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.

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Chapter 11: The Civil War

CHAPTER SUMMARY

1. First Battle of Bull Run, Peninsula campaign, Second Battle of Bull Run
2. possible answer—capture of Forts Henry and Donelson, Mississippi River campaign, Battle of Gettysburg
3. Battle of Atlanta
4. surrender at Appomattox

SECTION 1

Section Summary

1. the South
2. Virginia; Arkansas; Tennessee; North Carolina
3. If Maryland seceded, Washington, D.C., would be surrounded by the Confederacy.
4. to save the Union
5. support for the war; good military leadership; much confidence

Challenge Activity

Each student's poster should mention the purpose for the war as seen by the side the student is recruiting for.

SECTION 2

Section Summary

1. First Battle of Bull Run
2. First Battle of Bull Run
3. Vicksburg
4. Robert E. Lee
5. Battle of Antietam

Challenge Activity

Students' dispatches should give details of one of the battles, written in the style of a reporter.

SECTION 3

Section Summary

1. January 1, 1863
2. that it did not go far enough
3. 200
4. no vaccinations or antibiotics; doctors rarely washed their hands or instruments
5. served as farmers, nurses, and clerks; worked in factories; spied or disguised themselves as men to enlist

Challenge Activity

An argument for the draft might be that we should serve the country when it needs us. An argument against might be that it takes away personal freedom, or that it only covers males.

SECTION 4

Section Summary

1. A Union naval captain boarded a British ship to capture two Confederate leaders.
2. *Monitor* and *Merrimack*
3. 90
4. Battle of Chancellorsville
5. victories in Chattanooga

Challenge Activity

Students will find a wealth of information on the Battle of Chancellorsville on the Internet.

SECTION 5

Section Summary

1. William Tecumseh Sherman
2. Battle of the Wilderness; Battle of Spotsylvania; Battle of Cold Harbor
3. It was a manufacturing and transportation center.
4. They placed pro-Union Democrat Andrew Johnson on the ticket with Lincoln.
5. Appomattox Court House, Virginia

Challenge Activity

Possible answers—agree with Grant's actions because they think it was time to forgive and put the past behind them; disagree with Grant's actions because they think the South should have been punished.

Chapter 12: Reconstruction

CHAPTER SUMMARY

1. the Ten Percent Plan
2. the Fourteenth and Fifteenth Amendments
3. cotton
4. Students should infer that many white southerners were against Reconstruction as evidenced by the existence of Black Codes, violence against freedmen and Republican rule, and the Democrats perhaps being seen as redeemers.

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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. cotton diplomacy; answers will vary, but should define the term *cotton diplomacy*
2. border states; answers will vary, but should define the term *border states*
3. Anaconda Plan; 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. Answers will vary, but should include three words or descriptive phrases that describe the term *freedmen*. Sample answers: emancipated slaves; encouraged to join the Union army and navy; served in segregated units
10. Answers will vary, but should include three words or descriptive phrases that describe the term *conscription*. Sample answers: forced service in the military; extremely unpopular; seemed to violate principles of states' rights and limited national power for which southerners were fighting
11. Answers will vary, but should include three words or descriptive phrases that describe the term *Emancipation Proclamation*. Sample answers: issued on January 1, 1863; issued by President Abraham Lincoln; freed slaves in all areas in rebellion against the United States
12. Answers will vary, but should include three words or descriptive phrases that describe the term *Copperheads*. Sample answers: Peace Democrats; compared with poisonous snake of same name; participants in antiwar movement; called on Union troops to desert
13. Answers will vary, but should include three words or descriptive phrases that describe the term *habeas corpus*. Sample answers: constitutional right; ensures that arrested people can appear in court and be charged with a crime; suspended by President Abraham Lincoln during the Civil War
14. Answers will vary, but should include three words or descriptive phrases that describe the term *emancipation*. Sample answers: the act of freeing someone from slavery; freeing from bondage; led to mixed reaction in the North
15. Answers will vary, but should include three words or descriptive phrases that describe the term *credit*. Sample answers: the sum of money provided by a lender; a loan; the amount lent to someone

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 four of the following terms: *Battle of Atlanta*,

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Battle of Cold Harbor, *Battle of Spotsylvania*, *Battle of the Wilderness*, *Thirteenth Amendment*.

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

Biography

Robert Anderson

WHAT DID YOU LEARN?

1. Because Anderson was sympathetic to the South, yet loyal to the North, he was assigned in November 1860 to command three Federal forts in the harbor of Charleston.
2. Answers will vary. Some students will support Anderson's leadership citing his loyalty to the Union in spite of his personal feelings. They may note his attempts to avoid an armed confrontation, his refusal to evacuate Sumter, and his attempts to defend the fort against stronger forces. Other students will question Anderson's decisions. They may argue that he should have been more aggressive. Encourage students to give reasons for their opinions.

ACTIVITY

Brochures will vary. All should include historical details about the fort as well as images. Students can learn more about Fort Sumter today by visiting the National Park Service's web site.

Stonewall Jackson

WHAT DID YOU LEARN?

1. Jackson could hold a position against enemy assault and maneuver his troops around enemy lines to make surprise attacks. He was a strong leader and won many battles.
2. Answers will vary. Students should support the words they suggest. Students might select the word *hero* and then cite the battles he participated in.

ACTIVITY

Students should work together to map out one of Jackson's battles. Maps should include a description of the battle and Jackson's military strategies. As maps are presented to the class, discuss the elements of Jackson's strategies.

Clara Barton

WHAT DID YOU LEARN?

1. Clara Barton tended the wounded and dying. She fed the wounded, ran supply lines, removed bullets, and held the hands of the dying. She also assisted in surgery and dressed wounds.
2. Answers will vary. Students should identify ways in which Barton's life was different from most women of her day. Specifically, they may mention the fact that she received equal pay for her work at a time when few women were in the workplace. Students should also reference Barton's accomplishments on the battlefield and founding of the Red Cross.

ACTIVITY

Select excerpts from a fictional film or documentary about the Civil War for viewing. Use student-generated questions to guide discussion after watching the film. If you chose a fictional film, discuss the historical authenticity of the events in the movie.

Stand Watie

WHAT DID YOU LEARN?

1. He and his men took part in numerous battles and skirmishes with Union troops. Watie was known best for guerrilla warfare. He and his men captured a Union steamboat and seized $1.5 million in Federal supplies. Watie destroyed the property of Union sympathizers even

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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

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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

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