passage is upbeat and optimistic. The passages differ because of when they were written. Chesnut's diary entry was written at the time the described events happened. She thus recorded her fears about the upcoming war. Livermore wrote her passage after the war had ended. The Northern victory allowed her to be upbeat in her descriptions.

Charleston, South Carolina

WHAT DID YOU LEARN?

1. The damaged buildings and rubble in the photograph suggest that the city was recently under attack or the site of a battle.
2. The Charleston buildings in the photograph are in ruins. The image thus symbolizes the entire Confederate cause, which was in ruins by April 1865.
3. Young African Americans are sitting in the ruins of Charleston. This image represents the destruction of an oppressive system of slavery. From the wreckage of the Confederacy, millions of black southerners now have freedom and a new hope for the future.

History and Geography

The Battle of Shiloh

MAP ACTIVITY

1. Students should color or circle Shiloh Church in one color, which should match the color indicated on the legend that they created.
2. Students should shade or underline the names of the Confederate commanders in a second color, and note that color in their legend. The commanders are Beauregard, Bragg, Breckinridge, Chalmers, Forrest, Hardee, Jackson, Johnston, Polk, and Ruggles.
3. Students should shade or underline the names of the Union commanders in a third color, and note that color in their legend. The Union commanders are Buell, Grant, McClernand, Nelson, Hurlbut, Prentiss, Sherman, Stuart, Lewis Wallace, and W.H.L. Wallace.
4. Students should trace the route of Owl Creek in a fourth color.
5. Students should create a legend that clearly explains the meaning of each color.

ANALYZING MAPS

1. It was named for Shiloh Church.
2. the Tennessee River
3. Colonel Forrest
4. the Tilghman Branch
5. Answers will vary. The arrival of Buell and his troops enabled the Union to win the Battle of Shiloh. Without reinforcements, the Union troops may not have been able to push back a second Confederate attack.

Economics and History

Value of U.S. Cotton Exports

ANALYZING ECONOMIC DATA

1. The value of U.S. cotton exports was highest in 1860 ($192 million).
2. The average annual value of cotton exports was $55.4 million in the period of 1842-1850. The average annual value of cotton exports was $123.5 million in the period of 1851-1860.
3. The price of cotton was 8.2 cents per pound in 1842. The price of cotton was 10.9 cents per pound in 1860.
4. The value of cotton exports dropped by the greatest amount between 1860 and 1861. The start of the Civil War caused the drop.
5. Cotton prices increased modestly in the 1840s and then soared dramatically in the 1850s. This caused southerners to believe that cotton had great importance to European nations, especially Great Britain. Cotton prices thus likely caused many southerners in 1860 to support secession, since they believed that Britain, needing their cotton, would side with the South in a war against the North.

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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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