



A Nation at War

Louisiana Tiger



Student Workbook

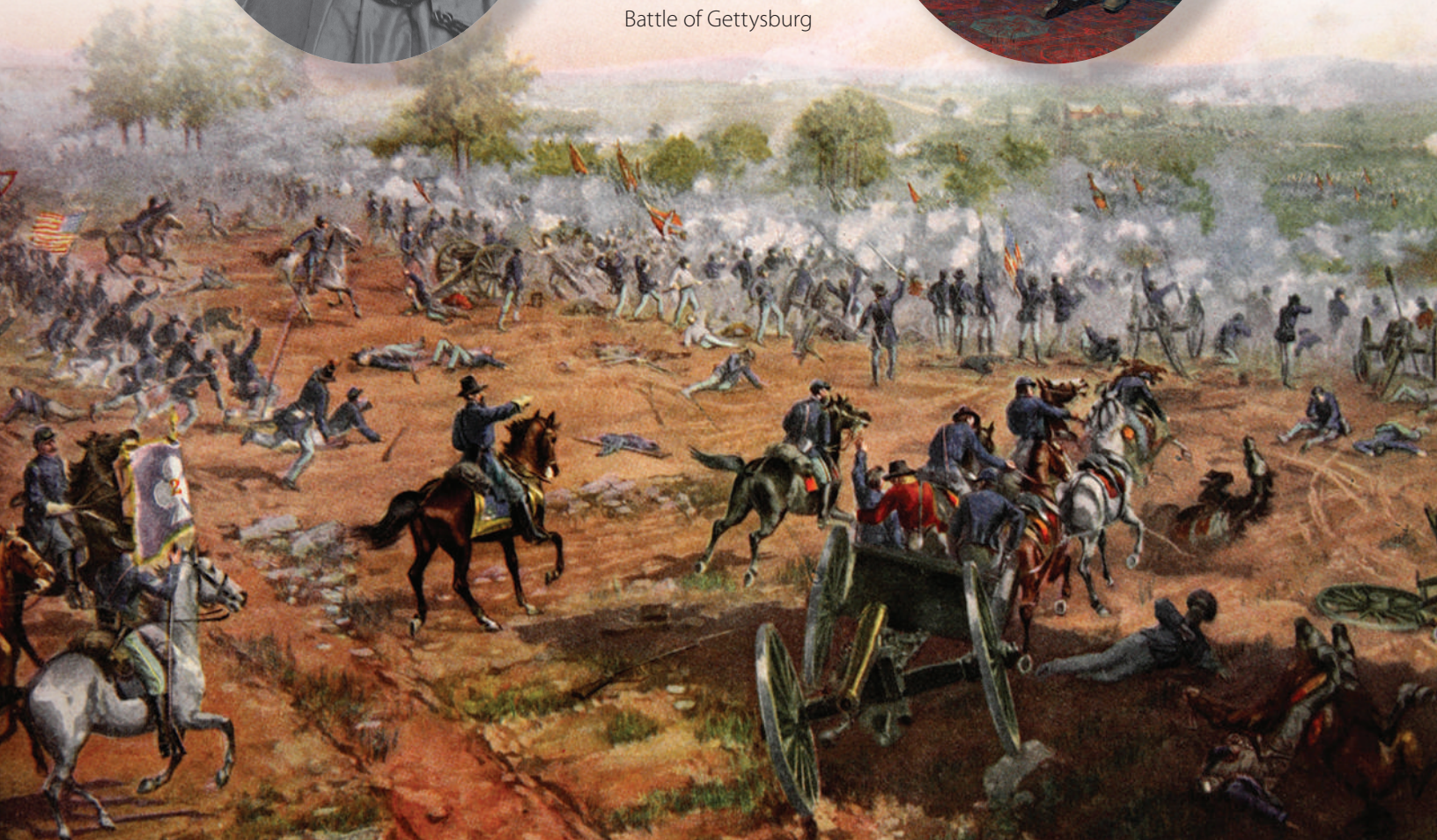
Clara Barton



Ulysses S. Grant and
Union officers

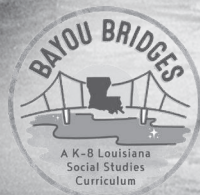


Battle of Gettysburg



A Nation at War

Student Workbook



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A Nation at War

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Chapter 1: Prelude to Secession and War

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

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
The House Divided	
The Argument Over Slavery	

The Election of 1860	
Secession	

Primary Sources

PRIMARY SOURCE A: FROM "ON THE RIGHT OF SECESSION" BY SENATOR JUDAH P. BENJAMIN OF LOUISIANA (1860)

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-reservation would impose upon us the necessity of separation. . . .

You, Senators of the Republican party, assert, and your people whom you represent assert, that under a just and fair interpretation of the Federal Constitution it is right that you deny that our slaves, which directly and indirectly involve a value of more than four thousand million dollars, are property at all. . . .

You assume the interpretation that it is right to encourage, by all possible means, directly and indirectly, the robbery of this property, and to legislate so as to render its recovery as difficult and dangerous as possible. . . .

Source: Benjamin, Judah Philip. "Speech of Hon. J. P. Benjamin, of Louisiana, on the Right of Secession: Delivered in the Senate of the United States, Dec. 31, 1860." Marian S. Carson Collection. Library of Congress.

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?	

Primary Sources

PRIMARY SOURCE B: EXCERPT FROM LINCOLN'S FIRST INAUGURAL ADDRESS (1861)

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 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:

Resolved, That the maintenance inviolate of the rights of the States, and especially the right of each State to order and control its own domestic institutions according to its own judgment exclusively, is essential to that balance of power on which the perfection and endurance of our political fabric depend, and we denounce the lawless invasion by armed force of the soil of any State or Territory, no matter under what pretext, as among the gravest of crimes.

I now reiterate these sentiments. . . .

Source: Lincoln, Abraham. First inaugural address. March 4, 1861.

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?	
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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?	

Primary Sources

PRIMARY SOURCE C: FROM GOVERNOR THOMAS OVERTON MOORE'S INAUGURAL ADDRESS (1860)

Louisiana has always been moderate and conservative in her sentiments. She has never at any period of our National history **countenanced** extreme opinions or violent measures. Her citizens have ever been loyal lovers of the Union of those States as made and administered by our fathers. If her devotion to the Union shall be weakened, it will be because of the intolerance of a sectional majority, and if it be ever obliterated it will be because that intolerance has resulted in practical oppression or produced a state of things to which no sensitive people can submit.

Popular addresses, legislative resolutions, executive communications, the press and the **pulpit**, all **inculcate** hatred against us and war upon the institution of slavery, an institution interwoven with the very elements of our existence. The **fanaticism engendered** in the popular mind by the doctrines taught and the **enmity** excited, manifested itself very recently by an irruption of armed men in the State of Virginia, whose object was to incite insurrection, and whose aims were treason and murder. The abrupt end to which the conspiracy was brought, and the sharp, quick, and just punishment of the conspirators, proved that the South had not over estimated the stability of her institutions. But the apologies and **eulogiums** which developed at the North a wide-spread sympathy with the felons, have deepened the distrust in the permanency of our Federal Government, and awakened sentiments favorable to a separation of the States. . . .

. . . The Southern States deny nothing to the Northern which they claim for themselves. They insist only on equality, and it remains only to be decided in the struggle now pending whether this equality will be conceded to them. . . .

There is patriotic minority in the non-slaveholding States are who are faithfully upholding the rights of the South and battling for the maintenance of the Constitution. The entire South makes common cause with this minority, constituting a great national party, all striving to conquer and annihilate that sectional party, whose success will immediately **jeopard** and finally sever the Union. . . . Louisiana does not wish to see these States severed from their present political connection. But no man who has watched the course of the public mind can fail to have observed that [in] Louisiana, as in the other Southern States, the progress of disunion feeling has been marked and rapid. I am sure, however, that all concur in this, that Louisiana, dearly as she loves the Union, will never separate herself from her sister slave States.

Source: Moore, Thomas Overton. "Inaugural Address." *The Register* (Monroe, LA), February 9, 1860, morning edition, p. 2.

countenanced, v. approved of or tolerated

pulpit, n. a platform used for giving sermons or preaching

inculcate, v. to teach through repetition

fanaticism, n. intense or excessively enthusiastic behavior

engendered, v. produced

enmity, n. active and often mutual dislike

eulogiums, n. speeches given in honor of someone who has died

jeopard, v. to endanger

PRIMARY SOURCE D: FROM TEXAS'S DECLARATION OF CAUSES OF SECESSION (1861)

The government of the United States, by certain joint resolutions, bearing date the 1st day of March, in the year A.D. 1845, proposed to the Republic of Texas, then a free, sovereign and independent nation, the annexation of the latter to the former, as one of the co-equal States thereof, The people of Texas, by deputies in convention assembled, on the fourth day of July of the same year, assented to and accepted said proposals and formed a constitution for the proposed State, upon which on the 29th day of December in the same year, said State was formally admitted into the Confederate Union.

Texas abandoned her separate national existence and consented to become one of the Confederate States to promote her welfare, insure domestic tranquility [sic] and secure more substantially the blessings of peace and liberty to her people. She was received into the confederacy with her own constitution, under the guarantee of the federal constitution and the compact of annexation, that she should enjoy these blessings. She was received as a commonwealth holding, maintaining and protecting the institution known as negro slavery—the servitude of the African to the white race within her limits—a relation that had existed from the first settlement of her wilderness by the white race, and which her people intended should exist in all future time. Her institutions and geographical position established the strongest ties between her and other slave-holding States of the confederacy. Those ties have been strengthened by association. But what has been the course of the government of the United States, and of the people and authorities of the non-slave-holding States, since our connection with them?

The controlling majority of the Federal Government, under various pretences and disguises, has so administered the same as to exclude the citizens of the Southern States, unless under odious and unconstitutional restrictions, from all the immense territory owned in common by all the States on the Pacific Ocean, for the avowed purpose of acquiring sufficient power in the common government to use it as a means of destroying the institutions of Texas and her sister slave-holding States.

By the disloyalty of the Northern States and their citizens and the imbecility of the Federal Government, infamous combinations of incendiaries and outlaws have been permitted in those States and the common territory of Kansas to trample upon the federal laws, to war upon the lives and property of Southern citizens in that territory, and finally, by violence and mob law, to usurp the possession of the same as exclusively the property of the Northern States.

The Federal Government, while but partially under the control of these our unnatural and sectional enemies, has for years almost entirely failed to protect the lives and property of the people of Texas against the Indian savages on our border, and more recently against the murderous forays of banditti from the neighboring territory of Mexico; and when our State government has expended large amounts for such purpose, the Federal Government has refused reimbursement therefor, thus rendering our condition more insecure and harrassing than it was during the existence of the Republic of Texas.

These and other wrongs we have patiently borne in the vain hope that a returning sense of justice and humanity would induce a different course of administration. . . .

By the secession of six of the slave-holding States, and the certainty that others will speedily do likewise, Texas has no alternative but to remain in an isolated connection with the North, or unite her destinies with the South.

For these and other reasons, solemnly asserting that the federal constitution has been violated and virtually abrogated by the several States named, seeing that the federal government is now passing under the control of our enemies to be diverted from the exalted objects of its creation to those of oppression and wrong, and realizing that our own State can no longer look for protection, but to God and her own sons— We the delegates of the people of Texas, in Convention assembled, have passed an ordinance dissolving all political connection with the government of the United States of America and the people thereof and confidently appeal to the intelligence and patriotism of the freemen of Texas to ratify the same at the ballot box, on the 23rd day of the present month.

Adopted in Convention on the 2nd day of Feby, in the year of our Lord one thousand eight hundred and sixty-one and of the independence of Texas the twenty-fifth.

Source: Winkler, Ernest William, ed. *Journal of the Secession Convention of Texas, 1861*. Austin: Texas Library and Historical Commission, 1912, pp. 61–65.

Name _____

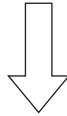
Date _____

Activity Page 1.3

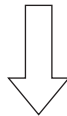
Use with Chapters 1–2

Claims and Evidence

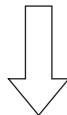
STATE THE CLAIM *What opinion or position are you defending?*



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



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



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

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

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			

Chapter 1 Check for Understanding: What factors led to the outbreak of the American Civil War?

[illegible]

Chapter 2: The Course of the Civil War

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

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
A Nation at War	
The War Begins	

A War of the People	
Soldiers and Casualties	
The Battle of Manassas	

The Battle of Shiloh	
The Capture of New Orleans	
Confederate Generals	

The Battle of Antietam	
The Emancipation Proclamation	
The Battle of Gettysburg	

The Battle of Vicksburg	
The Siege of Port Hudson	
Sherman's March to the Sea	

**Surrender at Appomattox
Court House**

The Role of Louisiana

Primary Sources

PRIMARY SOURCE E: EXCERPT FROM *A CONFEDERATE GIRL'S DIARY* BY SARAH MORGAN DAWSON

In this excerpt, Sarah Morgan Dawson describes the occupation of New Orleans by Union troops.

April 26, 1862

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. . . .

Source: Morgan, Sarah. *A Confederate Girl's Diary*. Boston and New York: Houghton Mifflin, 1913.

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?	

Primary Sources

PRIMARY SOURCE F: EXCERPT FROM LINCOLN'S SECOND INAUGURAL ADDRESS (1865)

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.

Source: Abraham Lincoln. Second inaugural address. March 4, 1865.

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?	
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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?	

Primary Sources

PRIMARY SOURCE G: FROM A CONFEDERATE GIRL'S DIARY BY SARAH MORGAN DAWSON

Sarah Morgan Dawson was a resident of Baton Rouge, Louisiana. Her diary provides a civilian perspective on the capture of New Orleans and its aftermath.

May 17th.

... Butler has decreed that no unoccupied house will be respected. ...

A new proclamation from Butler has just come. It seems that the ladies have an ugly way of gathering their skirts when the Federals pass, to avoid any possible contact. Some even turn up their noses. Unladylike, to say the least. ... Butler says, whereas the so-called ladies of New Orleans insult his men and officers, he gives one and all permission to insult any or all who so treat them, then and there, with the assurance that the women will not receive the slightest protection from the Government, and that the men will all be justified. ...

June 5th.

... Beauregard is undoubtedly coming to attack Baton Rouge; his fire would burn the town, if the gunboats do not; the Yankees will shell, at all events, if forced to retire. It cannot stand. We can't go to New Orleans. Butler says he will lay it in ashes if he is forced to evacuate it, from yellow fever or other causes. ...

June 30th.

... In speaking to Mr. Solomon Benjamin of foreign intervention in our favor, he [Butler] said, "... I'll ... lay the whole country waste with fire and sword, and leave it desolate!" Draw me a finer picture of Coward, Brute, or Bully than that one sentence portrays! ...

Source: Dawson, Sarah Morgan. *A Confederate Girl's Diary*. Boston: Houghton Mifflin, 1913, pp. 34–35, 67–68, 97.

PRIMARY SOURCE H: FROM PROCLAMATION OF CONFEDERATE PRESIDENT JEFFERSON DAVIS, DECEMBER 23, 1862

Now, therefore, I, Jefferson Davis, President of the Confederate States of America, and in their name, do pronounce and declare the said Benjamin F. Butler to be a felon, deserving of capital punishment. I do order that he be no longer considered or treated simply as a public enemy of the Confederate States of America, but as an outlaw and common enemy of mankind, and that in the event of his capture, the officer in command of the capturing force do cause him to be immediately executed by hanging; and I do further order that no commissioned officer of the United States, taken captive, shall be released on parole before exchange, until the said Butler shall have met with due punishment for his crimes.

And whereas the hostilities waged against this Confederacy by the forces of the United States, under the command of said Benjamin F. Butler, have borne no resemblance to such warfare as is alone permissible by the rules of international law or the usages of civilization, but have been characterized by repeated atrocities and outrages, among the large number of which, the following may be cited as examples:

Peaceful and aged citizens, unresisting captives and non-combatants have been confined at hard labor, with balls and chains attached to their limbs, and are still so held in dungeons and fortresses. Others have been subjected to a like degrading punishment for selling medicines to the sick soldiers of the Confederacy.

The soldiers of the United States have been invited and encouraged by general orders to insult and outrage the wives, the mothers and the sisters of our citizens.

Helpless women have been torn from their homes, and subjected to solitary confinement, some in fortresses and prisons, and one, especially, on an island of barren sand, under a tropical sun; have been fed with loathsome rations that had been condemned as unfit for soldiers, and have been exposed to the vilest insults.

Prisoners of war who surrendered to the naval forces of the United States, on agreement that they should be released on parole, have been seized and kept in close confinement.

Repeated pretexts have been sought or invented for plundering the inhabitants of the captured city, by fines, levied and exacted under threat of imprisoning recusants at hard labor with ball and chain.

The entire population of the city of New Orleans have been forced to elect between starvation, by the confiscation of all their property, and taking an oath against conscience to bear allegiance to the invaders of their country.

Egress from the city has been refused to those whose fortitude withstood the test, even to lone and aged women and to helpless children; and after being ejected from their homes and robbed of their property, they have been left to starve in the streets or subsist on charity.

The slaves have been driven from the plantations in the neighborhood of New Orleans, till their owners would consent to share the crops with the Commanding General, his brother, Andrew J. Butler, and other officers; and when such consent had been extorted, the slaves have been restored to the plantations, and there compelled to work under the bayonets of guards of United States soldiers.

Source: Confederate States of America. Gen. Order No. 111 (Dec. 24, 1862)

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 1.2

Use with The Gettysburg Address.

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?	

PRIMARY SOURCE I: SURRENDER AT APPOMATTOX COURT HOUSE

Source 1: Terms of Surrender

General,

In accordance with the substance of my letter to you of the 8th inst., I propose to receive the surrender of the Army of N. Va. on the following terms, to wit;

Rolls of all the officers and men to be made in duplicate, one copy to be given to an officer to be designated by me, the other to be retained by such officer or officers as you may designate. The officers to give their individual paroles not to take up arms against the Government of the United States until properly exchanged, and each company or regimental commander to sign a like parole for the men of their commands.

The arms, artillery and public property to be parked and stacked and turned over to the officers appointed by me to receive them. This will not embrace the side arms of the officers nor their private horses or baggage. This done each officer and man will be allowed to return to their homes, not to be disturbed by United States authority as long as they observe their parole and the laws in force where they may reside.

Very Respectfully

U. S. Grant

Lt. Gen

Source 2: Lee's Acceptance

General:

I have received your letter of this date containing the terms of the surrender of the Army of Northern Va, as proposed by you. As they are substantially the same as those expressed in your letter of the 8th inst., they are accepted. I will proceed to designate the proper officers to carry the stipulations into effect.

Very Respectfully

Your obt. Servt.

(Sgd) R. E. Lee

General

Source 3: Lee's Farewell to His Army

General Order

No. 9

After four years of arduous service marked by unsurpassed courage and fortitude, the Army of Northern Virginia has been compelled to yield to overwhelming numbers and resources.

I need not tell the brave survivors of so many hard fought battles, who have remained steadfast to the last, that I have consented to this result from no distrust of them.

But feeling that valor and devotion could accomplish nothing that would compensate for the loss that must have attended the continuance of the contest, I determined to avoid the useless sacrifice of those whose past services have endeared them to their countrymen.

By the terms of the agreement officers and men can return to their homes and remain until exchanged. You will take with you the satisfaction that proceeds from the consciousness of duty faithfully performed, and I earnestly pray that a merciful God will extend to you His blessing and protection.

With an increasing admiration of your constancy and devotion to your country, and a grateful remembrance of your kind and generous considerations for myself, I bid you all an affectionate farewell.

R. E. Lee

Genl.

Source: "Surrender Documents." Appomattox Court House National Historical Park, Virginia. National Park Service. Updated June 7, 2022.

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?	

Chapter 2 Check for Understanding: How did the events of the Civil War transform the United States?

[illegible]

Activity Page 2.1

Use with Chapter 2

The Civil War, 1861–65



Name _____

Date _____

Activity Page 2.1 (*continued*)

Use with Chapter 2

The Civil War, 1861–65

Use the map to answer the following questions.

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

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

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

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

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

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

- 7.** Which significant battle was fought in Kentucky?

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

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

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 |

Name _____

Date _____

Performance Task Activity: *A Nation at War*

The Civil War lasted from 1861 to 1865. During this time, there were many battles and events that shaped the outcome of the conflict. Which Civil War event was the most important?

Use the Claims and Evidence Activity Page (AP 1.3) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *A Nation at War*, as well as from the sources and resources in the unit activities.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name _____

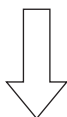
Date _____

Activity Page 1.3

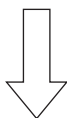
Use with Chapters 1–2

Claims and Evidence

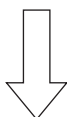
STATE THE CLAIM *What opinion or position are you defending?*



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



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



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

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

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

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