Social Studies Skills

Identifying Cause and Effect

APPLY THE SKILL

1. Political, economic, and social changes that differentiated the North from the South.
2. erosion of a traditional attachment to local communities, prevention of a sense of national spirit, and commercial development
3. The North's commercial capabilities made it stronger than the South and gave it an advantage in the war.

Focus on Writing

The Emancipation Proclamation

Student essays should be evaluated using the scoring rubric provided in the activity.

Chapter Review

REVIEWING VOCABULARY, TERMS, AND PEOPLE

1. cotton diplomacy
2. Ulysses S. Grant
3. Clara Barton
4. emancipation
5. Battle of Gettysburg
6. Thirteenth Amendment

COMPREHENSION AND CRITICAL THINKING

1. Each border state had great geographic and military importance, having the ability to make important contributions to the cause of either the Union or the Confederacy.
2. Weapon makers were producing bullet-shaped ammunition and rifles that increased range and accuracy. Also, shells containing shrapnel were used for the first time during the Civil War.
3. Women took over the responsibilities of farms, plantations, stores, and other businesses while men were fighting the war. They worked in factories in the North and South to produce supplies and ammunition. They held staff positions in the government, formed aid societies, served as nurses on the battlefield, and even served as spies for the army.
4. Many abolitionists were upset that the proclamation did not apply to states that were not in rebellion or that had already been conquered by Union armies. Some northerners opposed emancipation because they feared increased competition for jobs in the North. Many in the North welcomed emancipation, however, because they thought it would help shorten the war.
5. General Lee surrendered to General Grant after Union forces surrounded his army near the town of Appomattox Court House, Virginia.

REVIEWING THEMES

1. Cotton diplomacy relates to economics because the South tried to use cotton as a tool to receive foreign aid.
2. Inflation relates to economics because prices increased during the Civil War as a result of an increase in the money supply.
3. The *Trent* affair relates to economics because the Union's naval blockade interrupted the South's trade with other nations.

Interdisciplinary Project

Calculating and Interpreting Civil War Statistics

1. 11.3%
2. 3.9%
3. 7.0%
4. Confederate forces
5. 22.6%
6. 31.5%
7. 3,846
8. 2.8%

Extend

Students should use an appropriate type of graph or chart to graph their data. The graph's content should be accurate, and the graph should present information in a way that is easy to follow.

Copyright © by Holt, Rinehart and Winston. All rights reserved.

3. South Carolinians used the Declaration of Independence to argue that they had a right to abolish an abusive government and establish a new one. Among the abuses the delegates claimed was that the federal government had not protected property rights or slavery.
4. In his "house-divided" speech, Abraham Lincoln argued that the nation could not exist as a half slave and half free nation; he believed the nation would become all slave or all free.
5. The Lecompton Constitution was a pro-slavery constitution proposed for Kansas. It was controversial because it was written by a legislature elected through vast voter fraud. The Lecompton Constitution deeply divided Kansans, and when it was submitted to Congress, split Congress over the issue of whether the constitution had been approved fairly. Although it was defeated, the battle over the Lecompton Constitution led radical southerners to believe that threatening secession would help them get their way.

PRACTICING SOCIAL STUDIES SKILLS

1. Student answers will vary. The person who would use this envelope was probably a northerner who believed that secession was a monster that could destroy the Union and that true patriots of the United States should fight secession.

Chapter 11: The Civil War

Section Quiz

SECTION 1

1. b
2. a
3. d
4. b
5. c

SECTION 2

1. T
2. T
3. T
4. T
5. F; General McClellan was relieved of command because he was too cautious and would not attack even when his army greatly outnumbered the enemy.

SECTION 3

1. e
2. h
3. a
4. j
5. d
6. g
7. l
8. c
9. i
10. f

SECTION 4

1. blockade runners
2. gold
3. Stonewall Jackson
4. Vicksburg
5. *Merrimack*
6. Pea Ridge
7. Chancellorsville
8. Gettysburg
9. Pickett
10. Chattanooga

SECTION 5

1. F; President Lincoln gave Ulysses S. Grant command of all Union armies.
2. F; Spirits of Union troops rose because General Grant pushed south immediately, and soldiers were on the march after a victory for the first time.
3. T
4. T
5. T

Chapter Test, Form A

MULTIPLE CHOICE

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

PRACTICING SOCIAL STUDIES SKILLS

1. d

FILL IN THE BLANK

1. Battle of Shiloh
2. Robert E. Lee
3. Bull Run
4. fall of Atlanta
5. Glorieta Pass

Copyright © by Holt, Rinehart and Winston. All rights reserved.

TRUE/FALSE

1. F
2. F
3. T
4. F
5. T

MATCHING

1. d
2. i
3. e
4. k
5. b
6. m
7. a
8. h
9. f
10. g

Chapter Test, Form B

SHORT ANSWER

1. Had the Confederate troops been more experienced, they might have pursued the fleeing Union army and perhaps destroyed it.
2. The Confederacy used small, fast ships to slip through the northern blockade; they created a powerful ironclad ship by repairing a ship captured from the Union; and they constructed commerce raider ships that attacked Union merchant ships and disrupted trade.
3. Confederate leaders wanted to hold out until the presidential election because they hoped that Abraham Lincoln would not be re-elected, and a new president might accept southern independence in order to achieve peace.
4. Any three of the following are acceptable: Some women disguised themselves as men and enlisted in the army, some even acted as spies. Many women took over farms, plantations, stores, and other businesses; worked as bankers and steamboat captains; worked in factories and produced ammunition; and worked as clerks in government offices. Women also gathered supplies for the army and worked as army nurses.
5. The North was better equipped for war than the South because the North had a larger population so more people were available to serve in the armed forces. The North also had more than 85 percent of the nation's factories and could produce war supplies more easily than the South.

PRACTICING SOCIAL STUDIES SKILLS

1. More Civil War soldiers died from non-battle causes than died from battle causes.

Chapter 12: Reconstruction

Section Quiz

SECTION 1

1. Freedmen's Bureau
2. Ten Percent Plan
3. pocket veto
4. John Wilkes Booth
5. Andrew Johnson
6. South
7. Richmond
8. Abraham Lincoln
9. Wade-Davis Bill
10. slavery

SECTION 2

1. j
2. g
3. m
4. b
5. i
6. a
7. e
8. d
9. f
10. l

SECTION 3

1. d
2. b
3. d
4. c
5. a

SECTION 4

1. T
2. F; The Liberal Republicans could not block Grant's reelection.
3. T
4. T
5. F; The Solid South was strongly Democratic.

Copyright © by Holt, Rinehart and Winston. All rights reserved.

Chapter 10: The Nation Splits Apart

1. C
2. A
3. D
4. B
5. C
6. A
7. A
8. B
9. D
10. B
11. D
12. B
13. A
14. A
15. C
16. B
17. A
18. C
19. The short story should include specific details about the election and speculate about what might happen in the near future. Students writing from the perspective of a slaveholder should express fears that Abraham Lincoln might attempt to abolish slavery. Students writing from the perspective of a slave should express joy at the possibility of slavery being abolished.

Chapter 11: The Civil War

1. D
2. B
3. B
4. C
5. B
6. A
7. D
8. D
9. B
10. C
11. B
12. C
13. A
14. A
15. C
16. B
17. C
18. A
19. C
20. The essay should compare the two regions and their resources. The essay should explain that the North had a larger population and more industries, while the South had many of the nation's most talented military officers and more support for the cause.

Chapter 12: Reconstruction

1. B
2. B
3. D
4. B
5. B
6. A
7. C
8. D
9. B
10. B
11. C
12. B
13. C
14. A
15. The essay should discuss the different proposals for Reconstruction, including Abraham Lincoln's Ten-Percent Plan, Congress's Wade-Davis Bill, Andrew Johnson's Reconstruction plans, and the plans of Radical Republicans. The essay should be well organized and discuss the different attitudes toward the issue.

Chapter 13: The American West

1. B
2. C
3. A
4. C
5. D
6. B
7. B
8. C
9. B
10. D
11. C
12. C
13. B
14. A
15. A
16. B
17. C
18. The explanation should be well organized and logical. It should describe the advantages, such as the Homestead Act, and protection, such as the U.S. Army, available to settlers.

Copyright © by Holt, Rinehart and Winston. All rights reserved.

Vocabulary Builder

SECTION 1

Answers will vary, but should be a summary of what students learned in the section that includes at least five of the following terms: *Anaconda Plan, artillery, border states, cotton diplomacy, embargo, martial law, rebellion, Robert Anderson.*

1. Answers will vary, but should define the term *cotton diplomacy.*
2. Answers will vary, but should define the term *border states.*
3. Answers will vary, but should define the term *Anaconda Plan.*

SECTION 2

1. First Battle of Bull Run
2. infantry
3. Battle of Shiloh
4. Ironclads
5. Battle of Antietam
6. F; First Battle of Bull Run
7. T
8. F; cavalry
9. T
10. T

SECTION 3

1. b
2. a
3. d
4. a
5. d
6. c
7. d
8. a
9. Freedmen
10. Conscription
11. Emancipation Proclamation
12. Copperheads
13. Habeas corpus
14. Emancipation
15. credit

SECTION 4

1. F; Battle of Glorieta Pass
2. T
3. F; Battle of Pea Ridge
4. T
5. F; Battle of Chancellorsville
6. T
7. c
8. d

SECTION 5

Answers will vary, but should be a story that relates to the section and includes at least five of the following terms: *Battle of Atlanta, Battle of Cold Harbor, Battle of Spotsylvania, Battle of the Wilderness, Thirteenth Amendment, phase, William Tecumseh Sherman*.

1. Answers will vary, but should define the term *Battle of Atlanta.*
2. Answers will vary, but should define the term *Battle of Cold Harbor.*
3. Answers will vary, but should define the term *Thirteenth Amendment.*
4. Answers will vary, but should define the term *Battle of Spotsylvania.*

Section Quiz

SECTION 1

1. b
2. a
3. d
4. b
5. c

SECTION 2

1. bullet-shaped
2. observation balloons
3. New Orleans
4. Ulysses S. Grant
5. George McClellan

SECTION 3

1. e
2. h
3. a
4. j
5. d
6. g
7. l
8. c
9. i
10. f

Copyright © by Holt, Rinehart and Winston. All rights reserved.

SECTION 4

1. blockade runners
2. gold
3. Stonewall Jackson
4. Vicksburg
5. *Merrimack*
6. Pea Ridge
7. Chancellorsville
8. Gettysburg
9. Pickett
10. Chattanooga

SECTION 5

1. Ulysses S. Grant
2. immediately
3. Atlanta
4. William T. Sherman
5. constitutional amendment

Chapter Review

REVIEWING VOCABULARY, TERMS, AND PEOPLE

1. cotton diplomacy
2. Ulysses S. Grant
3. Clara Barton
4. emancipation
5. Battle of Gettysburg
6. Thirteenth Amendment

COMPREHENSION AND CRITICAL THINKING

1. Each border state had great geographic and military importance, having the ability to make important contributions to the cause of either the Union or the Confederacy.
2. Weapon makers were producing bullet-shaped ammunition and rifles that increased range and accuracy. Also, shells containing shrapnel were used for the first time during the Civil War.
3. Women took over the responsibilities of farms, plantations, stores, and other businesses while men were fighting the war. They worked in factories in the North and South to produce supplies and ammunition. They held staff positions in the government, formed aid societies, served as nurses on the battlefield, and even served as spies for the army.
4. Many abolitionists were upset that the proclamation did not apply to states that were not in rebellion or that had already been conquered by Union armies. Some northerners opposed emancipation because they feared increased competition for jobs in the North. Many in the North welcomed emancipation, however, because they thought it would help shorten the war.
5. General Lee surrendered to General Grant after Union forces surrounded his army near the town of Appomattox Court House, Virginia.

REVIEWING THEMES

1. politics

Chapter Test

MULTIPLE CHOICE

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

PRACTICING SOCIAL STUDIES SKILLS

1. a

FILL IN THE BLANK

1. Battle of Shiloh
2. Robert E. Lee
3. Bull Run
4. fall of Atlanta
5. Glorieta Pass

TRUE/FALSE

1. F
2. F
3. T
4. F
5. T

MATCHING

1. d
2. i
3. e
4. k
5. b
6. l
7. a
8. h
9. f
10. g

Copyright © by Holt, Rinehart and Winston. All rights reserved.