

Activity Page 1.1

Use with Chapter 1

Letter to Family

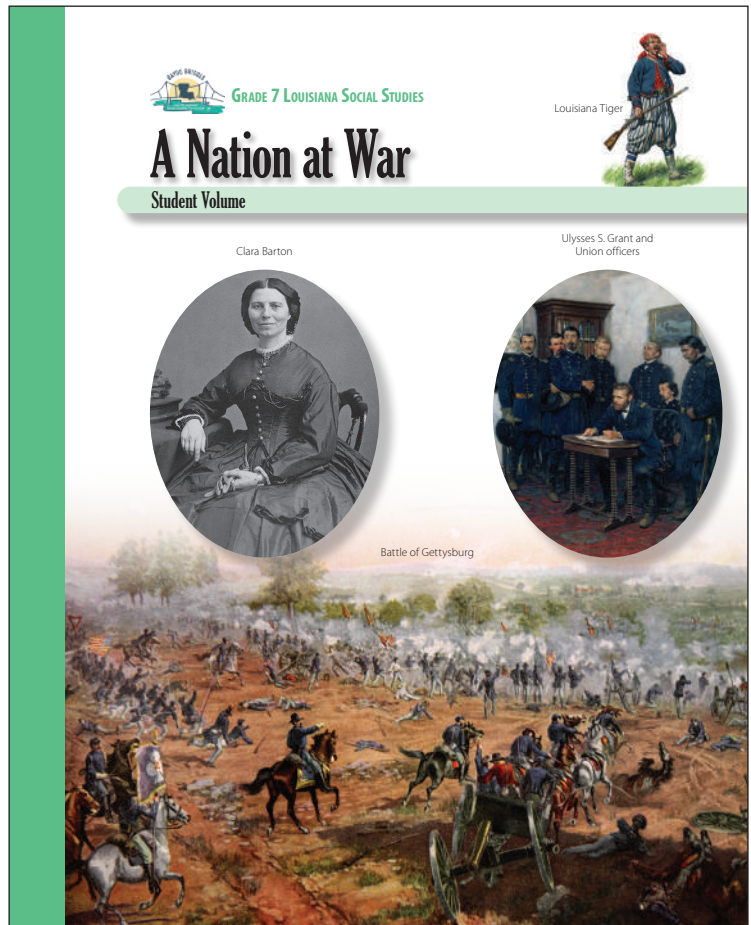
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about secession and the course of the Civil War. They will learn about growing sectionalism and the significance of the election of 1860; secession and the formation of the Confederate States of America; and important battles, events, individuals, groups, and outcomes of the Civil War.

In this unit, students will study the geography of the Civil War; explore historical events such as the fighting at Fort Sumter, the Battle of Manassas, the Emancipation Proclamation, and the capture of the Port of New Orleans; analyze primary sources; and analyze claims and evidence.

As part of their exploration, students will also learn a little bit about the effects of the Civil War, including the emancipation of enslaved people, destruction of property, conditions in prisons, and military and civilian casualties. This information is presented in a factual, age-appropriate way. The goal is to foster an accurate understanding of historical events and their consequences.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–2

Primary Source Analysis

SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate to the context? How does it relate to what you already know?	
CONSIDERATION What point of view is being expressed? What examples of bias or judgment does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Name _____

Date _____

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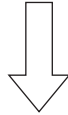
Date _____

Activity Page 1.3

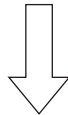
Use with Chapters 1–2

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?*

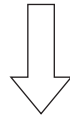


RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have?
What argument might be used against you?*

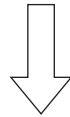
ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Claims and Evidence

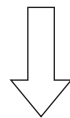
STATE THE CLAIM *What opinion or position are you defending?*



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

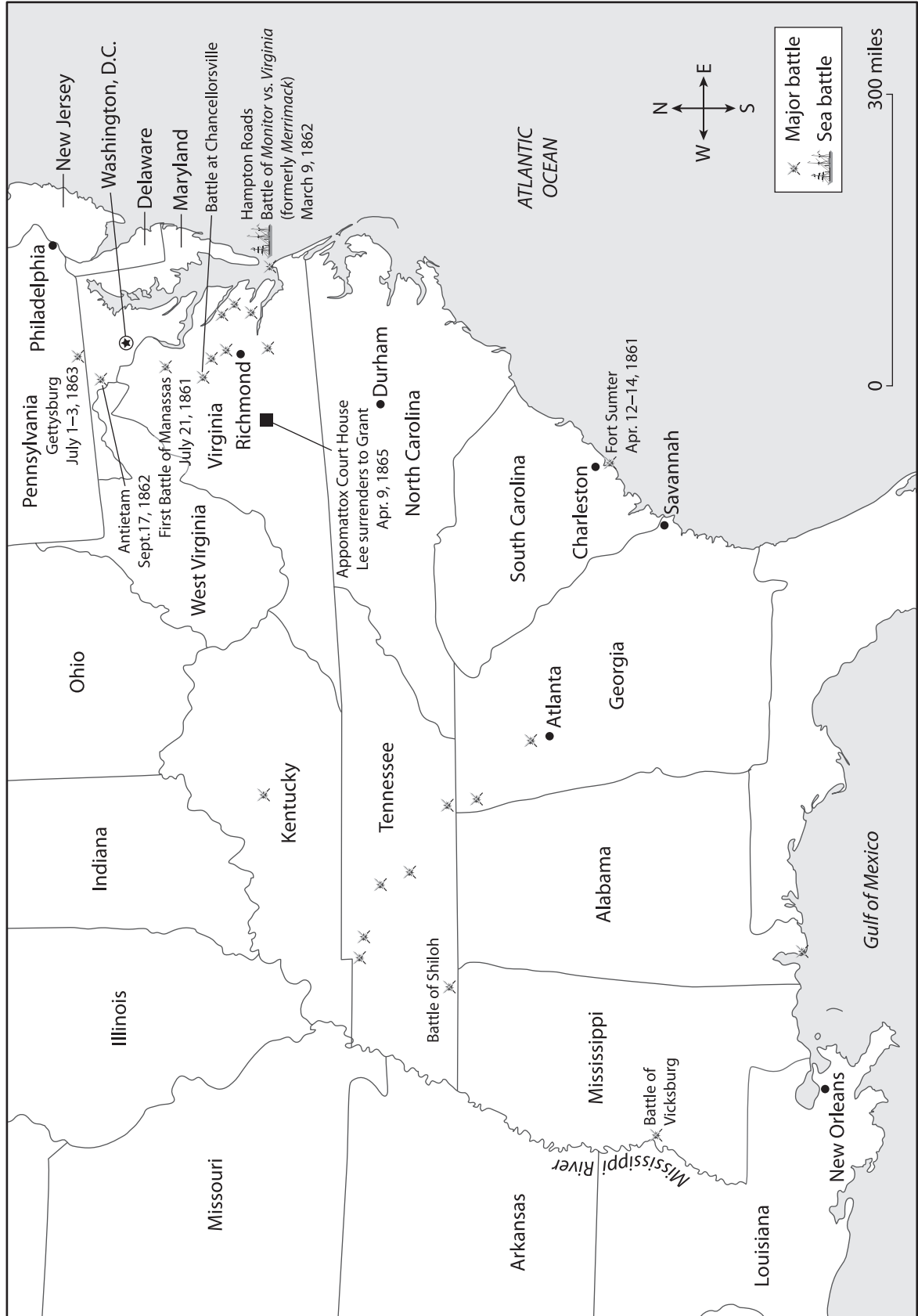
Comparing Sources

What each source says about:	Source #1: Governor Thomas Overton Moore's Inaugural Address (1860)	Source #2: Texas's Declaration of Causes of Secession (1861)	Source #3: "The Corner Stone Speech" by Alexander H. Stephens (1861)
The North or Northerners			
The Constitution			
Slavery			

Activity Page 2.1

Use with Chapter 2

The Civil War, 1861–65



Name _____

Date _____

Activity Page 2.1 (continued)

Use with Chapter 2

The Civil War, 1861–65

Use the map to answer the following questions.

1. When did the opening battle of the Civil War take place at Fort Sumter?

2. According to this map, in which state were the most major battles fought?

3. What kind of battle took place at Hampton Roads on March 9, 1862?

4. Where and when did General Robert E. Lee surrender to General Ulysses S. Grant?

5. According to this map, what was the northernmost battle of the Civil War?

6. According to this map, what was the westernmost battle of the Civil War?

7. Which significant battle was fought in Kentucky?

8. Which three battles were fought closest to the capital of the Union?

9. What geographic feature made the Battle of Vicksburg significant?

Activity Page 2.2

Use with Chapter 2

A Soldier's Thoughts

Read the passage to learn how soldiers felt while they were in battle. Then answer the questions on the next page.

At the beginning of the war, men hurried to enlist. Both sides were convinced it would be a short war, and no one wanted to miss what they thought would be the thrill and excitement of battle. The passage below was written by David Thompson of the New York Ninth Volunteers at the Second Battle of Manassas in 1862.

We lay there til dusk, perhaps an hour, when the fighting [stopped]. During that hour, while the bullets snipped the leaves from a young locust tree growing at the edge of the hollow and powdered us with fragments, we had time to [think] on how many things—among others, on the impatience with which men [shout], in dull times, to be led into a fight. We heard all through the war that the army “was eager to be led against the enemy.” It must have been so for truthful [newspaper reporters] said so, and editors confirmed it. But when you came to hunt for this particular itch, it was always the next regiment that had it. The truth is, when bullets are whacking against tree trunks and solid shots are cracking against skulls like eggshells, the consuming passion in the breast of the average man is to get out of the way. Between the physical fear of going forward and the moral fear of turning back, there is a predicament of exceptional awkwardness from which a hidden hole in the ground would be a wonderfully welcome outlet.

Night fell, preventing further struggle. Of 600 men of the regiment who crossed the creek at 3 o'clock that afternoon, 45 were killed and 176 wounded. The Confederates held possession of that part of the field over which we had moved, and just after dusk they sent out detachments to collect arms and bring in prisoners. When they came to our hollow, all the unwounded and slightly wounded there were marched to the rear—prisoners of the 15th Georgia. We slept on the ground that night without protection of any kind for, with a recklessness quite common throughout the war, we had thrown away every incumbrance (blankets, coats, packs) on going into the fight.

Name _____

Date _____

Activity Page 2.2 (continued)

Use with Chapter 2

A Soldier's Thoughts

1. What does Thompson say about a soldier's eagerness to fight?

2. What does Thompson mean when he says "a hidden hole in the ground would be a wonderfully welcome outlet"?

3. What happened after dusk?

4. Why did the soldiers throw away blankets, coats, and other "incumbrance[s]"?

Name _____

Date _____

Activity Page 2.3

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

Using your own paper, write the letter that matches the definition of each term.

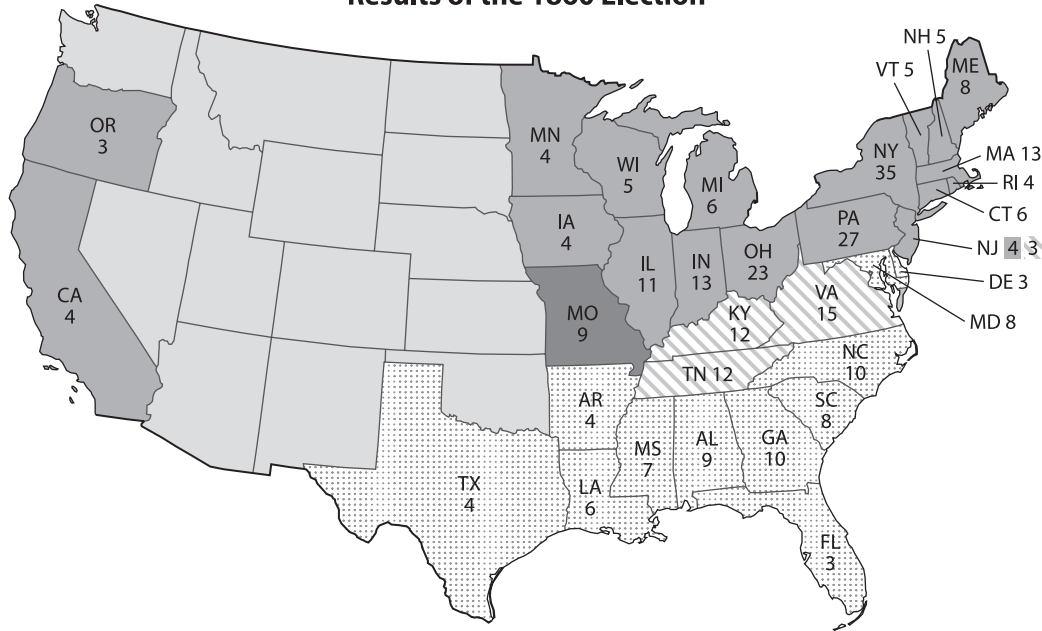
- | | |
|-----------------------|---|
| _____ 1. pragmatic | a) a person who worked to end slavery during the 1700s and 1800s |
| _____ 2. abolitionist | b) a person killed or wounded in fighting |
| _____ 3. mint | c) a place where money is coined under governmental authority |
| _____ 4. ammunition | d) to train or practice by repeating movements or tasks |
| _____ 5. emancipation | e) the act of setting free, especially from legal, social, or political restrictions |
| _____ 6. drill | f) realistic or accepting of limits |
| _____ 7. draft | g) a system that requires individuals to serve in the military |
| _____ 8. casualty | h) bullets or shells |
| _____ 9. tributary | i) a battle strategy in which soldiers surround a building or place so that those under attack cannot receive supplies |
| _____ 10. preliminary | j) an early version or early step toward something |
| _____ 11. consecrate | k) a stream or smaller river that flows into a larger river |
| _____ 12. hallow | l) to declare something sacred or holy |
| _____ 13. siege | m) to honor or respect |

Assessment: Chapter 1—Prelude to Secession and War

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

Use the map to answer questions 1–3.

Results of the 1860 Election



■	Abraham Lincoln, Republican: 39.9%, 1,865,908 votes
▤	John Breckinridge, Southern Democratic: 18.1%, 848,019 votes
▨	John Bell, Constitutional Union: 12.6%, 590,901 votes
■	Stephen Douglas, Northern Democratic: 29.5%, 1,380,202 votes

1. According to the map, which candidate won **most** Southern states? (7.4, 7.5, 7.6, 7.6.a, 7.12, 7.12.c)
 - a) Abraham Lincoln
 - b) John Breckinridge
 - c) John Bell
 - d) Stephen Douglas
2. According to the map, which candidate won the second-largest share of the popular vote? (7.4, 7.5, 7.6, 7.6.a, 7.12, 7.12.c)
 - a) Abraham Lincoln
 - b) John Breckinridge
 - c) John Bell
 - d) Stephen Douglas

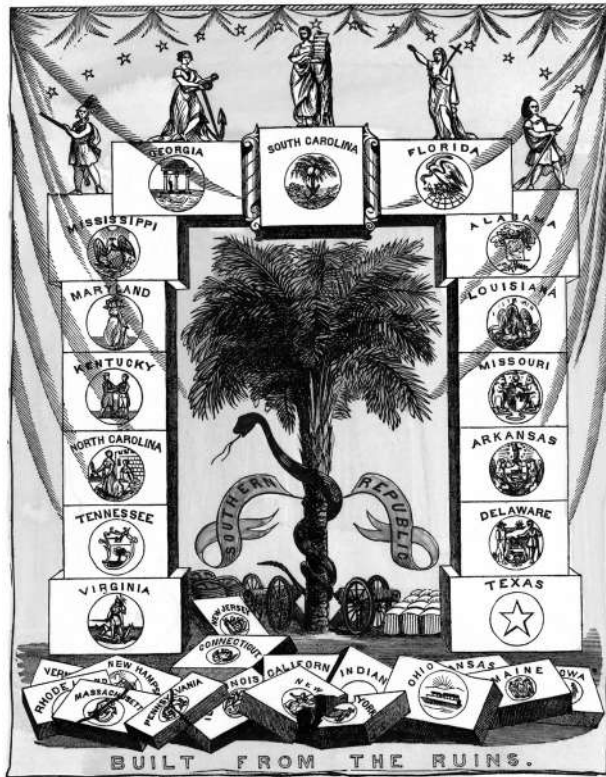
3. Which factor leading to the Civil War is demonstrated by the outcome of the election shown on the map? (7.4, 7.5, 7.6, 7.6.a, 7.12, 7.12.a, 7.12.c)
- a) nullification
 - b) republicanism
 - c) secession
 - d) sectionalism

Use the excerpt from Abraham Lincoln's first inaugural address to answer questions 4 and 5.

Apprehension seems to exist among the people of the Southern States that by the accession of a Republican administration their property and their peace and personal security are to be endangered. There has never been any reasonable cause for such apprehension. Indeed, the most ample evidence to the contrary has all the while existed and been open to their inspection. It is found in nearly all the published speeches of him who now addresses you. I do but quote from one of those speeches when I declare that "I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so." Those who nominated and elected me did so with full knowledge that I had made this and many similar declarations, and had never recanted [withdrawn] them. And, more than this, they placed in the platform for my acceptance, and as a law to themselves and to me, the clear and emphatic resolution which I now read.

4. Why does Abraham Lincoln use a quote from a speech he gave in the past? (7.1, 7.6, 7.6.a, 7.6.b, 7.7, 7.7.a, 7.12, 7.12.e)
- a) to please abolitionists in the North
 - b) to reassure slaveholders in the South
 - c) to encourage soldiers to join the Union Army
 - d) to convince Confederate states to rejoin the country
5. Why does Abraham Lincoln say, "Those who nominated and elected me did so with full knowledge that I had made this and many similar declarations, and had never recanted [withdrawn] them"? (7.1, 7.6, 7.6.a, 7.6.b, 7.7, 7.7.a, 7.12, 7.12.e)
- a) to encourage national unity
 - b) to reveal his intentions for war
 - c) to show he keeps his promises
 - d) to question the legality of slavery

6. Use the image to answer the question.



- Which group would **most likely** support the message shown in this image? (7.6, 7.6.a, 7.13, 7.13.a)
- Constitutional Unionists
 - Northern Democrats
 - Southern Democrats
 - Republicans
7. Which promises were part of the Republican platform during the presidential election of 1860? Select the **two** correct answers. (7.12, 7.12.c)
- to guarantee slavery wherever it currently exists
 - to prevent slavery from spreading to the territories
 - to expand slavery into all areas of the country
 - to allow the territories to decide the issue of slavery through popular sovereignty
 - to allow individual states to decide the issue of slavery through states' rights
8. Which state was first to secede from the Union? (7.13, 7.13.a)
- Arkansas
 - Georgia
 - South Carolina
 - Virginia
9. Which event made secession more popular among Louisianans? (7.13, 7.13.b)
- the seizure of the mint in New Orleans
 - the election of President Abraham Lincoln
 - the impeachment of Governor Thomas O. Moore
 - the formation of the Confederate States of America

10. Why did Confederate states take over U.S. forts, arsenals, and post offices? (7.13, 7.13.b)

- a) They believed the U.S. government no longer had any rights within their states.
- b) They worried the U.S. government would encourage enslaved people to rebel.
- c) They had no other way of defending themselves from a Union invasion.
- d) They needed ways to print money to fund a war against the Union.

11. Use the excerpt to answer the question.

We are brought at last, sir, directly forced, to meet promptly an issue produced by an irresistible course of events whose inevitable results some of us, at least, have foreseen for years. Nor, sir, have we failed in our duty of warning the Republicans that they were fast driving us to a point where the very instincts of self-preservation would impose upon us the necessity of separation.

—Senator Judah P. Benjamin, “On the Right of Secession”

Based on this excerpt, with which statement would Benjamin agree?

- a) Secession was a sudden, spur-of-the-moment decision.
- b) Secession was necessary for the South to retain its way of life.
- c) The South had always planned to secede, no matter what the North did.
- d) The South was willing to compromise with the North to keep the country together.

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

The election of President Abraham Lincoln decreased the likelihood of secession.

Using evidence from the chapter, support or refute this claim. (7.1, 7.6, 7.6.a, 7.6.b, 7.6.c, 7.7, 7.7.a, 7.7.b, 7.7.c, 7.7.d, 7.12, 7.12.c, 7.13, 7.13.a)

Assessment: Chapter 2—The Course of the Civil War

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

Use the map to answer questions 1 and 2.



1. According to the map, which states were border states? Select the **two** correct answers. (7.4, 7.5, 7.13)
 - a) Arkansas
 - b) Kentucky
 - c) Missouri
 - d) Ohio
 - e) Virginia
2. According to the map, which city was the Confederate capital for most of the Civil War? (7.4, 7.5, 7.13)
 - a) Charleston
 - b) Montgomery
 - c) Richmond
 - d) Washington, D.C.

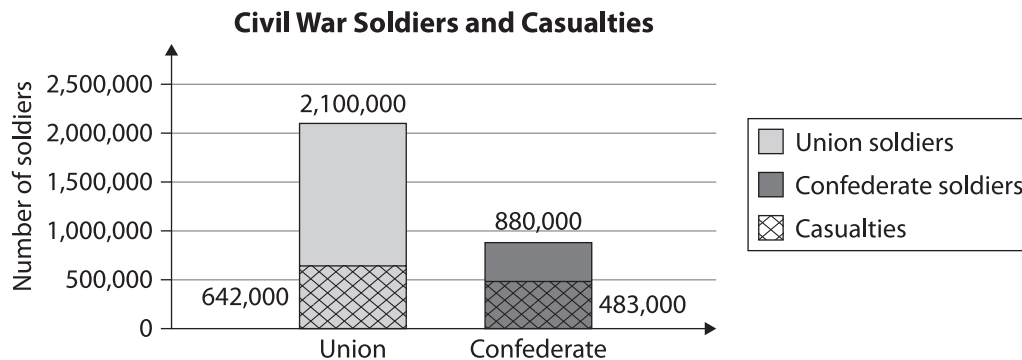
3. Use the image to answer the question.



How did this person contribute to the Union war effort? Select the **two** correct answers. (7.6, 7.6.a, 7.13.e, 7.13.h)

- a) by caring for wounded soldiers
- b) by starting a school to train nurses
- c) by bringing supplies to the battlefield
- d) by founding Lincoln Hospital in Washington, D.C.
- e) by serving as the first woman U.S. Army physician

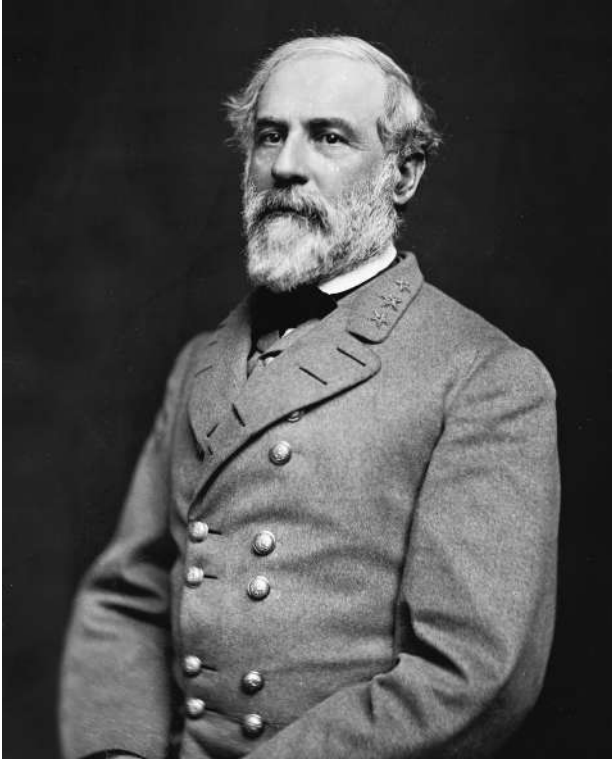
4. Use the graph to answer the question.



Based on the graph, which statement is true? (7.4, 7.13)

- a) The Confederacy had a larger army than the Union.
- b) The Union had more casualties than the Confederacy.
- c) The Confederacy had a larger population than the Union.
- d) The Union relied on the draft longer than the Confederacy.

5. Use the image to answer the question.



What is this person **best** known for? (7.6, 7.6.a, 7.13.h)

- a) defeating Union forces at the Battle of Manassas
- b) being the most capable Confederate general
- c) becoming the president of the Confederacy
- d) wanting to spread the institution of slavery

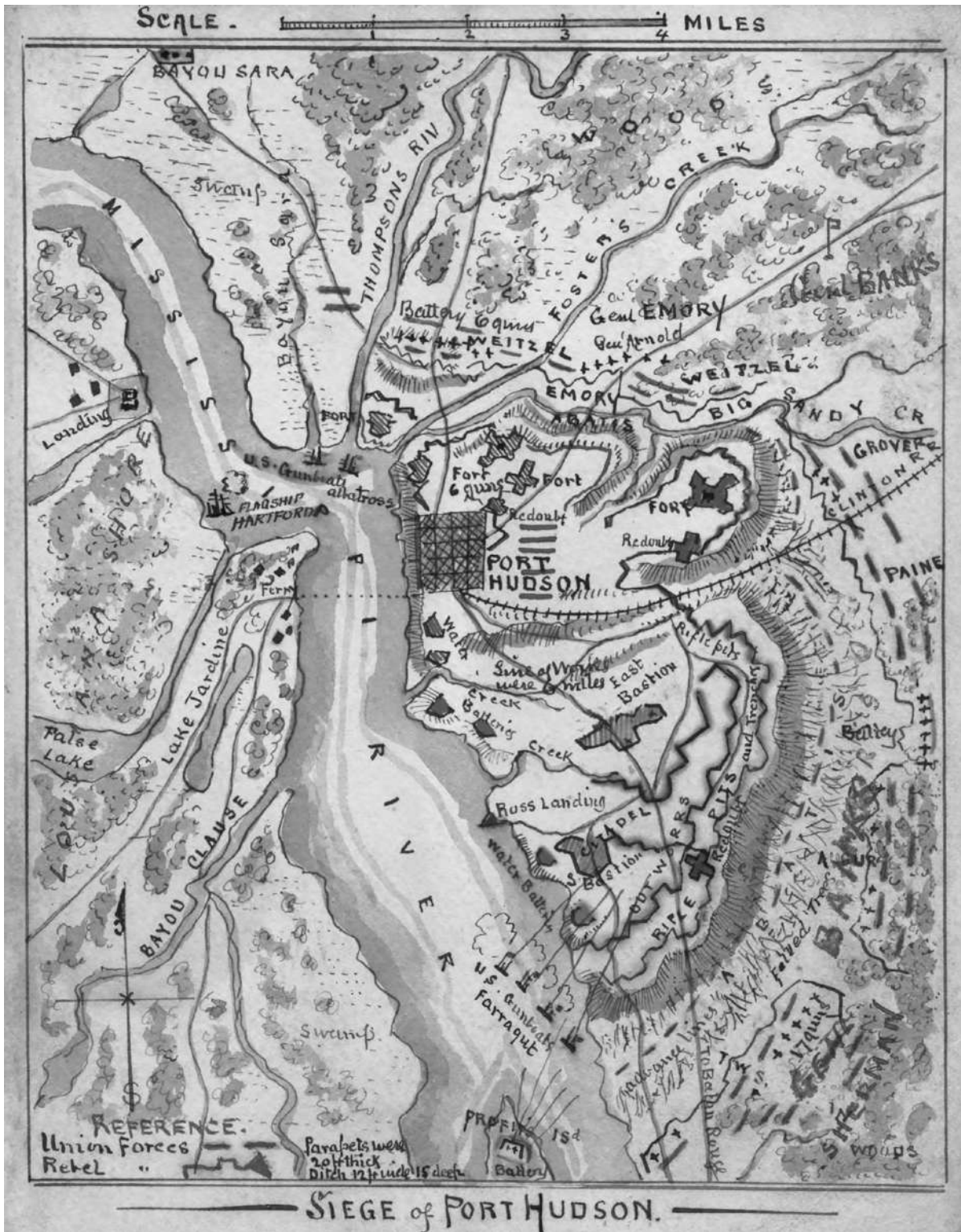
6. Use the image to answer the question.



What was one effect of this document? (7.6, 7.6.a, 7.13, 7.13.g)

- a) Enslaved people were freed in border states.
- b) Abraham Lincoln won a second term as president.
- c) Former Confederate states were readmitted to the Union.
- d) African Americans were permitted to serve in the Union military.

7. Use the map of Port Hudson to answer the question.



Based on the map, why was Port Hudson a strategic location? (7.4, 7.5, 7.6, 7.6.a, 7.13, 7.13.d)

- a) It was built near the railroad.
- b) It was near many tributaries.
- c) It was close to New Orleans.
- d) It was located on the Mississippi River.

Use the excerpt from Abraham Lincoln's second inaugural address to answer questions 8 and 9.

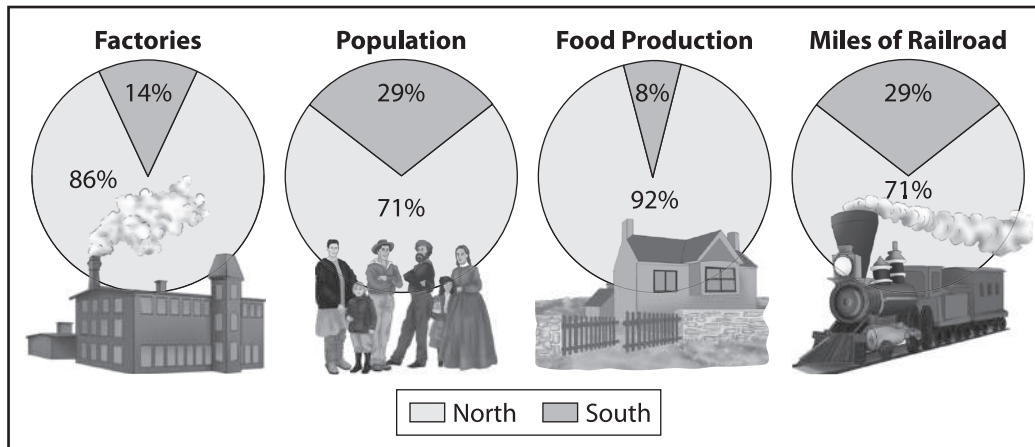
On the occasion corresponding to this four years ago all thoughts were anxiously directed to an impending civil war. All dreaded it, all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, insurgent agents were in the city seeking to destroy it without war-seeking to dissolve the Union and divide effects by negotiation. Both parties deprecated war, but one of them would make war rather than let the nation survive, and the other would accept war rather than let it perish, and the war came.

One-eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was somehow the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union even by war, while the Government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war the magnitude or the duration which it has already attained. Neither anticipated that the cause of the conflict might cease with or even before the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. . . .

With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.

8. Which group is President Lincoln referring to when he says, "Both parties deprecated war, but one of them would make war rather than let the nation survive"? (7.6, 7.6.a, 7.6.b, 7.13, 7.13.i)
- a) Constitutional Unionists
 - b) Northern Democrats
 - c) Southern Democrats
 - d) Republicans
9. Which line from the excerpt challenges the claim that President Lincoln would like to punish the former Confederate states? (7.6, 7.6.a, 7.6.b, 7.7, 7.7.a, 7.7.b, 7.7.d, 7.13, 7.13.i)
- a) ". . . insurgent agents were in the city seeking to destroy it without war-seeking to dissolve the Union and divide effects by negotiation."
 - b) "To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union even by war, while the Government claimed no right to do more than to restrict the territorial enlargement of it."
 - c) "Neither anticipated that the cause of the conflict might cease with or even before the conflict itself should cease."
 - d) "With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds. . . ."

10. Use the graph to answer the question.



Which conclusion is supported by the graph? (7.4, 7.13)

- a) The Union relied on trade with foreign countries.
 - b) The Union had more resources than the Confederacy.
 - c) The Confederacy had more infrastructure than the Union.
 - d) The Confederacy relied more on manufacturing than agriculture.
11. Use the excerpt from the Gettysburg Address to answer the question.

It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth.

Why was this speech significant? (7.13, 7.13.i)

- a) It led Confederate troops to attack Union soil.
 - b) It encouraged Northerners to join the Union Army.
 - c) It reminded Northerners what the Union stood for.
 - d) It made the Civil War about the abolition of slavery.
12. The Battle of Manassas made it clear that the _____. (7.13, 7.13.d)
- a) Civil War had few supporters
 - b) Civil War would not end quickly
 - c) Confederacy had a stronger army
 - d) Union forces would not retreat easily
13. What was one outcome of the Battle of Antietam? (7.13, 7.13.d)
- a) Maryland stayed in the Union.
 - b) Abolition became an important cause for the Union.
 - c) George McClellan was removed from Confederate command.
 - d) Confederate troops were trapped on one side of the Potomac.

14. Why did William Tecumseh Sherman destroy farms, shops, and rail lines during his March to the Sea? (7.13, 7.13.d, 7.13.h)
- a) to provide food for his troops
 - b) to prove his talent as a general
 - c) to weaken the enemy at all costs
 - d) to help the president win reelection

15. Where did the Civil War come to an end? (7.13, 7.13.d)
- a) Appomattox Court House
 - b) New Orleans
 - c) Richmond
 - d) Shiloh

16. Use the excerpt to ask the question.

There is no word in the English language that can express the state in which we are, and have been, these last three days. Day before yesterday, news came early in the morning of three of the enemy's boats passing the Forts, and then the excitement began. It increased rapidly on hearing of the sinking of eight of our gunboats in the engagement, the capture of the Forts, and last night, of the burning of the wharves and cotton in the city while the Yankees were taking possession. . . . Nothing can be positively ascertained, save that our gunboats are sunk, and theirs are coming up to the city. . . .

We went this morning to see the cotton burning—a sight never before witnessed, and probably never again to be seen. Wagons, drays,—everything that can be driven or rolled,—were loaded with the bales and taken a few squares back to burn on the commons. . . . All were as busy as though their salvation depended on disappointing the Yankees. . . .

—Sarah Morgan Dawson, *A Confederate Girl's Diary*

What is Dawson describing in this excerpt?

- a) the occupation of New Orleans
- b) the Battle of Gettysburg
- c) the siege of Port Hudson
- d) the Battle of Antietam

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

The Emancipation Proclamation was a turning point in the Civil War.

Support or refute this claim using evidence from the chapter. (7.7, 7.7.a, 7.7.b, 7.7.c, 7.7.d, 7.13, 7.13.g)

