



A Nation at War

Louisiana Tiger



Teacher Guide

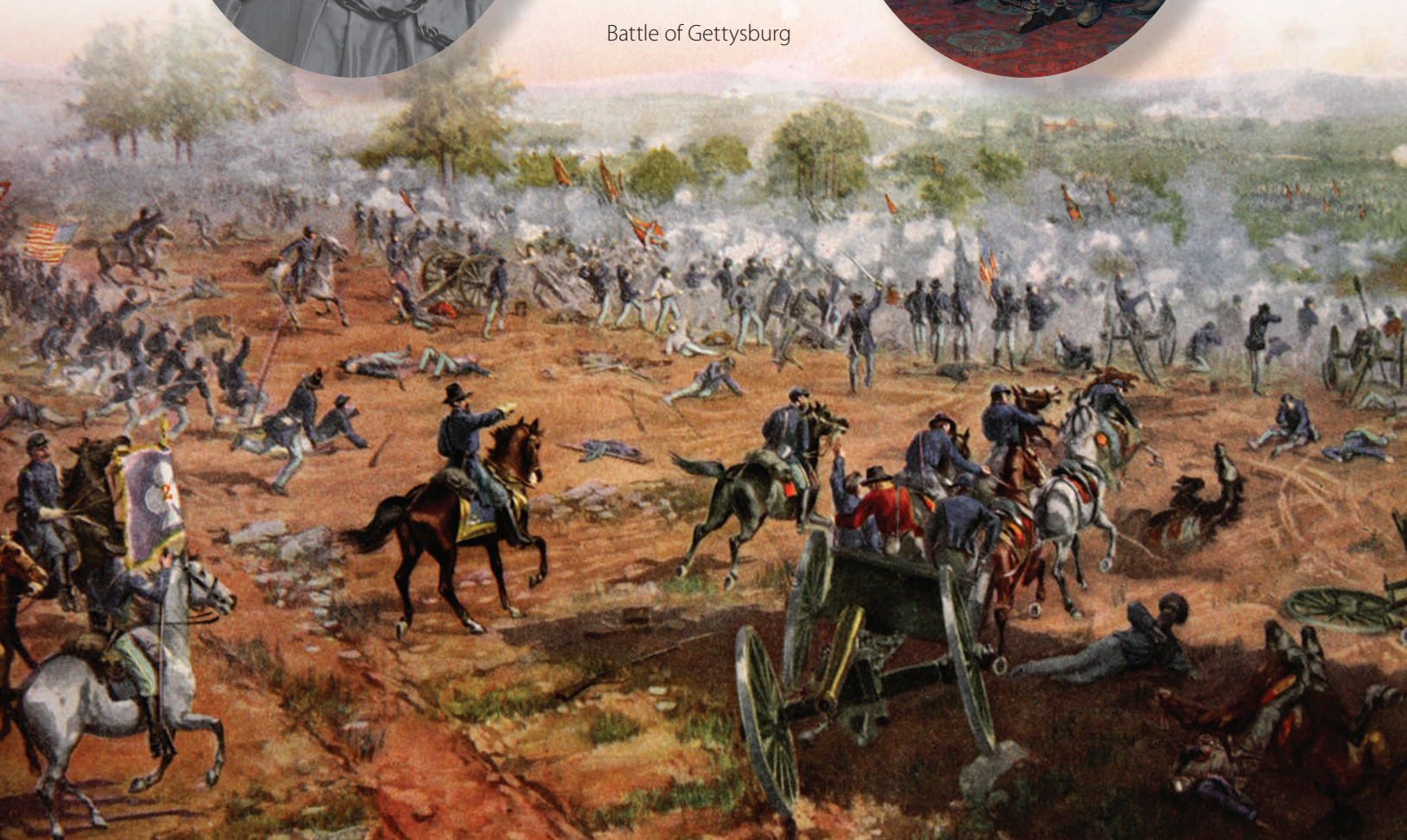
Clara Barton



Ulysses S. Grant and
Union officers

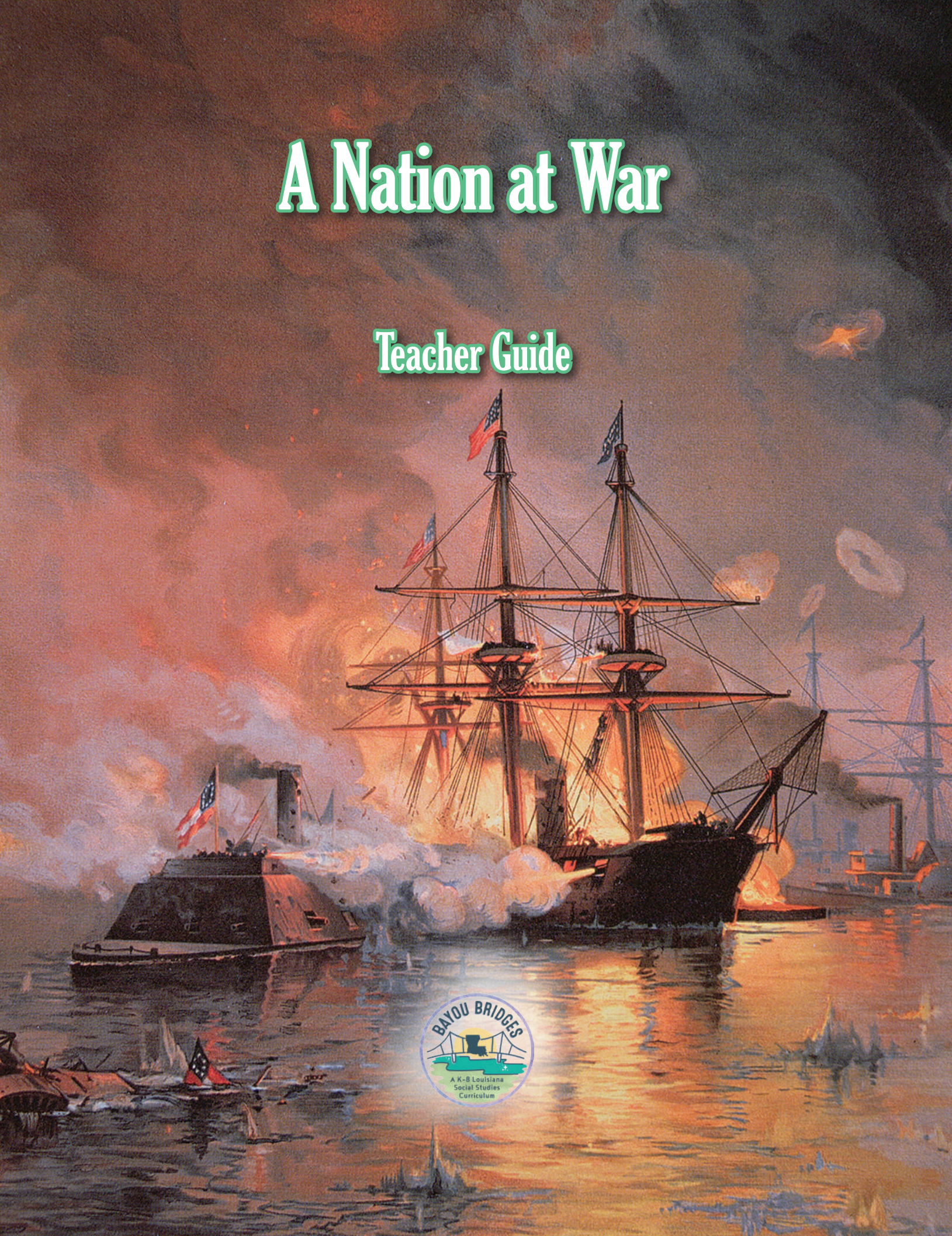


Battle of Gettysburg



A Nation at War

Teacher Guide



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ISBN: 979-8-88970-149-1

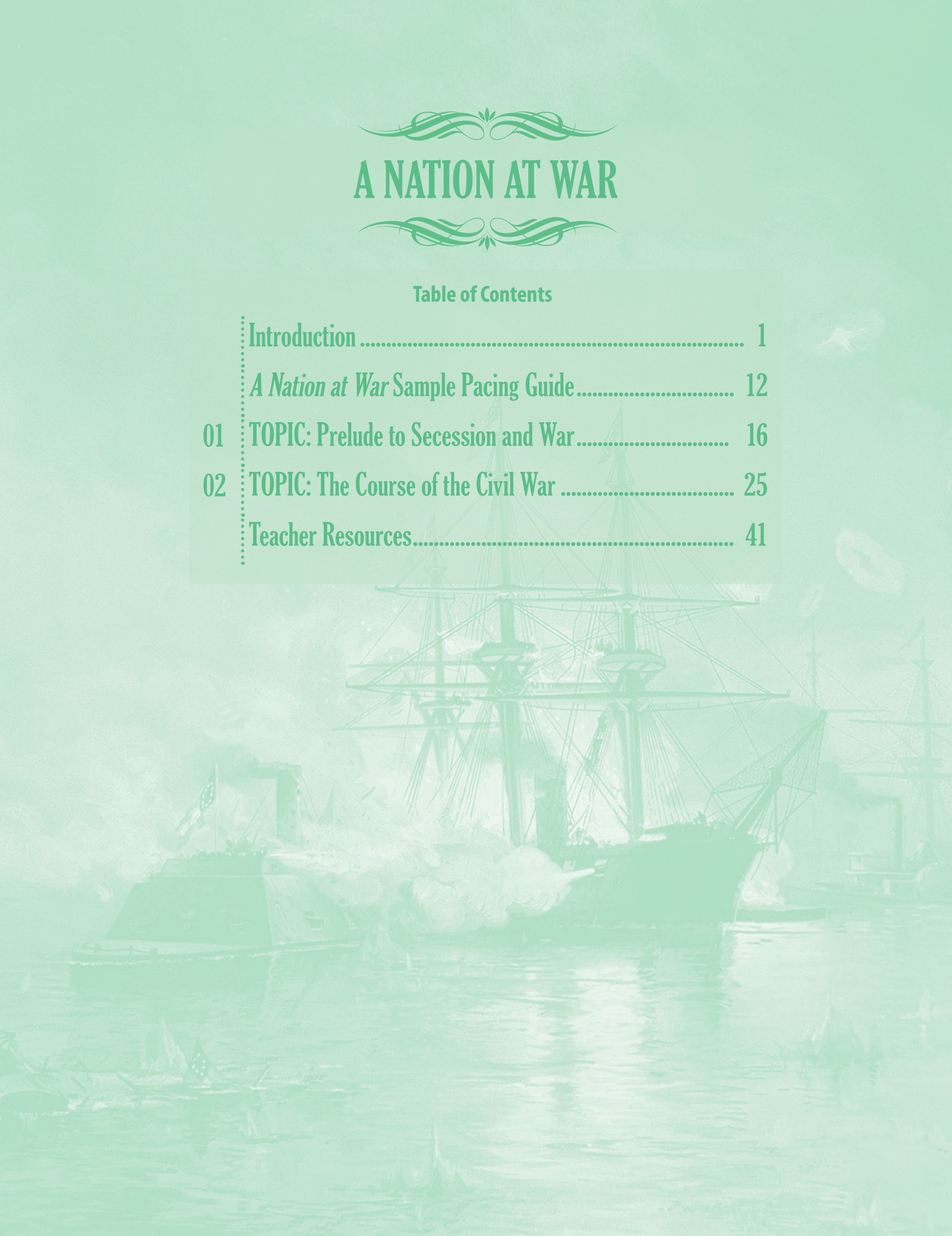


A NATION AT WAR



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A Nation at War
Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 7

Introduction

ABOUT THIS UNIT

The Big Idea

Slavery and the Civil War sharply divided citizens and states throughout the United States and led to more than six hundred thousand deaths in one of the nation's greatest conflicts.

Most Northerners opposed the practice of slavery. While some Southerners agreed with this opinion, most supported the continuation of slavery as vital to the Southern way of life. As the nation expanded and new states entered the Union, compromise merely delayed the inevitable. Running on a platform firmly opposed to the expansion of slavery, Abraham Lincoln posed a threat to Southerners and their way of life, a perception that only deepened after his subsequent election. The Civil War, which was expected to last a few days or weeks, became a four-year national nightmare of bloodshed and bitterness. In the end, half of the United States was in ruins and the federal government was faced with the difficult task of reuniting the nation.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- unanimous election of George Washington as the first president of the United States in 1789
- precedents set by Washington's presidency
- formation of the nation's first political parties
- establishment of judicial circuits
- Whiskey Rebellion
- new capital city of Washington, D.C.
- events of XYZ Affair
- significance of the Alien and Sedition Acts
- events and effects of the election of 1800
- causes and effects of the Louisiana Purchase
- *Marbury v. Madison's* establishment of the Supreme Court's power of judicial review
- Daniel Boone's construction of the Wilderness Road
- exploration of the northern Louisiana Territory by the Lewis and Clark expedition
- exploration of the southern Louisiana Territory by the Dunbar-Hunter and Red River expeditions
- border disputes between the United States and Spain
- Louisiana's path to statehood
- causes, events, and consequences of the War of 1812
- Henry Clay's American System
- Monroe Doctrine
- *McCulloch v. Maryland* and *Gibbons v. Ogden* Supreme Court decisions and their implications
- growth and development of the United States from the early to mid-1800s
- growth of industry and the development of transportation networks
- ideas and motivations that contributed to westward expansion, including Manifest Destiny, and its political, social, and economic effects
- causes and effects of Indian Removal policies of the early to mid-1800s
- issues surrounding territorial disputes with Mexico and Britain and their resolutions
- development of distinct regional identities within the United States

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from the 1850s to 1865.

1850s	The argument over slavery has reached a crisis point.
1860	The presidential election clearly shows the divisions between North and South.
March 21, 1861	Louisiana officially joins the Confederacy.
April 12, 1861	The first shots of the Civil War are fired at Fort Sumter, South Carolina.
June 1861	Eleven Southern states have seceded from the Union.
July 21, 1861	The Confederacy wins the First Battle of Manassas.
April 1862	Union forces gain control of New Orleans.
September 17, 1862	The Battle of Antietam is the bloodiest single day of combat in U.S. history.
September 22, 1862	Inspired by the Union victory at Antietam, President Lincoln issues the preliminary Emancipation Proclamation.
May 18–July 4, 1863	The siege of Vicksburg takes place, ending in a Union victory that splits the Confederacy in two.
July 1–3, 1863	The Battle of Gettysburg marks a turning point in the war.
November 8, 1864	Abraham Lincoln is elected to a second term as U.S. president.
November 15–December 22, 1864	During their March to the Sea, General Sherman and his troops destroy farms, burn warehouses and barns, wreck shops, and tear up rail lines.
April 9, 1865	Robert E. Lee surrenders to Ulysses S. Grant, ending the Civil War.

- experiences of immigrants to the United States, including reasons for immigrating and experiences with nativism
- the fight for women’s suffrage by Elizabeth Cady Stanton, Susan B. Anthony, Sojourner Truth, and others
- Horace Mann’s push for education reform, emphasizing universal schooling
- Dorothea Dix’s efforts to reform mental health care and conditions for incarcerated people
- what life was like as an enslaved person, including the formation of community, resistance to slavery, and escape from slavery via the Underground Railroad
- how the issue of slavery divided the nation, including debates around statehood for new territories, attempts to mitigate tensions through compromise, “Bleeding Kansas,” the *Dred Scott* decision, the Lincoln-Douglas debates, and John Brown’s raid on Harpers Ferry

What Students Need to Learn

- significance of the election of 1860, including:
 - role of slavery and sectionalism
 - political parties, candidates, and platforms
 - outcome and distribution of votes
- causes and effects of secession, including:
 - Louisiana’s role
 - formation of the Confederate States of America
- major events and individuals of the Civil War, including:
 - Battle of Fort Sumter
 - Battle of Manassas
 - Battle of Shiloh
 - capture of New Orleans and importance of the Mississippi River
 - Battle of Antietam
 - Emancipation Proclamation
 - Battle of Gettysburg and Gettysburg Address
 - Battle of Vicksburg
 - siege of Port Hudson
 - Sherman’s March to the Sea
 - surrender at Appomattox Court House

- Louisiana Tigers
- Union leaders: Abraham Lincoln, Ulysses S. Grant, George B. McClellan, George Meade, Nathaniel Banks, William Tecumseh Sherman
- Confederate leaders: Jefferson Davis, Joseph E. Johnston, P. G. T. Beauregard, Robert E. Lee, Thomas J. “Stonewall” Jackson, George Pickett
- roles of African Americans, including the Massachusetts Fifty-Fourth Regiment and Robert Smalls
- roles of women, including Clara Barton
- institution of the draft
- prison camps

AT A GLANCE

The most important ideas in Unit 5 are the following:

- Sectionalism, the debate over slavery, and the election of 1860 led to the secession of eleven Southern states and the formation of the Confederate States of America.
- The Civil War was the most destructive war fought on U.S. soil and resulted in the loss of hundreds of thousands of lives and widespread destruction of property and infrastructure.
- The Civil War resulted in defeat for the Confederacy and the end of chattel slavery in the United States.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

Student Component

A Nation at War Student Volume—two chapters

The Student Volume provides traditional narrative text and high-quality images that recount important historical themes and events in U.S. history. Interspersed with the text and images are three types of activity boxes. **Think Twice** boxes pose questions for students to answer, either in writing or in oral discussion. These questions prompt a deeper analysis of the text. **Find Out the Facts** boxes prompt students to conduct research on a specified topic. **Writers' Corner** boxes present students with extended writing tasks, such as an essay, a report, or a piece of creative writing. Students can be asked to complete any or all of these activities, either during the reading of each chapter or in the Learning Lab time at each chapter's conclusion. Possible responses to the Think Twice questions are provided in the Answer Key in the Teacher Resources section of this Teacher Guide.

Teacher Components

A Nation at War Teacher Guide—two chapters. The guide includes lessons aligned to each chapter of the *A Nation at War* Student Volume, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 41.

- The Chapter Assessments test knowledge of each chapter's content using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

A Nation at War Timeline Card Slide Deck—fourteen individual images depicting significant events and individuals related to secession and the Civil War. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which cards to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom

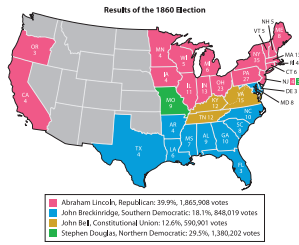
on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the image cards can be attached with clothespins!

1850s



Chapter 1

1860



Chapter 1

1861



Chapter 1

1861



Chapter 2

1861



Chapter 1

1861



Chapter 2

1862



Chapter 2

1862



Chapter 2

1862



Chapter 2

1863



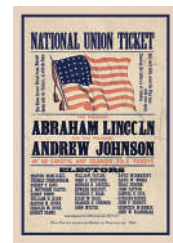
Chapter 2

1863



Chapter 2

1864



Chapter 2

1864



Chapter 2

1865



Chapter 2

The Timeline in Relation to Content in the Student Volume

The events highlighted in the Unit 5 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Volume is organized thematically, not chronologically. Chapter 1 discusses the road to secession, while Chapter 2 discusses major events, individuals, and groups of the Civil War. Many of these events developed simultaneously, which is reflected in the timeline.

Understanding References to Time in the *A Nation at War* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, the Civil War is presented as an era, while the exact date of July 21, 1861, is assigned to the Battle of Manassas.

Time to Talk About Time

Before you use the Timeline Cards, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The *A Nation at War* unit is one of six history and geography units in the Grade 7 Bayou Bridges Louisiana Social Studies Curriculum. A total of thirty days has been allocated to the *A Nation at War* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 7 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs, so we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing

guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Learning Lab

Each chapter of the Student Volume includes thought-provoking questions, suggested research activities, and writing prompts. The Learning Lab is time allocated for students to complete these tasks before the chapter is wrapped up. A note at the end of each chapter's Guided Reading Supports prompts the teacher to set aside time for students to finish their assignments. You will also need to set aside time to assess any of the work completed by students in response to the Student Volume prompts.

For more about research activities, download the Bayou Bridges Online Resource "About Developing Student Research Skills":

<https://www.coreknowledge.org/bayou-bridges-online-resources>

Turn and Talk

After the reading of each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

Talk It Over


Some chapters include an opportunity for discussion or debate, either in the Guided Reading Support or in the Additional Activities. These opportunities will be marked with the debate icon shown above. Before implementing any of these discussions or debates, you may wish to review with students the rules for respectful conversation.

For more about classroom discussions and debates, including an evaluation rubric, download the Bayou Bridges Online Resource “About Class Discussions and Debates”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Building Reading Endurance and Comprehension

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more chapters in each Grade 7 Bayou Bridges unit will be designated as an Independent Reading Lesson, in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A  adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students should be asked to complete some type of note-taking activity as they read independently to focus their attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson’s Check for Understanding.

It will be especially important for the teacher to review all students’ written responses to any Independent Reading Lesson prior to the next day’s lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Primary Sources

Most chapters include a Student Volume feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource “About Teaching with Primary Sources”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

To facilitate student engagement with these primary sources, a Primary Source Analysis Activity Page has been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

At the beginning of each Teacher Guide chapter, you will find a Framing Question, also found at the beginning of each Student Volume chapter. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Framing Questions, by chapter, are:

Chapter	Framing Question
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1	What factors led to the outbreak of the American Civil War?
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2	How did the events of the Civil War transform the United States?
---	--

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Volume are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Volume. Student Volume page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
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1	pragmatic, abolitionist, ammunition, mint
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2	emancipation, drill, draft, casualty, tributary, preliminary, consecrate, hallow, siege
---	---

Activity Pages


The following Activity Pages can be found in Teacher Resources, pages 57–65. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–2—Primary Source Analysis (AP 1.2)
- Chapters 1–2—Claims and Evidence (AP 1.3)
- Chapter 1—Comparing Sources (AP 1.4)
- Chapter 2—The Civil War, 1861–65 (AP 2.1)

- Chapter 2—A Soldier’s Thoughts (AP 2.2)
- Chapter 2—Domain Vocabulary: Chapters 1–2 (AP 2.3)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students’ interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.



A SPECIAL NOTE ABOUT *THE FREEDOM FRAMEWORK*

A critical goal of the Bayou Bridges Curriculum Series, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every U.S. history unit called “The Freedom Framework,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the U.S. government.

Books

Burleigh, Robert. *O Captain, My Captain: Walt Whitman, Abraham Lincoln, and the Civil War*. Illustrated by Sterling Hundley. New York: Abrams Books for Young Readers, 2019.

Fridell, Claudia. *To the Front: Clara Barton Braves the Battle of Antietam*. Illustrated by Christopher Cyr. New York: Calkins Creek, 2022.

Gill, Joel Christian. *Tales of the Talented Tenth: Robert Smalls*. Chicago: Chicago Review Press, 2021.

Hirschfeld, Tom, and Leila Hirschfeld. *It’s Up to You, Abe Lincoln*. New York: Crown Books for Young Readers, 2018.

Levy, Debbie. *Soldier Song: A True Story of the Civil War*. Illustrated by Gilbert Ford. New York: Disney-Hyperion, 2017.

Shepard, Ray Anthony. *Now or Never! 54th Massachusetts Infantry’s War to End Slavery*. New York: Calkins Creek, 2017.

Stanchak, John. *Civil War*. DK Eyewitness Books. New York: DK Publishing, 2015.

Tyre, Lisa Lewis. *Last in a Long Line of Rebels*. New York: Nancy Paulsen Books, 2015.

A NATION AT WAR SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SV—Student Volume; AP—Activity Page;
NFE—Nonfiction Excerpt

Week 1

Day 1



Day 2

Day 3

Day 4

Day 5

A Nation at War

<p>"Prelude to Secession and War" Core Lesson (TG & SV, Chapter 1)</p>	<p>"Primary Source: From 'On the Right of Secession' by Senator Judah P. Benjamin of Louisiana (1860)" (TG & SV, Chapter 1, AP 1.2) and "Primary Source: Excerpt from Lincoln's First Inaugural Address (1861)" (TG & SV, Chapter 1, AP 1.2)</p>	<p>Chapter 1 Learning Lab</p>	<p> "PRIMARY SOURCE ACTIVITY: New Orleans During the Civil War: The Secession Debate" (TG, Chapter 1 Additional Activities)</p>	<p> "PRIMARY SOURCE ACTIVITY: New Orleans During the Civil War: The Secession Debate" (TG, Chapter 1 Additional Activities)</p>
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Week 2

Day 6



Day 7

Day 8

Day 9

Day 10

A Nation at War

<p> "PRIMARY SOURCE ACTIVITY: Southern Secession" (TG, Chapter 1 Additional Activities, NFE 1, NFE 2, AP 1.3, AP 1.4)</p>	<p> "PRIMARY SOURCE ACTIVITY: Southern Secession" (TG, Chapter 1 Additional Activities, NFE 1, NFE 2, AP 1.3, AP 1.4)</p>	<p>Chapter 1 Assessment</p>	<p>"The Course of the Civil War" Core Lesson (TG & SV, Chapter 2)</p>	<p>"The Course of the Civil War" Core Lesson (TG & SV, Chapter 2)</p>
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

A Nation at War

<p>"The Course of the Civil War" Core Lesson (TG & SV, Chapter 2)</p> <p>"Domain Vocabulary: Chapters 1–2" (Chapter 2 Additional Activities, AP 2.3)</p>	<p>"Primary Source: Excerpt from <i>A Confederate Girl's Diary</i> by Sarah Morgan Dawson" (TG & SV, Chapter 2, AP 1.2) and "Primary Source: Excerpt from Lincoln's Second Inaugural Address (1865)" (TG & SV, Chapter 2, AP 1.2)</p>	<p>Chapter 2 Learning Lab</p>	<p>Chapter 2 Learning Lab</p>	<p>"Map of the Civil War" (TG, Chapter 2 Additional Activities, AP 2.1)</p>
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Week 4

Day 16


Day 17

Day 18

Day 19

Day 20

A Nation at War

<p>"PRIMARY SOURCE ACTIVITY: The Second Battle of Manassas" (TG, Chapter 2 Additional Activities, AP 2.2)</p>	<p> "PRIMARY SOURCE ACTIVITY: Benjamin Butler and the Occupation of New Orleans" (TG, Chapter 2 Additional Activities, NFE 1, NFE 2)</p>	<p>"PRIMARY SOURCE ACTIVITY: New Orleans in the Civil War" (TG, Chapter 2 Additional Activities)</p>	<p>"PRIMARY SOURCE ACTIVITY: New Orleans in the Civil War" (TG, Chapter 2 Additional Activities)</p>	<p>"PRIMARY SOURCE ACTIVITY: New Orleans in the Civil War" (TG, Chapter 2 Additional Activities)</p>
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Week 5

Day 21



Day 22

Day 23

Day 24

Day 25

A Nation at War

<p> "PRIMARY SOURCE ACTIVITY: The Emancipation Proclamation and the End of Slavery" (TG, Chapter 2 Additional Activities)</p>	<p>"PRIMARY SOURCE ACTIVITY: 'Men of Color: To Arms! To Arms!'" (TG, Chapter 2 Additional Activities)</p>	<p>"The Massachusetts Fifty-Fourth Infantry Regiment" (TG, Chapter 2 Additional Activities)</p>	<p> "PRIMARY SOURCE ACTIVITY: The Gettysburg Address" (TG, Chapter 2 Additional Activities, AP 1.2)</p>	<p>"PRIMARY SOURCE ACTIVITY: Women in the Civil War" (TG, Chapter 2 Additional Activities)</p>
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Week 6

Day 26


Day 27

Day 28

Day 29

Day 30

A Nation at War

<p>"PRIMARY SOURCE ACTIVITY: Sherman's March to the Sea" (TG, Chapter 2 Additional Activities, NFE 3, AP 1.2)</p>	<p> "PRIMARY SOURCE ACTIVITY: Surrender at Appomattox Court House" (TG, Chapter 2 Additional Activities, NFE 4, AP 1.2)</p>	<p>Chapter 2 Assessment</p>	<p>Unit 5 Performance Task Assessment</p>	<p>Unit 5 Performance Task Assessment</p>
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A NATION AT WAR PACING GUIDE

_____’s class

(A total of thirty days has been allocated to the *A Nation at War* unit in order to complete all Grade 7 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

A Nation at War

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

A Nation at War

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

A Nation at War

--	--	--	--	--

Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

A Nation at War

--	--	--	--	--

Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

A Nation at War

--	--	--	--	--

Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

A Nation at War

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TOPIC: Prelude to Secession and War

The Framing Question: What factors led to the outbreak of the American Civil War?

Primary Focus Objectives

- ✓ Explain the significance of the election of 1860. (7.12, 7.12.a, 7.12.b)
- ✓ Discuss the ideas in President Abraham Lincoln’s first inaugural address. (7.12, 7.12.e)
- ✓ Describe the causes and effects of secession, including Louisiana’s choice to secede. (7.13, 7.13.a, 7.13.b)
- ✓ Understand the meaning of the following domain-specific vocabulary: *pragmatic*, *abolitionist*, *ammunition*, and *mint*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Prelude to Secession and War”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Pages



AP 1.1
AP 1.2

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Primary Source Analysis (AP 1.2)
- map from the Internet of the United States circa 1860
- image from the Internet of Confederate coins

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the map and image may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Volume page numbers listed below)

pragmatic, adj. realistic or accepting of limits (3)

Example: Abraham Lincoln took a pragmatic approach during his campaign by trying to appease both proslavery and antislavery factions.

Variations: pragmatically (adv.), pragmatism (n.), pragmatist (n.)

abolitionist, n. a person who worked to end slavery during the 1700s and 1800s (3)

Example: A staunch abolitionist, William Lloyd Garrison traveled the country speaking about the evils of slavery.

Variations: abolition (n.), abolish (v.)

ammunition, n. bullets or shells (9)

Example: The soldiers stockpiled ammunition in anticipation of the battle.

Variations: ammo

mint, n. a place where money is coined under governmental authority (9)

Example: The mint introduced a commemorative coin into circulation to celebrate the historic leader.

Variations: mint (v.)

THE CORE LESSON 35 MIN

Introduce *A Nation at War* Student Volume

5 MIN

Distribute copies of the *A Nation at War* Student Volume. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention secession, the election of 1860, and major battles of the Civil War.

Introduce “Prelude to Secession and War”

5 MIN

Introduce the chapter by reminding students that throughout the first half of the 1800s, tensions grew between the North and the South over the issue of slavery—specifically, the spread of slavery into U.S. territories in the West. Those tensions sparked violent conflict in the 1850s, including the events of Bleeding Kansas and John Brown’s raid on Harpers Ferry. In this chapter, students will read about how ongoing tensions influenced the presidential election of 1860 and led to the secession of the Southern states. Point out the word *secession* in the chapter title, and explain what it means here: the decision by Southern states to leave the United States and form their own country.

Call students’ attention to the Framing Question. Tell students to look for factors that led to the outbreak of the American Civil War as they read the text.

Guided Reading Supports for “Prelude to Secession and War”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The House Divided,” page 2

Scaffold understanding as follows:

Read the section on page 2 aloud.

SUPPORT—Remind students what they learned about Bleeding Kansas in Unit 4, *A New Spirit of Change*. People living in the Kansas and Nebraska Territories were permitted to decide the issue of slavery for themselves through popular sovereignty. This resulted in violent clashes between proslavery and antislavery factions.

After reading the text, ask the following questions:

LITERAL—Why was the Republican Party founded? (7.1, 7.12, 7.12.c)

- » The Republican Party was founded with the mission of opposing slavery.

EVALUATIVE—Why was the election of 1860 especially significant? (7.1, 7.12)

- » Tensions in the country had reached a tipping point over the issue of slavery, and the election would determine how the country would move forward through a potential crisis.

“The Argument Over Slavery,” pages 3–5

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on page 3 aloud.

SUPPORT—Remind students that they read about the *Dred Scott* Supreme Court decision in Unit 4. Dred Scott, an enslaved man, sued for his freedom. The Supreme Court ruled that as an enslaved person, Scott was not a citizen and therefore did not have the right to use the American justice system to sue for his freedom.

CORE VOCABULARY—Point out the vocabulary terms *pragmatic* and *abolitionist*, and explain their meanings. Note that a pragmatic decision is not necessarily the most moral or just decision. It is a decision made based on practicality, not ethics.

SUPPORT—Help students understand why Lincoln’s approach was pragmatic. He and the Republicans were realistic about the chances of abolishing slavery—namely, they realized that abolition was an unrealistic expectation. Therefore, they took the pragmatic or practical approach of guaranteeing that slavery could continue where it already existed while promising to stop the spread of slavery elsewhere.

SUPPORT—Remind students that Abraham Lincoln and Stephen Douglas had a history. They debated each other in 1858, and those debates brought Lincoln to national prominence.

Invite a volunteer to read the third paragraph of the section on pages 3–4 aloud.

SUPPORT—Remind students that they first “met” Calhoun in Unit 4, *A New Spirit of Change*. He was a Southern senator who defended the terms of the Missouri Compromise. Clarify that people like Calhoun did not want to just defend slavery—they wanted to expand it.

SUPPORT—Point out the word *secede*, and explain what it means. (To secede means to formally withdraw.) Explain that the word *secession*, a noun, comes from the word *secede* and describes the act of leaving or withdrawing from an organization—in this instance, the United States.

SUPPORT—Remind students that the issue of states’ rights was not new. In Unit 4, they learned about the Nullification Crisis of 1832–33. During the crisis, some leaders debated whether the states had the right to overturn or reject federal laws (in this case, tariffs) that they disagreed with. Ask: How were the arguments of the Nullification Crisis similar to the states’ rights arguments surrounding slavery and secession? (*As during the Nullification Crisis, leading up to the election of 1860, Southern leaders argued that the Tenth Amendment protected their right to hold slaves. If this right was violated by federal government actions, then they could reject the laws of the federal government by leaving the Union.*) (7.1, 7.3, 7.12, 7.12.a, 7.12.c)

Invite a volunteer to read the remainder of the section on pages 4–5 aloud.

After the volunteers read the text, ask the following questions:

LITERAL—What was the key issue in the presidential election of 1860? (7.12, 7.12.c)

- » Slavery was the key issue in the presidential election of 1860.

EVALUATIVE—What made Lincoln’s presidential platform pragmatic? (7.12, 7.12.c)

- » Although many Republicans wanted to abolish slavery outright, Lincoln’s platform was pragmatic because it made concessions to both Southerners and abolitionists. It guaranteed slavery where it already existed and also promised to prevent the spread of slavery into the territories.

EVALUATIVE—Why were there two Democratic candidates for president during the election of 1860? What did this division represent? (7.12, 7.12.a)

- » The Democratic Party was divided over the issue of slavery. Northern Democrats favored a compromise approach to the issue, in which new territories would decide for themselves whether to allow slavery. Southern Democrats wanted to spread slavery into the West. This division represented extreme sectionalism in the United States.


EVALUATIVE—How did Southern leaders and Republicans differ in their views of the Constitution? (7.12, 7.12.c)

- » Southern leaders believed that the Tenth Amendment made slavery an issue that should be decided by individual states. Republicans rejected the argument for states’ rights and argued that the federal government had final authority in the Union.

“The Election of 1860,” pages 5–6

Scaffold understanding as follows:

Have students read the section on pages 5–6 independently.

 **SUPPORT**—Call attention to the 1860 election map on page 6. Ask: What states did John Bell win, and what do they have in common? (*John Bell won Kentucky, Tennessee, and Virginia. These states are between the North and the South.*) Why do you think he carried these states? (*These states’ locations meant that they were caught between the interests of the North and the South; Bell’s party emphasized keeping the Union together, which would have appealed to people in these states.*) (7.1, 7.4, 7.5, 7.12)

After students read the text, ask the following questions:

EVALUATIVE—What factor made the Republican Party successful during the election of 1860? (7.12)

- » Unlike the Democratic Party, the Republican Party remained unified behind one candidate.

LITERAL—What was the outcome of the election of 1860? (7.12)

- » Abraham Lincoln won less than half of the popular vote but won a majority of the electoral votes. Stephen Douglas and the Northern Democrats won about 30 percent of the popular vote but only won the electoral votes of Missouri and split the electoral

votes of New Jersey. Southern Democrat Breckenridge won many Southern states, and Bell won three, but both candidates had far fewer votes than Lincoln.


INFERENCE—Why do you think Abraham Lincoln was left off of the ballot in Southern states that later seceded? (7.12)

- » Possible answer: He was likely left off of the ballot because few Southerners supported him. Southern Democrats also believed that Lincoln's promise to allow slavery within existing borders was insincere.

"Secession" and "John Brown and Harpers Ferry," pages 6–9

Scaffold understanding as follows:

Have students read the first five paragraphs of the section "Secession" on pages 6–8 with a partner.

 **SUPPORT**—Display the map of the United States in 1860. Point out the first states to secede from the Union: South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas. Explain that four more states seceded within the next few months: Virginia, Arkansas, Tennessee, and North Carolina. Call attention to the 1860 election map on page 6. What do the seceding states have in common? (*Most voted for the proslavery Southern Democratic candidate, John C. Breckinridge.*) (7.4, 7.5)

Have students read the remainder of the section on pages 8–9 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *ammunition* and *mint*, and explain their meanings.

SUPPORT—Display the image of Confederate coins. Explain that these coins were minted in the New Orleans facility that had been a branch of the U.S. Mint before being seized by the Confederacy. Point out features of the coin on the right, including the liberty cap (a soft head covering also known as a Phrygian cap, a symbol of liberty dating back to ancient Greece), the cotton and sugarcane plants, and the seven stars. Ask: What do you think the stars and plants represented? (*the seven Confederate states and their two most important crops*) (7.6, 7.13.b)

Read the sidebar "John Brown and Harpers Ferry" on page 8 aloud.

SUPPORT—Remind students that they first read about John Brown's raid at Harpers Ferry in Unit 4. Explain that Brown's actions only increased tensions between proslavery and antislavery factions in the United States. Southerners were particularly frightened by the prospect of an uprising by enslaved persons.

After reading the text, ask the following questions:

EVALUATIVE—How were Lincoln's presidential campaign platform and first inaugural address similar? (7.3, 7.12, 7.12.e)

- » They both expressed his promise not to interfere with the institution of slavery where it was already legal.

LITERAL—What event resulted in the secession of seven states in 1860 and 1861? (7.12, 7.13, 7.13.a)

- » The election of Lincoln to the presidency led seven states to secede in 1860 and 1861. Southern leaders did not believe Lincoln’s promises and reassurances and viewed leaving the country as the only option to keep slavery.

EVALUATIVE—How did Louisianans initially view the issue of secession? How did this view change over time? (7.12, 7.13, 7.13.a, 7.13.b)

- » Secession was not popular in Louisiana at first. This view changed after Abraham Lincoln was elected president.

EVALUATIVE—Why did Southern states start taking over forts, arsenals, post offices, and other federal government property in their states before the formation of the Confederacy? (7.12, 7.13, 7.13.a)


- » They argued that the United States government no longer had any rights within their states, so the property belonged to the states themselves. Taking over these locations would give them weapons and defenses if the Confederacy went to war against the Union.

EVALUATIVE—Why was the seizure of the U.S. Mint in New Orleans significant? (7.12, 7.13, 7.13.a, 7.13.b)

- » It gave Louisiana control over \$300,000 worth of coins and silver.

Primary Source Feature: From “On the Right of Secession” by Senator Judah P. Benjamin of Louisiana (1860), page 10

Scaffold understanding as follows:

-  **Background for Teachers:** Judah Benjamin was born in the British Virgin Islands and moved to South Carolina as a child. After studying law in the Northeast, Benjamin settled in New Orleans, where he became known as a successful lawyer. He was elected to the Louisiana state legislature in 1842, then to the U.S. Senate in 1852. After his state seceded from the Union, Benjamin took positions in the Confederacy administration of Jefferson Davis, including attorney general, secretary of war, and secretary of state. He was so well-known that his face was included on the Confederate two-dollar bill. At the end of the war, Benjamin fled to England, where he maintained a reputation as a respected lawyer.

Direct students to the Primary Source Feature on page 10.

Introduce the source by reminding students that Louisiana, like six other states, seceded from the Union before Abraham Lincoln even took office. Explain that in this speech, Benjamin expresses many of the core proslavery ideas that would inspire Louisianians to leave the Union and join the Confederacy the next year.

Invite volunteers to read the source aloud.

SUPPORT—Explain the following terms as they are encountered in the text:

- **inevitable, adj.** incapable of being avoided
- **assert, v.** to declare or state
- **render, v.** to cause to be; to make



Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—Who is Benjamin addressing in the second and third paragraphs? (7.6, 7.6.a, 7.12.c, 7.13.b)

- » Benjamin is addressing Republican senators.

EVALUATIVE—What is the “interpretation of the Federal Constitution” with which Benjamin disagrees? (7.6, 7.6.a, 7.12.c, 7.13.b)

- » Benjamin disagrees with the Republicans’ belief that enslaved persons are not property.

EVALUATIVE—What does Benjamin say will happen if Republicans are allowed to move forward with their interpretation? (7.6, 7.6.a, 7.12.c, 7.13.b)

- » Benjamin predicts that Republicans will use legislation to “rob” the South of enslaved people and make it “difficult and dangerous” to get that “property” back.

Primary Source Feature: “Excerpt from Lincoln’s First Inaugural Address (1861),” page 11

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 11.

Introduce the source by reviewing what students read about Lincoln’s election in 1860 and his first inaugural address. (*Lincoln won about 40 percent of the popular vote and more than half of the electoral votes. He was elected by Northern states and California and Oregon. His first inaugural address reiterated his commitment to permitting slavery where it was already legal and his belief that states had the right to self-governance.*) Explain that this source is an excerpt from Lincoln’s first inaugural address.

Invite volunteers to read the source aloud.

SUPPORT—Explain the following terms as they are encountered in the text:

- **apprehension, n.** concern about the future
- **ample, adj.** abundant; more than enough
- **inclination, n.** an urge
- **recanted, v.** took back
- **inviolable, adj.** undisturbed
- **pretext, n.** an assumed purpose that hides the actual purpose

TURN AND TALK—After the volunteers have read the text, have students summarize Lincoln’s main points.



Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—According to Lincoln, what are some Americans feeling at this time? (7.6, 7.6.a, 7.12.e)

- » He says that Southerners are feeling apprehension.

EVALUATIVE—Why does Lincoln say that Southerners have no reason for apprehension? (7.6, 7.6.a, 7.12.e)

- » He says there is no reason for apprehension because he has a record of keeping his promises.

EVALUATIVE—Who is the target audience for Lincoln’s speech? What evidence supports this conclusion? (7.6, 7.6.a, 7.6.b, 7.7, 7.7.a, 7.12.e)

- » Southerners are the target audience for Lincoln’s speech. This is made evident by Lincoln’s acknowledgment that there is “apprehension” among people in the Southern states. It is also obvious by his promises to uphold slavery in the South and respect states’ rights.

EVALUATIVE—Why does Lincoln include a quote from a speech he gave in the past? Do you think this is effective, and why or why not? (7.6, 7.6.a, 7.6.b, 7.12.e)

- » Lincoln quotes from an earlier speech to show that he has not changed his stance on slavery or states’ rights. This is effective because it shows he is committed to keeping his promises.

EVALUATIVE—Do you think Lincoln’s first inaugural address accurately reflects the tensions in the United States at this time, and why or why not? What other sources would be helpful in better understanding the context of his speech? (7.6, 7.6.a, 7.6.b, 7.6.d, 7.12.e)

- » Possible answer: Lincoln’s first inaugural address makes it sound like Southerners were only anxious or fearful of the future. It does not address the fact that seven Southern states had already left the Union at the time of his address. This makes it an inaccurate reflection of tensions in the United States at this time. Speeches from other politicians, newspaper articles, letters, and journals are all sources that might show how Americans felt at this time. They might also include descriptions of events that Lincoln’s speech does not include.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (7.1)
- Review and discuss the Framing Question: “What factors led to the outbreak of the American Civil War?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What factors led to the outbreak of the American Civil War?”
 - » Key points students should cite include: growing sectionalism and the debate over slavery created deep divisions between different regions and within political parties; despite repeated assurances from Lincoln that he would not abolish slavery where it already existed, Southern states did not take him at his word; by June 1861, eleven states had seceded from the Union and formed the Confederate States of America; prior to secession, Southern states began seizing federal forts, arsenals, post offices, and other government property in preparation for war.
- Choose two of the Core Vocabulary terms (*pragmatic*, *abolitionist*, *ammunition*, or *mint*), and write a sentence using the terms.

To wrap up the lesson, ask several students to share their responses.

Activity Page

Note: Distribute copies of Letter to Family (AP 1.1) for students to take home.



AP 1.1

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

TOPIC: The Course of the Civil War

The Framing Question: How did the events of the Civil War transform the United States?

Primary Focus Objectives

- ✓ Explain the significance of the Battle of Fort Sumter. (7.13, 7.13.c)
- ✓ Summarize the significance and outcomes of major battles and events during the Civil War. (7.13, 7.13.d, 7.13.g)
- ✓ Describe the roles and contributions of different individuals and groups during the Civil War. (7.13, 7.13.f, 7.13.h)
- ✓ Analyze the significance and effects of the Emancipation Proclamation. (7.13.g)
- ✓ Explain the role of Louisiana during the Civil War. (7.13, 7.13.f)
- ✓ Understand the meaning of the following domain-specific vocabulary: *emancipation, drill, draft, casualty, tributary, preliminary, consecrate, hallow, and siege.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About The Course of the Civil War”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Page



AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)
- image from the Internet of the Anaconda Plan

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the image may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Volume page numbers listed below)

emancipation, n. the act of setting free, especially from legal, social, or political restrictions (16)

Example: The abolitionist movement fought for the emancipation of enslaved people.

Variations: emancipate (v.), emancipator (n.)

drill, v. to train or practice by repeating movements or tasks (18)

Example: The general worked to drill his soldiers on how to move quietly through the woods without being detected.

Variations: drills, drilling, drilled, drill (n.)

draft, n. a system that requires individuals to serve in the military (18)

Example: Some wealthy Americans avoided the draft by paying other people to fight in the army in their place.

Variations: drafts, draft (v.)

casualty, n. a person killed or wounded in fighting (18)

Example: The injured soldier was just one casualty out of thousands at the Battle of Shiloh.

Variations: casualties

tributary, n. a stream or smaller river that flows into a larger river (22)

Example: The soldiers followed the tributary until it connected with the Mississippi River.

Variations: tributaries

preliminary, adj. an early version or early step toward something (25)

Example: A preliminary investigation suggested the cause of the fire was an overturned oil lamp.

Variations: preliminary (n.)

consecrate, v. to declare something sacred or holy (28)

Example: The minister arrived to consecrate the new building as a church.

Variations: consecrates, consecrating, consecrated, consecrated (adj.), consecration (n.)

hallow, v. to honor or respect (28)

Example: People visiting Civil War battlefields hallow the great loss of life that took place there.

Variations: hallows, hallowing, hallowed, hallowed (adj.)

siege, n. a battle strategy in which soldiers surround a building or place so that those under attack cannot receive supplies (30)

Example: The Union siege of the Confederate fort prevented food and ammunition from reaching the soldiers inside.

Variations: sieges, lay siege (v.), besiege (v.)

THE CORE LESSON 35 MIN

Introduce “The Course of the Civil War”

5 MIN

Introduce the chapter by reviewing the election of 1860 and its aftermath. (Abraham Lincoln, the Republican candidate, won the election. The Democratic Party was divided over the issue of slavery. After Lincoln won the election, seven Southern states seceded from the Union.) Remind students that Lincoln was determined to keep the Union together. Explain that Lincoln’s determination to reunite the country and the South’s determination to remain independent led to war.

Call students’ attention to the Framing Question. Tell students to look for what changed in the United States during the Civil War as they read the text.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Nation at War” and “The War Begins,” pages 12–16


Scaffold understanding as follows:

Read the section “A Nation at War” on page 12 aloud.

SUPPORT—Point out the word *perished* in the paragraph. Explain that *perished* means died.


SUPPORT—Note the casualty statistics given in the paragraph. Then tell students that in 1860, the U.S. population was 31,443,321, nearly four million of whom were enslaved persons.

Invite a volunteer to read the first paragraph of the section “The War Begins” on page 13 aloud.

 **SUPPORT**—Have students locate Fort Sumter on the Civil War map on page 15. Ask: Where is Fort Sumter relative to Charleston? (*It is southwest of Charleston.*) (7.4, 7.5)

Have students read the remainder of the section “The War Begins” on pages 13–16 independently.

SUPPORT—Direct students to the pie charts of Union and Confederate resources in 1860 on page 14. Ask: What regional advantages do these graphs illustrate? (*The North had more industry, food production, and railroads and a larger population.*) What does the caption of the charts indicate about the importance of such advantages when it came to actual fighting? (*Even though the North had the greater advantage in many economic sectors, familiarity with the terrain and feeling closer to “home” may have sometimes given Southern troops the upper hand.*) (7.4)

 **SUPPORT**—Point out the border states (those in dark orange) on the 1861 map of the Union and the Confederacy on page 15. Have students speculate why they are called “border states.” (*They form a border between the Union and the Confederacy.*) (7.4, 7.5)

After students read the text, ask the following questions:

EVALUATIVE—What were some of the effects of the Civil War? (7.13)

- » Some effects of the Civil War include the loss of more than six hundred thousand lives, millions of people injured, and the end of slavery in the United States.

EVALUATIVE—Why was Fort Sumter significant to the Union? (7.13, 7.13.c)

- » It was one of two remaining forts that the Union controlled in the Confederacy.

EVALUATIVE—Why was Fort Sumter difficult for the Union to hold? (7.13, 7.13.c)

- » Fort Sumter could only be accessed by ships. That meant the Union had to send supplies past Confederate guns located on other islands in the harbor.

EVALUATIVE—How did Union and Confederate views of the fighting at Fort Sumter differ? (7.3, 7.13, 7.13.c)

- » The Union viewed the Confederate attack on Fort Sumter as the beginning of a rebellion. The Confederacy viewed the attack as a blow for independence.

LITERAL—What was the reaction to the fighting at Fort Sumter in the North and in the South? (7.13, 7.13.c)

- » The fighting at Fort Sumter led President Lincoln to call upon state militias to contribute seventy-five thousand soldiers to form an army to put down the Southern rebellion. It also led four more states to secede and join the Confederacy.

“A War of the People,” pages 16–18

Scaffold understanding as follows:

Invite volunteers to read the first three paragraphs of the section on pages 16–17 aloud.

CORE VOCABULARY—Point out the vocabulary term *emancipation*, and explain its meaning.

SUPPORT—Explain that at the start of the war, African Americans were not allowed to fight in the Union’s armed forces, even though many wanted to—and, as the text states, many did, starting in 1862. However, it wasn’t until the Emancipation Proclamation was issued that African Americans could officially join the fight. Students will read more about the Emancipation Proclamation later in this chapter.

Invite volunteers to read the remainder of the section on pages 17–18 aloud.

SUPPORT—Explain to students that many familiar names and faces from American history helped shape the Civil War. Students may recall reading about Dorothea Dix in Unit 4. Explain that in addition to her work reforming asylums and prisons, Dix also trained nurses during the Civil War.

After the volunteers read the text, ask the following questions:

LITERAL—What happened to African American volunteers who tried to enlist in the Union Army at the beginning of the war? How did this change over time? (7.13, 7.13.e)

- » At first, the North turned African American volunteers away. In 1862, Union leaders began recruiting African American volunteers. In 1863, Abraham Lincoln changed his mind about recruiting Black soldiers after signing the Emancipation Proclamation.

EVALUATIVE—In the beginning of the Civil War, what did Lincoln fear might happen if African Americans were allowed to enlist in the Union Army? (7.13, 7.13.e)

- » At first, Lincoln insisted the war was being fought to preserve the Union, not to end slavery. He worried that allowing African American soldiers in the army would upset border slave states that had stayed in the Union.

EVALUATIVE—Why was the Massachusetts Fifty-Fourth Regiment significant? (7.13, 7.13.e)

- » It was an all-Black regiment that led an attack on Fort Wagner, a Confederate fort on an island in Charleston Harbor. The regiment forced its way into the fort despite heavy cannon fire.

EVALUATIVE—How did the Civil War create new opportunities for women? (7.13, 7.13.e)

- » Before the Civil War, nursing was a man’s job. As a result of the Civil War, women were accepted into the nursing profession.

LITERAL—Who were Clara Barton and Mary Edwards Walker? (7.13, 7.13.e, 7.13.h)

- » Clara Barton was a nurse who treated soldiers on and off the battlefield. She later went on to found the American Red Cross. Mary Edwards Walker was a physician who became the first female U.S. Army surgeon. She later went on to receive the Medal of Honor.

“Soldiers and Casualties,” pages 18–19

Scaffold understanding as follows:

Have students read the section on pages 18–19 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *drill*, *draft*, and *casualty*, and explain their meanings.

SUPPORT—Explain that the drafts instituted by the Confederacy and the Union favored wealthy citizens. Both drafts allowed people to hire someone else to fight in the army in their place. The Union allowed people to pay three hundred dollars to avoid having to fight, while the Confederacy exempted white slaveholders with more than twenty slaves. As a result, many described the Civil War as a “rich man’s war but a poor man’s fight.” Explain that scholars today debate the accuracy of this statement. Ask: What sources could historians cite that would challenge or support the claim that the Civil War was a “rich man’s war but a poor man’s fight”? (*Historians could review draft and service records to determine the representation of people from different economic backgrounds in the Union and Confederate armies.*) (7.6.d)

SUPPORT—Call attention to the graph of Civil War casualties on page 18. Ask: Which side in the conflict mobilized the most troops? (*the Union*) Which side in the conflict had the greatest number of casualties? (*the Union*) How did the Union and Confederate casualties compare to the number of people who fought for each side? (*About a third of Union soldiers became casualties, while about half of Confederate soldiers became casualties.*) (7.3, 7.4, 7.13, 7.13.e)

After students read the text, ask the following questions:

EVALUATIVE—Why did soldiers quickly lose their enthusiasm? (7.13, 7.13.e)

- » They realized that a soldier’s life meant marching in awful weather with little food or water, all while carrying heavy equipment. Illness was also common.

EVALUATIVE—What caused the number of volunteers to drop? How did the Union and Confederacy respond? (7.13, 7.13.e)

- » Soldiers wrote letters home that explained their experiences. This caused the number of volunteers to drop. Both the Union and the Confederacy responded by instating drafts that required individuals to serve in the military.

EVALUATIVE—Why were Civil War battles very deadly? (7.13, 7.13.e)

- » The soldiers fought in close quarters with very powerful weapons that inflicted deadly wounds.

“The Battle of Manassas,” pages 19–20

Scaffold understanding as follows:

SUPPORT—Explain that many Civil War battles have two names—one given by the North and one given by the South. For example, what the South called the Battle of Manassas, the North called the Battle of Bull Run. This is because the Confederacy generally named battles for nearby towns, while the North named battles for nearby bodies of water or land formations.

Read the section on pages 19–20 aloud.

After reading the text, ask the following questions:

LITERAL—What was the mood before the battle began? (7.1, 7.13, 7.13.d)

- » The mood was light, like a holiday. Picnickers planned to watch the first battle of the war as a form of entertainment.

EVALUATIVE—What was the outcome of the Battle of Manassas? (7.13, 7.13.d)

- » After fresh Confederate troops arrived by train, the Union soldiers were forced to retreat.

“The Battle of Shiloh,” pages 20–21

Scaffold understanding as follows:

Invite volunteers to read the section on pages 20–21 aloud.

SUPPORT—Remind students that they read about the Mexican-American War in Unit 3. Invite volunteers to share what they recall about the conflict.

After the volunteers read the text, ask the following questions:

LITERAL—Who was Ulysses S. Grant, and what was his strategy? (7.13.h)

- » Ulysses S. Grant was a Union general who believed that victory lay in attacking the Confederacy directly.

LITERAL—What did the Union and Confederacy use railroads for? (7.13.d)

- » Railroads were used to move both troops and supplies.

EVALUATIVE—Why was the Battle of Shiloh significant? (7.13, 7.13.d)

- » Despite a surprise attack led by Confederate general Albert S. Johnston, Union general Ulysses S. Grant and his forces were ultimately able to fight back and win. The Battle of Shiloh came at a high price and resulted in twenty-three thousand total casualties.

“The Capture of New Orleans,” pages 21–22

Scaffold understanding as follows:

Have students read the first paragraph of the section on pages 21–22 independently.

CORE VOCABULARY—Point out the vocabulary term *tributary*, and explain its meaning.

SUPPORT—Remind students that New Orleans has played an important role in American history. The Louisiana Purchase was made in part to give the United States control over New Orleans and its port, and the city was an important location during the War of 1812.

Have students read the remainder of the section on page 22 with a partner.

After students read the text, ask the following questions:

EVALUATIVE—Why was the Port of New Orleans important to the Confederacy? (7.1, 7.2, 7.13, 7.13.d, 7.13.f)

- » The Port of New Orleans was important to the Confederacy because it connected the Confederacy to trading partners outside of the United States. The Confederacy was less industrialized than the Union, which meant it relied on exporting cotton and other goods overseas. It also relied on importing weapons, ammunitions, and other supplies needed to fight the war.

LITERAL—How did goods move from New Orleans to other locations? (7.1, 7.2, 7.13, 7.13.d, 7.13.f)

- » Goods moved from the Port of New Orleans to other locations by way of the Mississippi River and its many tributaries.

LITERAL—Who was David Farragut? (7.13, 7.13.d)

- » David Farragut was a Union naval leader who led a series of attacks on New Orleans, resulting in its capture in April 1862.

“Confederate Generals,” pages 23–24

Scaffold understanding as follows:

Have students read the section on pages 23–24 independently.

SUPPORT—Explain to students that many Civil War generals and officers on both sides of the Civil War were graduates of West Point, an army fort that later became a military academy. These people were part of the U.S. military until the outbreak of the Civil War. As a result, many former classmates, friends, and colleagues found themselves enemies during the Civil War. Robert E. Lee, Ulysses S. Grant, “Stonewall” Jackson, George Pickett, George Meade, and George McClellan were all West Point graduates.

After students read the text, ask the following questions:

LITERAL—Who was the most important leader of the Confederate forces in the East? (7.13, 7.13.h)

- » Robert E. Lee was the most important leader of the Confederate forces in the East.

EVALUATIVE—Why did Lee choose to fight for the Confederacy? (7.13, 7.13.h)

- » He wanted to remain loyal to his home state of Virginia.

LITERAL—How did Thomas J. “Stonewall” Jackson get his name? (7.13, 7.13.h)

- » He got his name after his troops held firm against a Union attack during the first battle of the war. Confederate general Barnard E. Bee commented, “There is Jackson, standing like a stone wall.”

EVALUATIVE—How were Lee and Jackson similar? (7.3, 7.13, 7.13.h)

- » Both men were capable generals known for their aggressive tactics.

“The Battle of Antietam,” pages 24–25

Scaffold understanding as follows:

Have students read the section on pages 24–25 with a partner.

SUPPORT—Explain that McClellan was the first of several generals that Abraham Lincoln removed from command. The last commanding general of the Union forces was Ulysses S. Grant. Ask: Why might Lincoln have changed leadership of the Union forces multiple times during the war? (*He did not like the way the war was progressing and was concerned by the number of Confederate victories. Some of the generals may have been ineffective leaders.*)

After students read the text, ask the following questions:

LITERAL—How did a piece of paper give the Union an advantage at the Battle of Antietam? (7.13, 7.13.d)

- » A Union soldier discovered a piece of paper that described General Lee’s battle plans, including sending Stonewall Jackson’s forces on another mission.

EVALUATIVE—What mistakes did General McClellan make at the Battle of Antietam? (7.13, 7.13.d)

- » Despite having twenty thousand fresh troops, he did not attack the following day, which could have put an end to Lee’s army. McClellan also let Confederate troops cross the Potomac River and return to Virginia and the Confederacy.

EVALUATIVE—Why can the Battle of Antietam be characterized as both a success and a failure for the Union? (7.13, 7.13.d)

- » The Battle of Antietam can be seen as a success because the Union succeeded in stopping Lee’s drive into the North, and Maryland remained in the Union. It can also be seen as a failure because McClellan failed to attack Lee’s forces the next day, which could have put an end to Lee’s army. The battle also resulted in twenty-three thousand casualties.

“The Emancipation Proclamation,” pages 25–27

Scaffold understanding as follows:

Invite volunteers to read the first three paragraphs of the section on page 25 aloud.

CORE VOCABULARY—Point out the vocabulary term *preliminary*, and explain its meaning.

SUPPORT—Explain that earlier in the year, President Lincoln signed a law passed by Congress that emancipated enslaved people in Washington, D.C. This was a huge step forward for the abolition movement, especially because Washington, D.C., was once a center of the American slave trade.

Invite volunteers to read the remainder of the section on pages 26–27 aloud.

SUPPORT—Explain that while African Americans and abolitionists supported the Emancipation Proclamation, not all Northerners did. Racist sentiments were strong among many white working-class people. They believed the draft violated their rights, and they resented being asked to potentially give their lives for someone else’s freedom. The Democratic Party and anti-war newspapers contributed to growing tensions by claiming that workers’ jobs were at risk if enslaved people became free. This resulted in riots in New York City in July 1863.

After the volunteers read the text, ask the following questions:

LITERAL—What did the Emancipation Proclamation do? (7.13, 7.13.g)

- » The Emancipation Proclamation freed enslaved people in the eleven Confederate states that continued to rebel against the Union. It also permitted African American men to serve in the Union Army and Navy.

LITERAL—After the Emancipation Proclamation, what did President Lincoln realize about abolishing slavery? (7.13, 7.13.g)

- » President Lincoln realized that it would take an amendment to the Constitution to fully abolish slavery.

EVALUATIVE—Why did the Emancipation Proclamation not free all enslaved people? (7.13, 7.13.g)

- » The Emancipation Proclamation only freed enslaved people in the eleven Confederate states that were still in rebellion against the United States. Slavery remained in place in the border states, which were part of the Union.

“The Battle of Gettysburg” and “Lincoln’s Address at Gettysburg,” pages 27–29

Scaffold understanding as follows:


Have students read the section “The Battle of Gettysburg” on pages 27–29 independently.

SUPPORT—Explain that President Lincoln was not the intended headliner of the ceremony at Gettysburg. In fact, he wasn’t invited until close to the time of the event. A man named Edward Everett—a prominent orator, educator, and politician—spoke for two hours before Lincoln’s brief address. Everett wrote Lincoln a letter the day after the ceremony, telling the

president, “I should be glad, if I could flatter myself that I came as near to the central idea of the occasion, in two hours, as you did in two minutes.”

Read the sidebar “Lincoln’s Address at Gettysburg” on page 28 aloud.

CORE VOCABULARY—Point out the vocabulary terms *consecrate* and *hallow*, and explain their meanings.

 **Note:** You may wish to pause here to implement the Chapter 2 Additional Activity “PRIMARY SOURCE ACTIVITY: The Gettysburg Address.”

After reading the text, ask the following questions:

LITERAL—Which factors helped turn the tide of the Civil War in the Union’s favor? (7.13, 7.13.d)

- » The enlistment of African Americans in the Union Army and the Confederate loss of Stonewall Jackson helped turn the tide of the Civil War in the Union’s favor.

EVALUATIVE—Why did General Lee take the war into Northern territory? (7.13, 7.13.d)

- » He believed the defensive war against the Union was ineffective. He thought that fighting and winning battles on Northern soil would lead the Union to lose heart and agree to peace.

LITERAL—What was the outcome of the Battle of Gettysburg? (7.13, 7.13.d)

- » Lee’s forces were pushed back multiple times by Union forces. An advance led by General George Pickett also failed, resulting in a Confederate retreat.

EVALUATIVE—Why was the Gettysburg Address significant? (7.13, 7.13.d, 7.13.i)

- » The Gettysburg Address was significant because it reminded Americans what the war was about and what the Union stood for. It also helped Americans better understand why the war was being fought.

“The Battle of Vicksburg” and “The Siege of Port Hudson,” pages 29–31

Scaffold understanding as follows:

Invite volunteers to read the section “The Battle of Vicksburg” on pages 29–31 aloud.

CORE VOCABULARY—Point out the vocabulary term *siege*, and explain its meaning.

Have students read the section “The Siege of Port Hudson” on page 31 independently.

SUPPORT—Explain that gaining control over the Mississippi, including New Orleans and Vicksburg, was part of a larger Union strategy known as the Anaconda Plan, proposed by General Winfield Scott. The goal of the plan was to isolate the Confederacy by blockading key ports and controlling the Mississippi River. Show students the image of the Anaconda Plan from the Internet. Explain that this cartoon was published in 1861 and that an anaconda is a snake similar to a python. Ask: How do you think the Anaconda Plan got its name? (*The Anaconda Plan got its name because its goal was to “strangle” the South, much like an anaconda strangles its prey.*)

After students read the text, ask the following questions:

EVALUATIVE—What was so important about Vicksburg for the Union? (7.13, 7.13.d)

- » If the Union could take Vicksburg, it could control the Mississippi River. This, in turn, could potentially put Arkansas, Texas, and Louisiana out of the war by separating those states from the rest of the Confederacy.

EVALUATIVE—Why was Vicksburg difficult for General Grant’s forces to capture? (7.13, 7.13.d)

- » Vicksburg was perched on a cliff above the Mississippi River. This meant that artillery could stop ships passing below. It was also heavily fortified.

EVALUATIVE—How were the captures of Vicksburg and Port Hudson similar? (7.3, 7.13, 7.13.d)

- » Both cities were captured using long-term siege tactics.

EVALUATIVE—Why were the captures of Vicksburg and Port Hudson significant? (7.3, 7.13, 7.13.d)

- » The captures of Vicksburg and Port Hudson were significant because they gave the Union complete control over the Mississippi River, from Minnesota to Louisiana. This divided the Confederacy in two.

“Sherman’s March to the Sea,” pages 31–33

Scaffold understanding as follows:

Invite volunteers to read the section on pages 31–33 aloud.

SUPPORT—Explain that some historians view Sherman’s tactics as total war, a form of conflict that involves civilians—people not actively fighting in the military, including women, children, and the elderly. Sherman did not have his troops kill civilians on his March to the Sea. However, his campaign was intended to break Confederate spirit and resolve by making it almost impossible for an already suffering population to continue to support the war.

After the volunteers read the text, ask the following questions:

LITERAL—After the victories at Vicksburg and Port Hudson, who was put in charge of the Union’s western forces? (7.13, 7.13.d, 7.13.h)

- » William Tecumseh Sherman was put in charge of the Union’s western forces.

LITERAL—What did the Union troops do during the March to the Sea? (7.13, 7.13.d, 7.13.h)

- » On the March to the Sea, Union troops fought Confederate soldiers, destroyed farms, burned warehouses and barns, wrecked shops, and tore up rail lines.

EVALUATIVE—Why did Sherman approve these measures? (7.13, 7.13.d, 7.13.h)

- » Sherman approved these measures because he wanted to weaken the enemy militarily, economically, and emotionally.

“Surrender at Appomattox Court House,” pages 33–35

Scaffold understanding as follows:

Read the first paragraph of the section on pages 33–34 aloud.

SUPPORT—The election of 1864, like the election of 1860, was characterized by divisions, this time within the Republican Party. Some Republicans believed that emancipation was happening too slowly. They also disapproved of Lincoln’s plan to readmit Confederate states to the Union on the grounds that it was too easy on them. Lincoln ultimately received his party’s nomination; however, these divisions were a sign of the difficulties and disagreements that lay ahead after the Civil War ended. Explain that only states in the Union participated in this election.

Have students read the remainder of the section on pages 34–35 with a partner.

SUPPORT—Explain that Appomattox Court House is the name of the town. It is not a courthouse building in a town called Appomattox.

After students read the text, ask the following questions:

LITERAL—What was Lincoln’s focus after the election of 1864? (7.13, 7.13.d)

- » Lincoln’s focus after the election of 1864 was reuniting the country.

LITERAL—Were Lincoln’s plans for the postwar Union different from those of other Northerners? (7.13, 7.13.d)

- » Yes. Unlike many Northerners who wanted revenge on the Confederacy, Lincoln wanted to reunite the country quickly and without harsh punishments for Southern states.

EVALUATIVE—What led General Lee to surrender to General Grant? (7.13, 7.13.d, 7.13.h)

- » Several factors led General Lee to surrender to General Grant, including the fall of Petersburg and Richmond, the exhaustion and hunger of his army, and his troops’ inability to win against Union forces.

EVALUATIVE—How did General Grant treat the surrendering forces? (7.13, 7.13.d, 7.13.h)

- » General Grant treated Lee’s forces with great respect. He permitted officers to keep their small guns, and all soldiers were free to leave.

“The Role of Louisiana,” pages 35–36

Scaffold understanding as follows:

Have students read the section on pages 35–36 independently.

SUPPORT—Explain to students that today, many places in the South are grappling with the legacy of the Civil War, including monuments and symbols of the Confederacy that still exist.

SUPPORT—The Louisiana State University’s mascot, the tiger, was adopted during the late 1890s. It was inspired by the Louisiana Tigers who fought during the Civil War. Some historians argue that the LSU Fighting Tiger is not just a reflection of Louisiana’s Civil War

contributions. The tiger mascot may have also been used by soldiers from Louisiana during the earlier Mexican-American War.

After students read the text, ask the following questions:

LITERAL—Who were the Louisiana Tigers, and how did they get their name? (7.13, 7.13.h)

- » The First Louisiana Battalion was fierce and lacked discipline. Its members were feared in the North and the South alike. This earned them the nickname “Louisiana Tigers.”

EVALUATIVE—How were enslaved people in Louisiana impacted by the Civil War? (7.13, 7.13.e, 7.13.f)

- » Enslaved people in Louisiana were impacted by the Civil War in several ways. The Civil War ended the market in New Orleans for buying and selling enslaved persons. It also led to the emancipation of 330,000 people.

EVALUATIVE—How did the role of the First Louisiana Native Guard change over the course of the Civil War? (7.13, 7.13.e, 7.13.h)

- » The First Louisiana Native Guard fought for the Confederacy. However, the state legislature banned African Americans from serving in militias. After the Union captured New Orleans, the First Louisiana Native Guard re-formed and fought for the Union.

Primary Source Feature: “Excerpt from *A Confederate Girl’s Diary* by Sarah Morgan Dawson,” page 37

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 37.

Introduce the source by reminding students what they have read about the capture of New Orleans by the Union, including the occupation of the city by Union troops and the rule of General Benjamin F. Butler. This diary entry was written by a girl who witnessed the changes that came to her region as the city fell to the Union in 1862.

Invite volunteers to read the source aloud.

SUPPORT—Explain the meanings of the following words as they are encountered in the text:

- **engagement, n.** a battle
- **wharves, n.** structures where ships load and unload cargo
- **ascertained, v.** determined; found out for sure
- **drays, n.** carts without sides used to haul goods
- **bales, n.** large bundles of goods

Activity Page



AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—What does Dawson say has happened over the past three days? (7.6, 7.6.a, 7.6.b, 7.13.d, 7.13.e, 7.13.f)

- » Dawson describes how Confederate gunboats have been sunk, forts captured, and wharves and cotton burned.

EVALUATIVE—What does Dawson mean when she writes, “Nothing can be positively ascertained”? (7.6, 7.6.a, 7.6.b, 7.13.d, 7.13.e, 7.13.f)

- » Dawson is admitting that she is unsure if all the rumors of the capture of New Orleans are true. She writes that the only thing she knows for sure is that Confederate gunboats have been destroyed and Union gunboats are moving closer.

INFERENTIAL—Why are people who live in New Orleans burning cotton? (7.6, 7.6.a, 7.6.b, 7.13.d, 7.13.e, 7.13.f)

- » Dawson writes that “all were as busy as though their salvation depended on disappointing the Yankees.” She indicates that people are burning their own property, and the wharves used to transport that property to markets, so that Union forces cannot take the cotton and other goods for themselves.

 **Note:** You may wish to pause here to implement the Chapter 2 Additional Activity “PRIMARY SOURCE ACTIVITY: Benjamin Butler and the Occupation of New Orleans.”

Primary Source Feature: “Excerpt from Lincoln’s Second Inaugural Address (1865),” page 38

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 38.

Introduce the source by reminding students that Abraham Lincoln was reelected president in the 1864 election. This source is an excerpt from the inaugural address he gave when his second term of office started in 1865.

Read the source aloud.

SUPPORT—Explain the meanings of the following words as they are encountered in the text:

- **avert, v.** to avoid
- **insurgent, adj.** rebellious against the government
- **deprecated, v.** expressed disapproval of
- **rend, v.** to tear; to violently remove or break apart

TURN AND TALK—Have students summarize Lincoln’s main points in the excerpt.

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—According to Lincoln, what was the cause of the civil war? (7.6, 7.6.a, 7.6.b, 7.13, 7.13.e, 7.13.i)

- » Lincoln says that slavery, or the “peculiar and powerful interest” of enslaved people, was the cause of the war.

Activity Page



AP 1.2

EVALUATIVE—What event is President Lincoln referring to when he says, “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”? (7.6, 7.6.a, 7.6.b, 7.13, 7.13.i)


- » He is referring to the move by Southern leaders to secede from the Union.

EVALUATIVE—Does Lincoln’s statement “With malice toward none, with charity for all . . . let us strive on to finish the work we are in, to bind up the nation’s wounds” reflect continuity or change in his perspective since his first inaugural address? How? (7.1, 7.6, 7.6.a, 7.6.b, 7.6.c, 7.13, 7.13.i)

- » His statement shows continuity in perspective since taking office. In his first inaugural address, Lincoln emphasizes his desire to keep the Union intact. In his second inaugural address, he reaffirms his desire to have a unified country.

INFERENTIAL—Why do you think President Lincoln chose to make this address at the end of the war? (7.6, 7.6.a, 7.6.b, 7.6.c, 7.13, 7.13.i)

- » Possible answer: President Lincoln wanted to make this address to encourage unity between the North and the South. He wanted to focus on healing the nation. He also wanted people to come together rather than focus on hate, revenge, or division.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (7.1)
- Review and discuss the Framing Question: “How did the events of the Civil War transform the United States?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “How did the events of the Civil War transform the United States?”
 - » Key points students should cite include: the Civil War resulted in more than six hundred thousand deaths and millions of injuries; the war began after fighting broke out at Fort Sumter, a federally controlled fort in South Carolina; the fighting at Fort Sumter led four more states to secede; free and enslaved African Americans played an important role during the Civil War, including the Massachusetts Fifty-Fourth Regiment and Robert Smalls; women served as nurses and in other

important roles on both sides of the conflict; Clara Barton, known as the “Angel of the Battlefield,” later went on to found the American Red Cross; Mary Edwards Walker became the first female U.S. Army surgeon during the war; the Battle of Manassas was the first official battle of the Civil War in July 1861 and resulted in a Confederate victory; the Battle of Manassas underscored that the Civil War would be a long conflict; the Union Army won a series of battles during 1861 and 1862, including the Battle of Shiloh; New Orleans was strategically and economically important to the Confederacy; the capture of the Port of New Orleans marked the first major Confederate city taken by the Union and represented a major blow to the Confederacy; important Southern generals included Robert E. Lee and Thomas J. “Stonewall” Jackson; the Battle of Antietam helped stop General Lee’s northern drive and kept Maryland in the Union, but it was the single bloodiest day in American history; the Emancipation Proclamation freed enslaved African Americans in Confederate states and permitted African Americans to serve in the Union Army and Navy; the Battle of Gettysburg resulted in a Union victory and led to the Gettysburg Address; the Battle of Vicksburg allowed the Union to divide the Confederacy in two and marked the beginning of the end of its rebellion; the siege of Port Hudson gave the Union complete control over the Mississippi River; Sherman’s March to the Sea resulted in the destruction of infrastructure and civilian property; Abraham Lincoln won a second term in office and turned his sights to reuniting the country in anticipation of the Confederacy’s surrender; General Robert E. Lee surrendered to General Ulysses S. Grant at Appomattox Court House, Virginia, on April 9, 1865, marking the end of the Civil War; the First Louisiana Battalion was renowned for its ferocity and was called the “Louisiana Tigers”; the Civil War resulted in the end of slavery in the United States.

- Choose two of the Core Vocabulary terms (*emancipation, drill, draft, casualty, tributary, preliminary, consecrate, hallow, or siege*), and write a sentence using the terms.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Teacher Resources

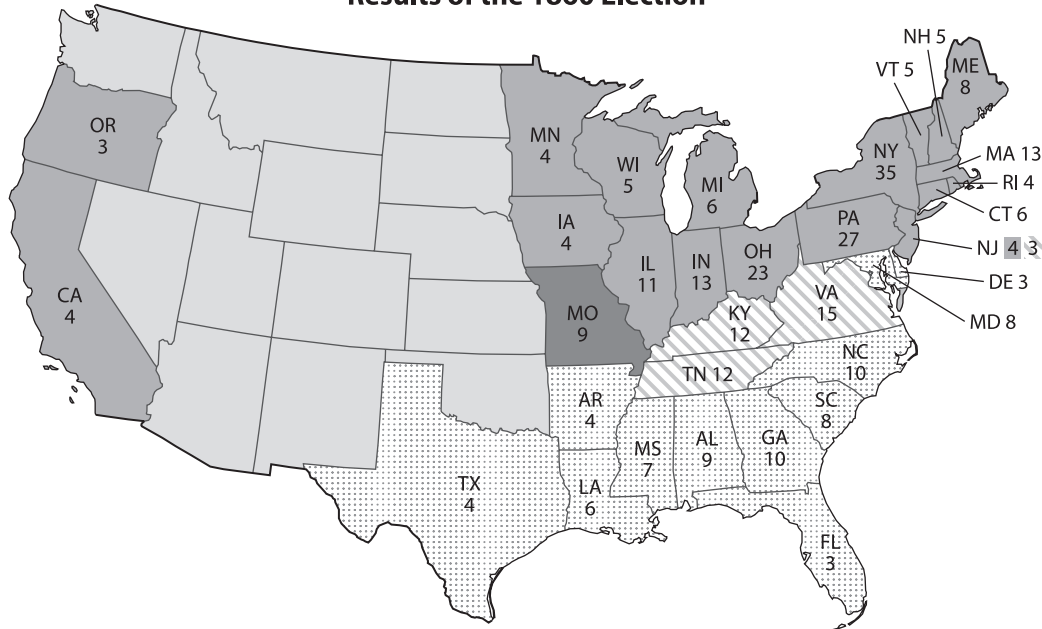
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Assessment: Chapter 1—Prelude to Secession and War

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

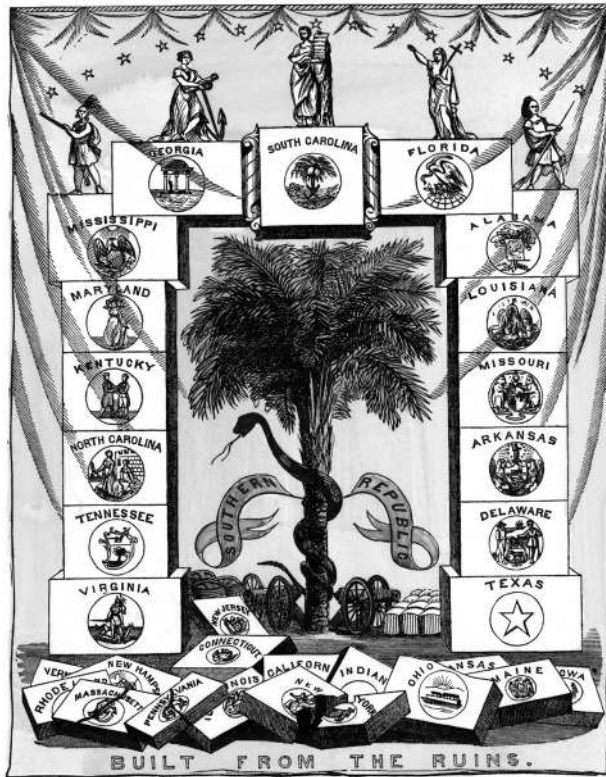
3. Which factor leading to the Civil War is demonstrated by the outcome of the election shown on the map? (7.4, 7.5, 7.6, 7.6.a, 7.12, 7.12.a, 7.12.c)
- a) nullification
 - b) republicanism
 - c) secession
 - d) sectionalism

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)
- a) Constitutional Unionists
 - b) Northern Democrats
 - c) Southern Democrats
 - d) 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)
- a) to guarantee slavery wherever it currently exists
 - b) to prevent slavery from spreading to the territories
 - c) to expand slavery into all areas of the country
 - d) to allow the territories to decide the issue of slavery through popular sovereignty
 - e) 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)
- a) Arkansas
 - b) Georgia
 - c) South Carolina
 - d) Virginia
9. Which event made secession more popular among Louisianans? (7.13, 7.13.b)
- a) the seizure of the mint in New Orleans
 - b) the election of President Abraham Lincoln
 - c) the impeachment of Governor Thomas O. Moore
 - d) 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:**

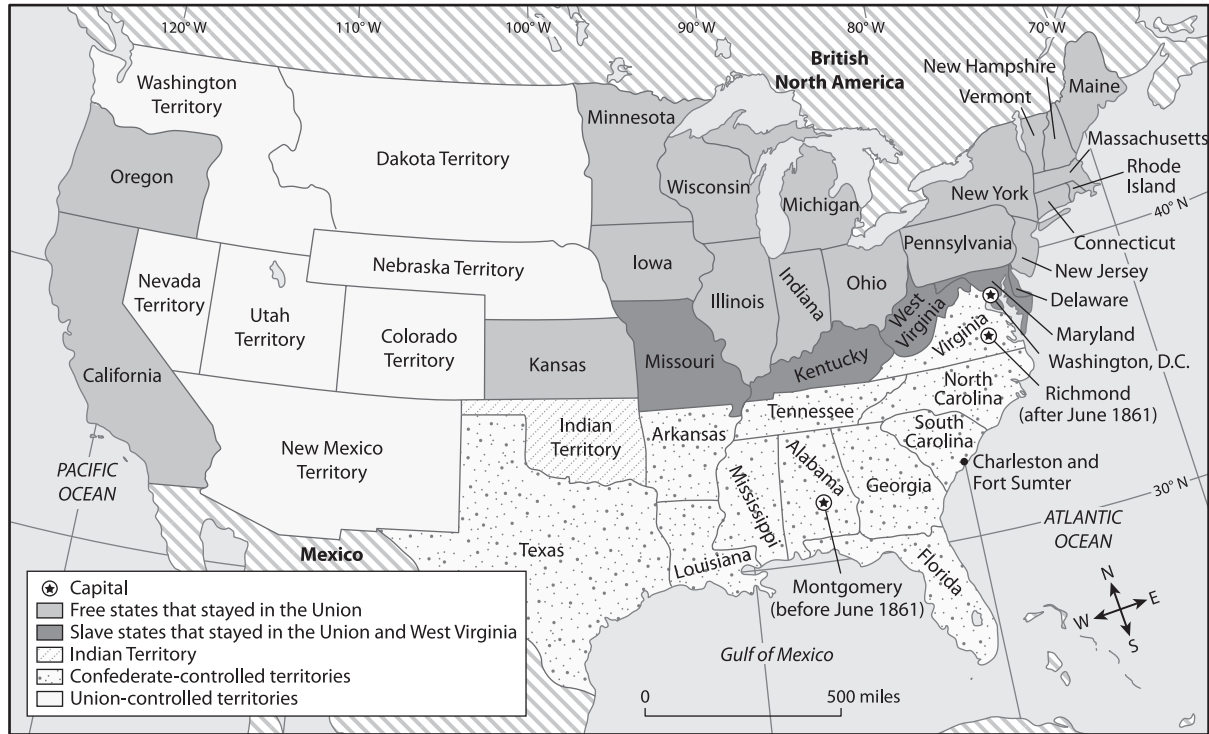
The election of President Abraham Lincoln decreased the likelihood of secession.

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.

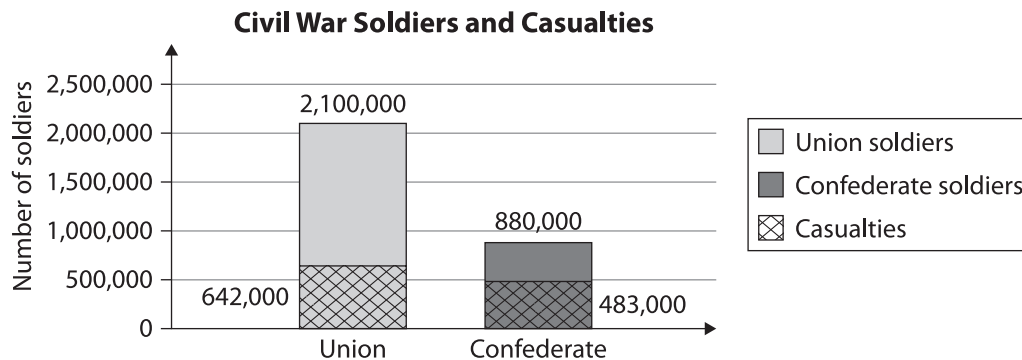
3. Use the image to answer the question.



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

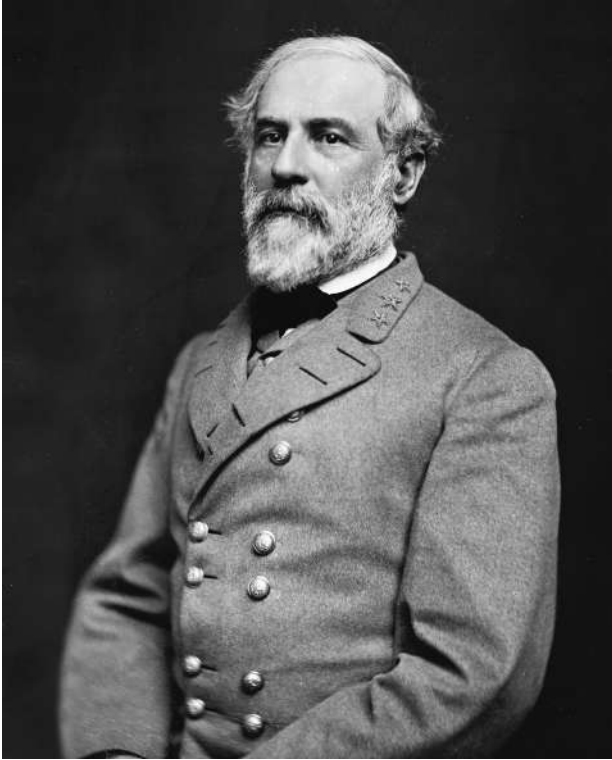
4. Use the graph to answer the question.



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

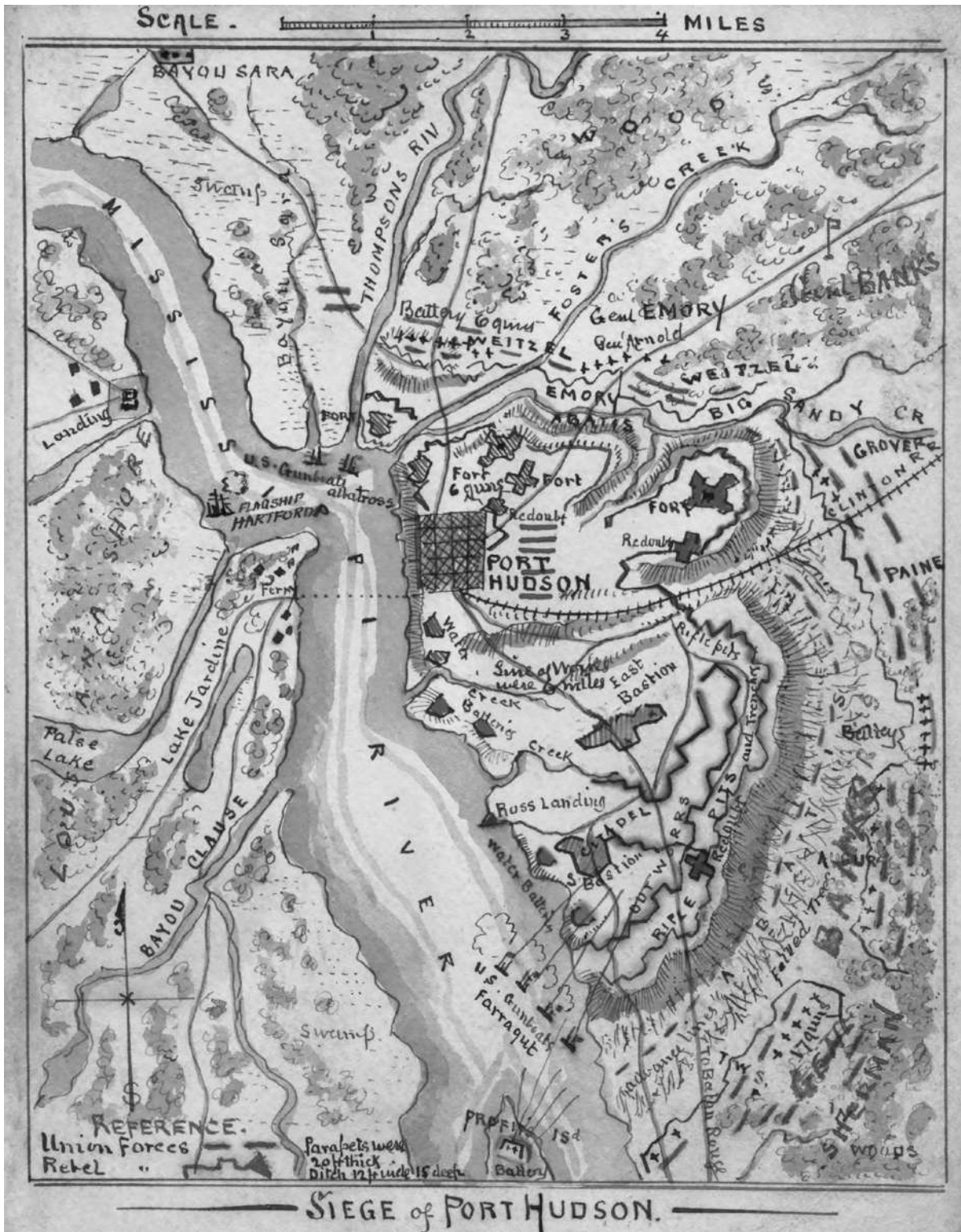
6. Use the image to answer the question.



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.

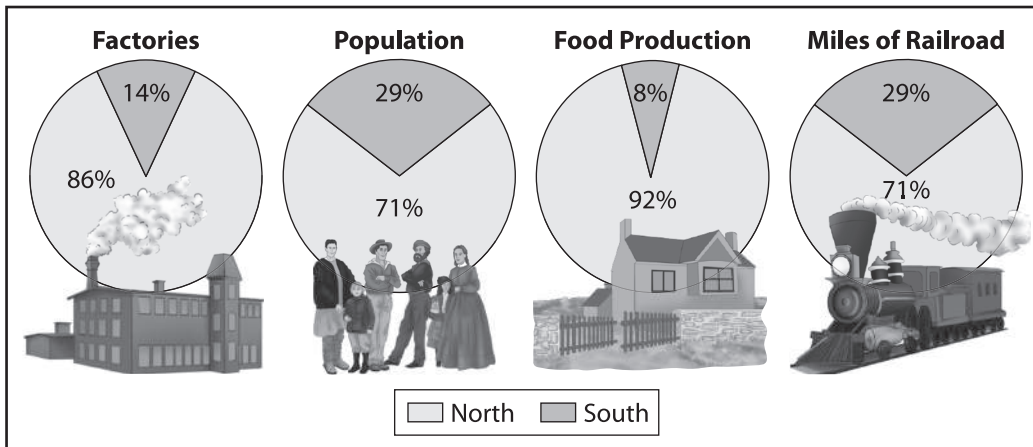
On the occasion corresponding to this four years ago all thoughts were anxiously directed to an impending civil war. All dreaded it, all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, insurgent agents were in the 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)

Performance Task: *A Nation at War*

Teacher Directions: The Civil War was a defining period in U.S. history. Numerous events during the four-year conflict resulted in widespread loss and destruction along with significant political, economic, and cultural change.

Activity Page



AP 1.3

Ask students to write an essay in response to the following prompt. Encourage students to use information from their Student Volume and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.3) to organize their thoughts and plan their essays.

Prompt:

Which Civil War event was the most important? (7.6.a, 7.6.b, 7.7, 7.7.a, 7.7.c, 7.7.d, 7.13, 7.13.c, 7.13.d, 7.13.f, 7.13.g, 7.13.i)

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample Claim:	The Battle of Gettysburg was the most important event of the Civil War.
Reason:	It marked a turning point in the war. It resulted in the Gettysburg Address.
Evidence:	The Battle of Gettysburg was a major loss for the Confederacy and forced Lee to retreat. It ended Lee's plan to invade the North. The Gettysburg Address helped President Lincoln reframe the war. His address helped Americans understand what they were fighting for.
Counterclaim and Answer:	Some people might claim that the Emancipation Proclamation was the most important event of the Civil War. The Emancipation Proclamation was important, but it did not result in the emancipation of many enslaved people during the war.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their essay using the rubric.

Students should not be evaluated on the completion of the Claims and Evidence (AP 1.3), which is intended to be a support for students as they think about their written responses.

3	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well-developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated, is focused, and demonstrates strong understanding of the causes and course of the Civil War; a few minor errors in spelling, grammar, or usage may be present.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none">• The fighting at Fort Sumter led four more states to join the Confederacy and marked the beginning of the Civil War.• The Battle of Gettysburg led to the Gettysburg Address, which helped reframe the war for people in the Union.• The capture of New Orleans hurt the Confederacy economically and isolated it from foreign trading partners.• The Emancipation Proclamation freed enslaved people in the Confederacy and allowed African Americans to join the Union Army and Navy.• The Battle of Vicksburg and the siege of Port Hudson gave the Union control over the Mississippi River.• Sherman’s March to the Sea ended Southern resolve and helped bring the war to an end.• Lee’s surrender at Appomattox Court House marked the end of the Civil War.
2	<p>Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the causes and course of the Civil War, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.</p>
1	<p>Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant information or evidence. The response shows some understanding of the causes and course of the Civil War, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.</p>
0	<p>Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the causes and course of the Civil War. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.</p>

Activity Page 1.1

Use with Chapter 1

Letter to Family

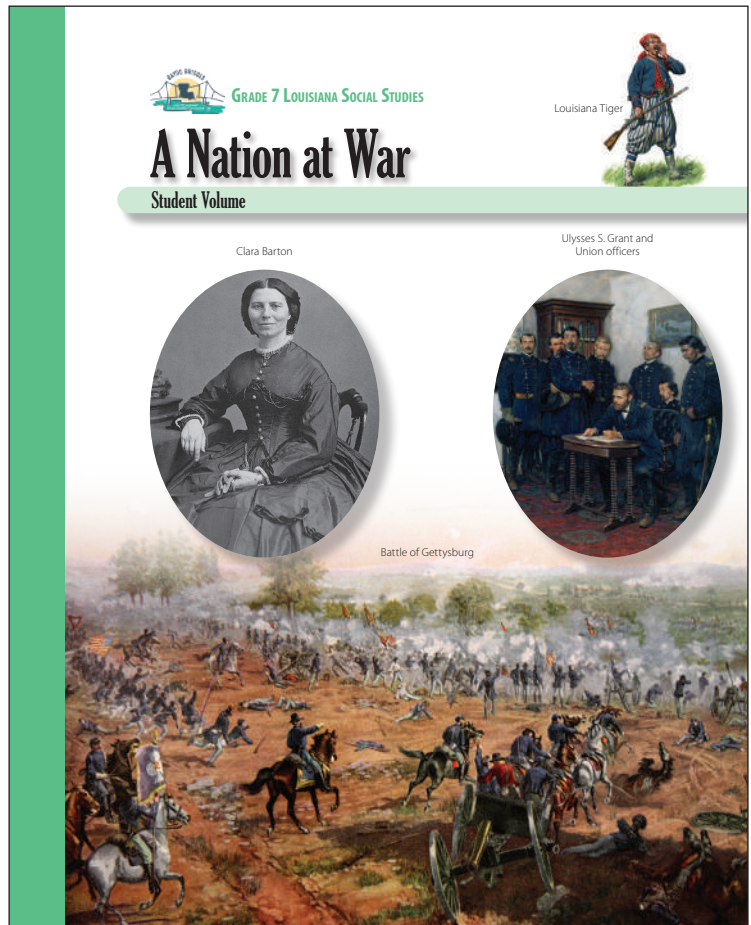
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about secession and the course of the Civil War. They will learn about growing sectionalism and the significance of the election of 1860; secession and the formation of the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

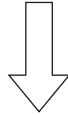
Use with Chapters 1–2

Primary Source Analysis

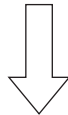
SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate 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?	

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

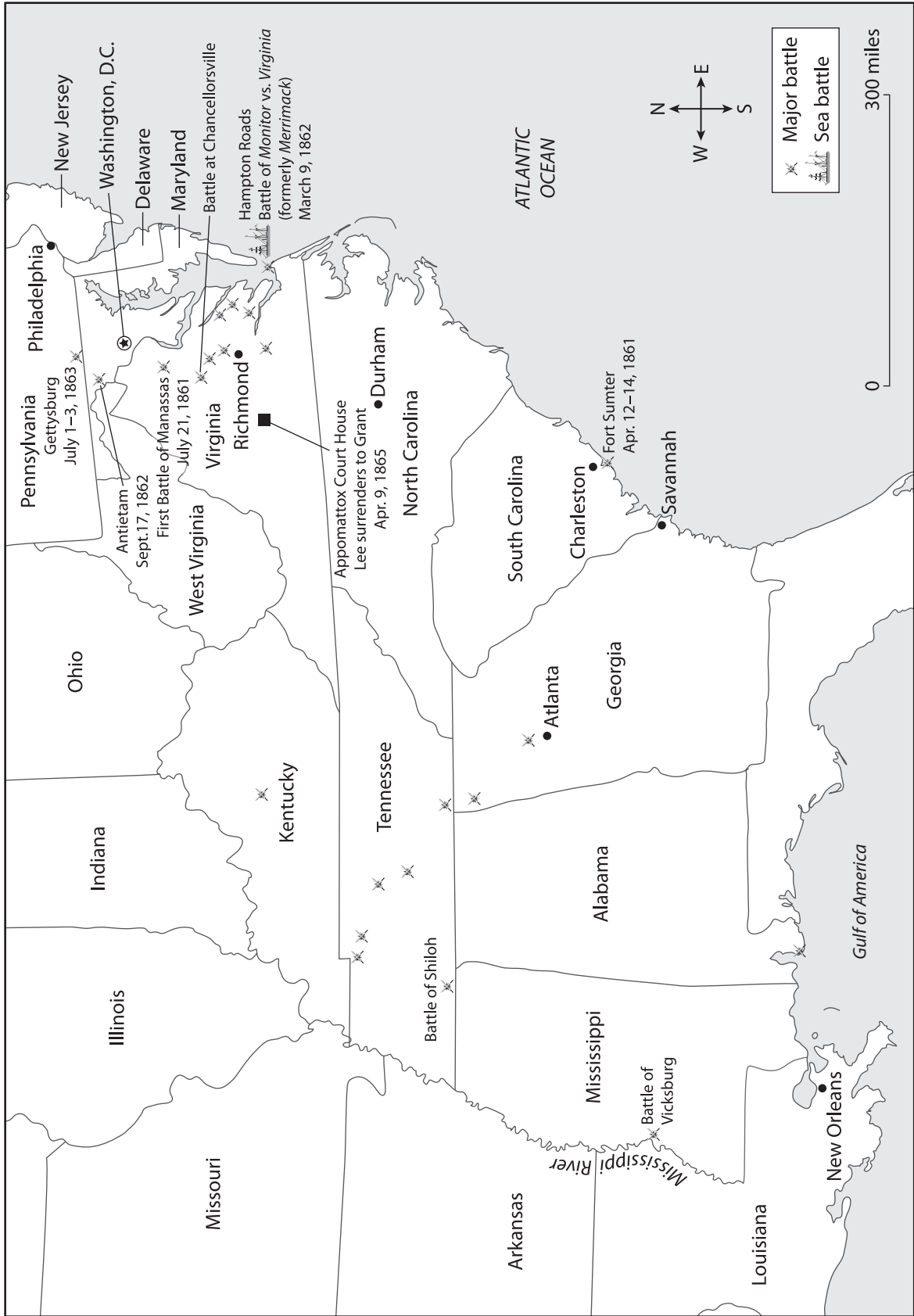
Comparing Sources

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 Tennessee?

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

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

Name _____

Date _____

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 |

- 7.1** Explain ideas, events, and developments in the history of the United States of America from 1791 to 1877 and how they progressed, changed, or remained the same over time.
- 7.2** Analyze connections between ideas, events, and developments in U.S. history within their global context from 1791 to 1877.
- 7.3** Compare and contrast events and developments in U.S. history from 1791 to 1877.
- 7.4** Use geographic representations and historical data to analyze events and developments in U.S. history from 1791 to 1877, including environmental, cultural, economic, and political characteristics and changes.
- 7.5** Use maps to identify absolute location (latitude and longitude) and describe geographic characteristics of places in Louisiana, North America, and the world.
- 7.6** Use a variety of primary and secondary sources to:
- a)** Analyze social studies content.
 - b)** Evaluate claims, counterclaims, and evidence.
 - c)** Compare and contrast multiple sources and accounts.
 - d)** Explain how the availability of sources affects historical interpretations.
- 7.7** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:
- a)** Demonstrate an understanding of social studies content.
 - b)** Compare and contrast content and viewpoints.
 - c)** Analyze causes and effects.
 - d)** Evaluate counterclaims.
- 7.8** Analyze the influence of key events, ideas, and people on the economic, political, and social development of the United States from 1791–1850s.
- a)** Explain the causes and events of the Whiskey Rebellion, including the response from the Washington administration and its relationship to enforcement of the government’s right to tax.
 - b)** Explain the influence of precedents set by the presidency of George Washington, and analyze the advice in and effects of his Farewell Address.
 - c)** Analyze key events of the presidency of John Adams including the Alien and Sedition Act and the XYZ affair.
 - d)** Explain the significance of the election of 1800.
 - e)** Explain how the disagreements between Thomas Jefferson and Alexander Hamilton resulted in the emergence of the Federalist and Democratic-Republican political parties, including views on foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt.
 - f)** Describe the role of the Electoral College in presidential elections, including how it aims to ensure representation of less populated states.

- g) Explain how the U.S. government addressed foreign and domestic challenges during the late 1700s to the mid-1800s and how related policies and legislation influenced the development of the United States.
- h) Analyze the major events of Thomas Jefferson’s presidency, including the Louisiana Purchase, Lewis and Clark expeditions, Dunbar-Hunter Expedition of Ouachita River, Red River Expedition, and Twelfth Amendment.

7.9 Analyze the causes, course of, and consequences of the War of 1812.

- a) Explain the events leading to the War of 1812, including Britain’s war with Napoleonic France, impressment, and blockades, and analyze the political and economic effects on the United States.
- b) Explain key events, turning points, and outcomes of the War of 1812, including blockades, Battle of Lake Erie (1813), Burning of Washington (1814), Battle of New Orleans (1815), Battles of Baltimore and Lake Champlain (1814), penning of the Star Spangled Banner, and the Treaty of Ghent (1814).
- c) Analyze the interests and motivations of Native American groups aligned with the United States and with Britain during the War of 1812, including Chief Tecumseh.
- d) Explain the importance and effects of the Battle of New Orleans to Louisiana, and describe the roles played by General Andrew Jackson and Jean Lafitte.
- e) Explain the events leading to and surrounding Louisiana statehood, including the Neutral Strip, the West Florida controversy, and the capture of the Spanish Fort at Baton Rouge, as well as key figures including Julien de Lallande Poydras.

7.10 Analyze the growth and development of the United States from the early to mid-1800s.

- a) Describe the Era of Good Feelings (1815–1825), including Henry Clay’s American System, Treaty of 1818, Adams-Onís Treaty of 1819, and the development of transportation networks.
- b) Analyze the purpose of the Monroe Doctrine (1823), with emphasis on its policies of both isolationism and protection of American interests in the Western Hemisphere, and how it influenced U.S. foreign policy and interactions with other nations.
- c) Analyze the effects of *Marbury v. Madison* (1803), *McCulloch v. Maryland* (1819), *Gibbons v. Ogden* (1824), and *Worcester v. Georgia* (1832).
- d) Analyze the ideas and motivations that contributed to westward expansion, including Manifest Destiny, and its political, social, and economic effects.
- e) Analyze the causes and effects of Indian Removal policies of the early to mid-1800s, including the Indian Removal Act of 1830, Trail of Tears, and Seminole Wars, and explain the role of key figures, including Andrew Jackson, Chief John Ross, and Chief Osceola.
- f) Analyze key events and developments that contributed to westward expansion, including the Oregon Treaty (1846), annexation of Texas (1845), Treaty of Guadalupe Hidalgo (1848), Gadsden Purchase (1853), the Pony Express (1860), Pacific Railway Act (1862), and Homestead Act (1862).
- g) Explain the motivation and means of migration West, the experiences of the settlers, and resulting changes in the West, including the Gold Rush (1848–1855), trails (Oregon Trail, Mormon Trail, and Santa Fe Trail), first transcontinental telegraph, and the transcontinental railroad.
- h) Describe the causes, course, and consequences of the Mexican-American War, including the Battle of the Alamo, Battle of San Jacinto, annexation of Texas, the Mexican Cession and Zachary Taylor’s role in the war and subsequent election to the presidency.
- i) Explain the causes and effects of the first Industrial Revolution in the United States, including advancements in technology, increased manufacturing, changing labor conditions, growing transportation systems, and urbanization.
- j) Analyze the development of the agrarian economy in the South, including Louisiana, and explain how advancements in technology, such as the cotton gin and multiple-effect evaporator for sugar, contributed to an increase in enslaved labor.

- k) Explain how steamboats influenced Louisiana’s economic growth and the significance of Captain Henry Miller Shreve in steamboat navigation.
- l) Compare and contrast the economies of the North and the South during the early to mid-1800s.
- m) Describe push and pull factors for immigration to the United States in the early to mid-1800s, and explain how migration within and to the United States affected rural and urban areas.

7.11 Analyze role and importance of social and political reform movements of the nineteenth century.

- a) Analyze the key people, ideas, and events of the women’s rights movement and woman’s suffrage movement of the early to mid-1800s, including the Seneca Falls Convention, National Women’s Rights Conventions, Susan B. Anthony, Elizabeth Cady Stanton, Lucretia Mott, Sojourner Truth, Mary Church Terrell, and Margaret Fuller.
- b) Explain the development of education and prison reform movements, including those led by Horace Mann and Dorothea Lynde Dix.
- c) Explain the effects of abolition efforts by key individuals and groups, including Sojourner Truth, William Lloyd Garrison, and the Quakers.
- d) Analyze the historical works and ideas of influential abolitionists, including Frederick Douglass’ speech “The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?” and Harriet Beecher Stowe’s *Uncle Tom’s Cabin*.
- e) Describe the purpose, challenges, routes, and successes of the Underground Railroad and the key role played by Harriet Tubman.
- f) Explain restrictions placed on the trade of enslaved people prior to the Civil War, including the Northwest Ordinance of 1787 and the Act Prohibiting Importation of Slaves of 1807.

7.12 Explain the ideas, key people, and events related to the growth of sectionalism and rising tension prior to the Civil War.

- a) Analyze major events, legislation, and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, *North Carolina v. Mann* (1830), the Nullification Crisis (1831–1833), the Compromise of 1850, the Fugitive Slave Acts (1793, 1850), the Kansas-Nebraska Act (1854), and the *Dred Scott* decision (1857).
- b) Describe the reasons for the formation of the Republican Party in 1854 and its founding platform.
- c) Compare and contrast various arguments on the issue of slavery and state’s rights, including those expressed in the Lincoln-Douglas debates and during the 1860 presidential campaign.
- d) Explain the causes of and reactions to rebellions and raids, including the German Coast Uprising, Nat Turner’s Rebellion, and John Brown’s Raid on Harpers Ferry and subsequent trial.
- e) Analyze Lincoln’s First Inaugural Address, and explain how the ideas expressed affected the cause and course of the Civil War.

7.13 Analyze the causes, course, and consequences of the Civil War.

- a) Explain why the Confederate states seceded from the Union.
- b) Explain Louisiana’s decision to secede from the Union and its effects, including the state seizure of federal properties in Louisiana (the United States Arsenal and Barracks at Baton Rouge; United States Branch Mint).
- c) Describe the events leading to, significance of, and reaction to the Battle of Fort Sumter, including Lincoln’s call for 75,000 volunteers.
- d) Describe the importance and outcomes of the major military engagements of the Civil War, including Manassas, Shiloh, Capture of New Orleans, Antietam, Gettysburg, Vicksburg, Siege of Port Hudson, Sherman’s March to the Sea, and the surrender at Appomattox Court House.
- e) Describe the roles and experiences of soldiers, women, enslaved people, and freed people during the Civil War.

- f)** Analyze the role of Louisiana in the Civil War and how the conflict affected Louisiana and its people, including the importance of its ports and the occupation of New Orleans.
- g)** Analyze the purpose, significance, and consequences of the Emancipation Proclamation.
- h)** Describe the roles and contributions of key individuals in the Civil War, including Jefferson Davis, Robert E. Lee, Thomas Stonewall Jackson, PGT Beauregard, Mary Walker, Clara Barton, Ulysses S. Grant, William Tecumseh Sherman, Robert Smalls, and the Louisiana Tigers.
- i)** Analyze Lincoln’s Gettysburg Address and Second Inaugural Address, and explain how the ideas expressed affected the course of the war and show how ideas about equality changed over time.
- j)** Describe the significance of Lincoln’s assassination, and how it affected the nation.

7.14 Analyze the major events, key people, and effects of Reconstruction.

- a)** Compare and contrast plans for Reconstruction, including Lincoln’s Ten Percent Plan, President Johnson’s Plan, and the Radical Republican Plan for Reconstruction.
- b)** Analyze the development and effects of tenant farming and the sharecropping system in the postwar South.
- c)** Explain how federal action affected individual rights and freedoms during the Reconstruction era, including through the Thirteenth Amendment, Freedmen’s Bureau, Civil Rights Bill of 1866, Reconstruction Act of 1867, Fourteenth Amendment, Fifteenth Amendment, and analyze the challenges, achievements, and effectiveness of each.
- d)** Explain the rise of violence and intimidation of Black Americans by groups, including the Ku Klux Klan, White League and Red Shirts and describe the significance of the Opelousas and Colfax Massacres.
- e)** Describe the role and motivations of carpetbaggers and scalawags during Reconstruction.
- f)** Explain the roles of Black politicians in Southern states during Reconstruction, including Oscar Dunn and P.B.S. Pinchback.
- g)** Explain how the presidential election of 1876 and the Compromise of 1877 led to the end of Reconstruction, and analyze short-term effects of the collapse of Reconstruction, including the decline of Black Americans in elected offices and loss of enforcement of the Fourteenth and Fifteenth Amendments.
- h)** Analyze how Black Codes affected the lives of Black Americans, including the restriction rights to own and lease property, conduct business, bear arms, and move freely through public spaces.
- i)** Analyze how national events and amendments to the U.S. Constitution influenced Louisiana from the 1860s to 1877, including changes to the Louisiana Constitution.

Answer Key: A Nation at War

Student Volume Questions

Chapter 1

p. 5 Think Twice The arguments had reached a crisis point; both sides, but especially the South, had adopted positions that meant a compromise was impossible to reach. Answers may also suggest that people felt the issue had to be resolved once and for all.

p. 5 Think Twice These states are on the border between North and South, so voters may have preferred a candidate who would not focus on the argument over slavery or the growing national divide.

p. 8 Think Twice They may have been following popular opinion or inspired by the fact that other states had already seceded.

Chapter 2

p. 20 Think Twice Student answers will vary. The civilians likely thought the war would be short-lived and did not understand that the battle would be very bloody.

p. 21 Think Twice The Union had been winning for the previous year. The Confederates thought that their surprise attack would give them a big advantage.

p. 25 Think Twice McClellan was not aggressive enough in pursuing Confederate forces, and the Union had suffered many casualties under his command at the Battle of Antietam. Lincoln wanted the war to end as soon as possible.

p. 29 Think Twice The Declaration of Independence states that all people are equally entitled to liberty and the pursuit of happiness. Lincoln's speech was meant to move people toward a desire for greater freedom for all, including those enslaved in the United States.

p. 31 Think Twice The Union leaders knew that if they could control key ports, they could hurt the economy of the Confederacy and prevent goods and soldiers from moving.

Chapter Assessments

Chapter 1

A. 1. b 2. d 3. d 4. b 5. c 6. c 7. a, b 8. c 9. b 10. a 11. b

B. Students should clearly and accurately support or disprove the claim using evidence, including

Southern concern about Lincoln's promises to uphold slavery where it already existed, the secession of South Carolina following the election and before Lincoln's inauguration, and the role of Lincoln's election in increasing support for secession in Louisiana. Answers should include explanations of how the evidence supports the claim.

Chapter 2

A. 1. b, c 2. c 3. a, c 4. b 5. b 6. d 7. d 8. c 9. d 10. b 11. c 12. b 13. a 14. c 15. a 16. a

B. Students should clearly and accurately support or refute the claim using evidence, including that the Emancipation Proclamation made ending slavery a focus of the war, the Emancipation Proclamation had a limited immediate impact on enslaved people in the United States because it only applied to states in rebellion against the Union, the Emancipation Proclamation helped turned the tide of the war in favor of the Union by permitting African Americans to join the Union Army and Navy, and the Emancipation Proclamation rallied Union support. Answers should include explanations of how the evidence supports the claim.

Activity Pages

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature 1

Source: From "On the Right of Secession" by Senator Judah P. Benjamin of Louisiana (1860)

Content: This is an excerpt from a speech delivered in the U.S. Congress by Louisiana senator Judah Benjamin. It expresses his beliefs that the antislavery sentiments of Republicans in the Senate are unfair to Southerners.

Creation: Benjamin wrote this speech and delivered it in 1860.

Communication: The purpose of the speech is to explain to Republicans what Benjamin finds wrong with their interpretation of the Constitution in regard to slavery.

Context: Tensions were rising over the presidential election of 1860. There were strong disagreements between Northern and Southern states about the

future of slavery in the United States, especially as to whether it should extend to territories in the West.

Connection: This speech gives more insight into how Southerners regarded Northern efforts to stop the spread of slavery.

Consideration: Benjamin obviously holds a proslavery point of view, which influences how he regards and describes Republicans, who disagree with his position.

Conclusion: Benjamin's speech gives a modern reader deeper insight into how many Southerners thought of federal efforts to prevent the spread of slavery. To them, outlawing slavery would amount to the actual taking of personal property (enslaved persons) and the income that would accompany that property. This speech shows me how Benjamin and those who agreed with him thought Republican efforts to end or decrease slavery were an economic issue.

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature 2

Source: Excerpt from Lincoln's First Inaugural Address (1861)

Content: The document is a speech given by President Abraham Lincoln. It addresses the fact that many Americans are worried about their property and safety, as well as peace in the country. Lincoln explains that he has no intention of abolishing slavery where it already exists and that he acknowledges states' rights.

Creation: This source was created by Abraham Lincoln in 1861 after he became president of the United States.

Communication: The purpose of the source is to reaffirm Lincoln's intentions as president. The intended audience is all Americans, especially Southerners worried about what Lincoln being president will mean for the United States.

Context: The North and the South were divided over the issue of slavery. Seven Southern states had already seceded from the Union after Lincoln won the election of 1860.

Connection: This source relates to the context by directly addressing Southern concerns over the issue of slavery. It supports what I know about sectionalism, Lincoln's campaign platform, and the Southern response to his election.

Consideration: This source expresses the point of view of a Northern politician who wants to preserve the Union and keep the peace in the country. Many people in the Republican Party wanted to abolish slavery outright. For that reason, Lincoln's speech can be seen as biased toward Southerners because he is willing to allow slavery to continue to keep the Union intact.

Conclusion: Abraham Lincoln had a lot of respect for the Constitution and the authority it gave him as president, as well as the power it gave the states. This speech helps answer the Framing Question by providing additional context for the outbreak of the Civil War, including Southern anxiety over Lincoln's election. It contributes to an overall understanding of history by showing how Lincoln did his best to avoid the Civil War.

Comparing Sources (AP 1.4)

Source #1: Governor Thomas Overton Moore's Inaugural Address (1860)

The North or Northerners: Moore's address claims that Southerners have been subjected to "intolerance" and "hatred" from the North. He claims that the majority of Northerners are denying equal rights to Southerners.

The Constitution: Moore says that the Southerners and a minority of Northerners are fighting to uphold the Constitution, which gives Southerners the right to hold slaves.

Slavery: Moore claims that the North is waging a war against slavery, an institution that he says is "interwoven with the very elements" of Southern life.

Source #2: Texas's Declaration of Causes of Secession (1861)

The North or Northerners: The document refers to the North as the "controlling majority of the Federal Government" and explains that Northerners are working to destroy slavery in Texas and the South. The document also describes Northern states as disloyal and violent and as "unnatural and sectional enemies."

The Constitution: The document explains that Texas, from its admission to the Union, has a constitutional right to slavery. It explains that the federal government has failed to uphold the Constitution and to protect slavery in Texas and the South.

Slavery: The document says that Texas was admitted to the Union under the pretense that slavery would be permitted. It provides a definition of slavery and explains that slavery has existed from the beginning of the United States and should continue in the future.

Source #3: “The Corner Stone Speech” by Alexander H. Stephens (1861)

The North or Northerners: The document does not discuss the North or Northerners directly. It does, however, explain that the Southern states are better off under the Confederacy than as part of the Union.

The Constitution: The document explains that the Confederate constitution includes parts of the U.S. Constitution that the Southerners liked and approved of with the addition of “improvements.” These improvements are in large part designed to perpetuate slavery.

Slavery: The document explains that slavery is the reason for secession. It also explains that the Confederate constitution is based on the perceived racial superiority of white Americans over African Americans.

Primary Source Analysis (AP 1.2): Chapter 2 Primary Source Feature 1

Source: Excerpt from *A Confederate Girl's Diary* by Sarah Morgan Dawson

Content: This is an excerpt from the diary of a girl living in or near New Orleans. It describes what she has witnessed as part of the capture of New Orleans.

Creation: Sarah Morgan Dawson wrote the diary entry in 1862, at the same time New Orleans was captured by the Union.

Communication: This is a personal diary entry. It was most likely written to help Dawson remember what her life was like at the time.

Context: The Civil War was raging, and the city of New Orleans was in the process of being captured by Union troops.

Connection: This diary entry connects to what I have already learned about Union victories in early 1862, especially the capture of New Orleans.

Consideration: Dawson's point of view is that of someone observing the changes taking place around her. She does not express bias toward her fellow Louisianans who are burning the cotton or the “Yankees.”

Conclusion: The diary entry gives me a better understanding of what it would have been like to live through the capture of New Orleans, including the uncertainty over what had actually happened and the importance to Southerners of keeping anything valuable out of the hands of Union forces.

Primary Source Analysis (AP 1.2): Chapter 2 Primary Source Feature 2

Source: Excerpt from Lincoln's Second Inaugural Address (1861)

Content: The document is a speech given by President Abraham Lincoln. It talks about the causes of the Civil War, including secession and the Southern desire to keep slavery. It also talks about his vision of reuniting the country after the war is over.

Creation: This source was created by Lincoln in 1865 after he was reelected to a second term as president.

Communication: The purpose of the source is to talk about the causes of the war and its effects. Another purpose is to explain Lincoln's views about how former Confederate states should be treated after the war is over.

Context: The Civil War had been going on for four years. At the time of Lincoln's inauguration, the Confederacy was getting close to surrendering.

Connection: This source relates to the context by showing that the Civil War was coming to a close. Lincoln wanted his audience, Americans in the North and the South, to know that he had plans to reunite the country and make it one again.

Consideration: This source expresses the point of view of a president who is tired of war and who wants to see the country whole again, despite years of fighting. The second paragraph of the excerpt explains that slavery is the main cause of the Civil War and places blame on Confederate states for breaking up the country. Some people in the Confederacy may disagree and say that the cause of the Civil War was the fight for states' rights. This could be considered one form of bias in Lincoln's speech. Lincoln also shows bias toward the South by not punishing them for rebelling.

Conclusion: Abraham Lincoln had a lot of respect for the Union, and his main goal was to re-form the United States of America after the Civil War. This speech helps answer the Framing Question by providing additional

context for Lincoln’s vision after the war ended. It contributes to an overall understanding of history by showing how important the Union was to Lincoln.

The Civil War, 1861–65 (AP 2.1)

1. April 12–14, 1861
2. Virginia
3. a sea battle
4. Appomattox Court House in Virginia on April 9, 1865
5. Gettysburg
6. Vicksburg
7. Battle of Shiloh
8. First Manassas, Antietam, Gettysburg
9. Mississippi River

A Soldier’s Thoughts (AP 2.2)

1. When faced with actual battle, most soldiers would like to be elsewhere.

2. Soldiers are afraid and would prefer a place to hide.
3. Fighting ceased, and Confederate detachments came to collect arms and take the able-bodied prisoners.
4. Fear and excitement of battle made the soldiers focus only on the immediate moment and not on the practical needs of the future.

Domain Vocabulary: Chapters 1–2 (AP 2.3)

- | | |
|------|-------|
| 1. f | 8. b |
| 2. a | 9. k |
| 3. c | 10. j |
| 4. h | 11. l |
| 5. e | 12. m |
| 6. d | 13. i |
| 7. g | |



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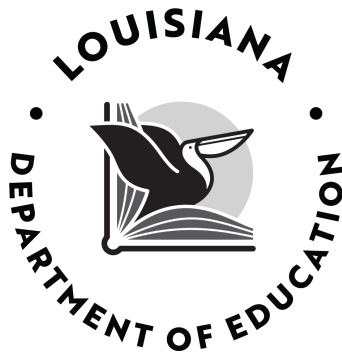


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Capture of New Orleans by Union Flag Officer David G. Farragut, 24 April 1862 (oil on canvas), Davidson, Julian Oliver (1853–94) / Private Collection / Peter Newark Military Pictures / Bridgeman Images: i, iii, 6g

Clara Barton (1821–1912), c.1865 (b/w photo), Brady, Mathew (1823–96) / Private Collection / Peter Newark Military Pictures / Bridgeman Images: Cover B, 47, 57b

Confederate bombardment of Fort Sumter in Charleston Harbour, 12th–13th April 1861 (litho), American School, (19th century) / Private Collection / Peter Newark Military Pictures / Bridgeman Images: 6d

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Text of the Emancipation Proclamation, 1865 / Universal History Archive/ UIG / Bridgeman Images: 6i, 49

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The Capture of Atlanta by the Union Army, 2nd September, 1864 (colour litho), Currier, N. (1813–88) and Ives, J.M. (1824–95) / Yale University Art Gallery, New Haven, CT, USA / Bridgeman Images: 6m

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