. On your own paper, write the letter(s) that provides the best answer.**

1. What was the relationship between cotton and enslaved labor in the South? (3.2, 3.3.a, 3.16)
  - a) As the supply of cotton grew, the demand for enslaved workers fell.
  - b) As the demand for enslaved workers fell, the supply of cotton grew.
  - c) As the demand for cotton grew, so did the demand for enslaved workers.
  - d) As the supply of enslaved workers grew, so did the supply of cotton.

Use the image to answer questions 2 and 3.



2. Who is this person? (3.6.a)
  - a) Jefferson Davis
  - b) Sojourner Truth
  - c) Frederick Douglass
  - d) William Lloyd Garrison
3. What is he known for? Select the **three** correct answers. (3.6.a)
  - a) He was an author.
  - b) He was an abolitionist.
  - c) He was a newspaper publisher.
  - d) He was a presidential candidate.
  - e) He was a leader of the Confederacy.
  - f) He was an Underground Railroad conductor.

4. Use the image to answer the question.



- What is Harriet Tubman doing in this image? (3.4.a, 3.6.a)
- a) leading Confederate soldiers into a trap
  - b) convincing Northerners that slavery is wrong
  - c) helping people escape on the Underground Railroad
  - d) reuniting families that have been separated by slavery
5. Eleven states left the Union after Abraham Lincoln was elected president because they thought he was going to \_\_\_\_\_. (3.6.a, 3.7)
- a) raise taxes
  - b) abolish slavery
  - c) sell Southern farmland
  - d) stop the spread of slavery
6. Why did President Lincoln send Union troops into war following the Confederacy's attack on Fort Sumter? (3.6.a)
- a) He thought it was the only way to reunite the country.
  - b) He wanted to punish Southerners for leaving the United States.
  - c) He wanted to scare Confederate leaders into surrendering.
  - d) He knew it was the best chance of ending slavery in America.
7. What did the Emancipation Proclamation do? (3.3.a, 3.6.a, 3.7, 3.12)
- a) It banned slavery in Union states.
  - b) It banned slavery in the United States.
  - c) It freed all enslaved people in the United States.
  - d) It freed all enslaved people in Confederate states.
8. What did the Thirteenth Amendment do? (3.3.a, 3.7, 3.12)
- a) It reunited the Union.
  - b) It freed enslaved Americans.
  - c) It officially ended the Civil War.
  - d) It banned slavery in the United States.

9. What document did the Thirteenth Amendment change?

- a) the Declaration of Independence
- b) the Emancipation Proclamation
- c) the Articles of Confederation
- d) the Constitution
- e) the Bill of Rights

10. What does the Juneteenth holiday celebrate? (3.6.a, 3.6.b)

- a) the end of the Civil War
- b) the end of slavery in the United States
- c) the end of the French and Indian War
- d) the passage of the Fifteenth Amendment

11. Use the passage to answer the question.

What, to the American slave, is the Fourth of July? I answer, a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham . . .

Which statement summarizes the claim Douglass makes in the excerpt? (3.3.a, 3.3.b)

- a) White Americans do not celebrate the Fourth of July.
- b) The Fourth of July should be a day of celebration, not sadness.
- c) A country that enslaves people has no right to celebrate freedom.
- d) The Fourth of July is a fitting way to honor Americans' struggles for freedom.

**B. On your own paper, write a well-organized paragraph in response to the following prompt:**

Explain two different ways in which people worked to end slavery in the United States.

As you write, be sure to fully answer all parts of the prompt using information from the chapter that support your response. (3.2, 3.4.a, 3.4.b, 3.4.c, 3.6, 3.12)

