Unit Title: “Causes of the Civil War”

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Grade Level: 4th

School: Mount Vernon Community School

Time Estimated: 8 days (50-minute periods)

Overview: Prior to the start of this unit, the extent of what my students know about U.S. history is the Virginia history they have learned since the start of this school year.

As a result of this unit, students will be able to identify the events and the differences between the northern and southern states which divided Virginians and led to secession, war, and the creation of West Virginia.

When tested at the beginning of the 2005-06 school year, 16 out of my 21 students were found to be reading at the 2nd grade level or below. Of the remaining 5 students, two were reading at a third grade level, one at a fourth grade level, one at a fifth grade level, and one at a sixth grade level. Three of my students receive Title I reading services, and another four of my students are in the ESL program. Only two of my charges are currently in the Talented and Gifted (TAG) program, but I expect perhaps 2 or 3 more to be found eligible (in math) in the coming weeks and months.

Historical Background: The issues that drove America into a Civil War were deeply ingrained in the sectional differences between North and South. The South’s agricultural economy was based on cash crops such as tobacco, rice, and cotton that hinged on cheap slave labor. On the other hand, the North developed along commercial and manufacturing lines dependent on free labor. These differences were manifested in the struggle for political dominance over governmental policy. By and large, the South was able to control the debate, but with the territorial growth of the nation and the subsequent debate regarding the status of new states as free soil or slave, it feared the loss of power. The Missouri Compromise defused the issue for a while, but during the 1840s and 1850s, the issue of slavery permeated national politics and was the cause of many bitter debates. The admission of California to the Union as a free state in 1850 tipped the scales in favor of the free states and caused an outcry from the South. To mollify the slave states, the Fugitive Slave Act was passed which proved to be mostly symbolic since it was extremely difficult to enforce due to the non-compliance of northerners.
As tensions rose, the abolitionist movement that flowered during the 1830s polarized the nation even further with its fervent crusade for emancipation. Southerners regarded abolitionist drive as a direct threat to their way of life and took draconian measures to suppress their message in the South. Abolitionism was, in part, an outgrowth of religious revivalism with ministers preaching about the sinfulness of owning and mistreating other human beings. At the forefront of the movement was William Lloyd Garrison who, in addition to railing against the evils of slavery in speeches, also published a well-known abolitionist newspaper. Abolitionists sometimes disagreed over the best way to achieve emancipation. Members of the American Colonization Society and others subscribed to the belief that emancipation should be gradual and that freed slaves should be shipped to Africa and other foreign lands. Most black abolitionists disagreed strongly with this idea and argued that freed slaves were Americans and ought to remain on their native soil. Though many northerners did not support the abolitionists, the movement increased enmity between the North and South.

Three other events of the 1850s -- The Kansas-Nebraska Act, the Dred Scott decision, and John Brown’s raid at Harpers Ferry -- deepened the divide between the South and the North and pushed the nation closer to the brink of war. The Kansas-Nebraska Act of 1854, which enacted popular sovereignty, led to a massive infusion of people from slave states and free states alike to swell the voting ranks. The result was widespread violence as each side did what it felt was necessary to ensure that the new states would join its side. The Dred Scott case was one which involved a black slave suing his new master for his freedom, claiming that since his master had moved to a non-slave state, he (Dred Scott) should rightfully be free. After initially winning his legal battle in a lower level court, he ultimately lost his case in the Supreme Court. In 1857, years after Dred Scott had originally brought suit against his master, Justice Roger B. Taney ruled that a slave is nothing more than property. As such, said Taney, a slave will remain a slave regardless of where the owner moves. This decision was very unpopular in the North and intensified sectarian strife.

Abolitionist John Brown and his followers raided a federal arsenal in Harpers Ferry, Virginia in 1859. They had hoped to arm slaves throughout the South and lead a massive slave insurrection. The attempt failed as Brown was captured, tried, convicted, and executed. This episode reignited southern fears as they recalled past slave conspiracies such as Nat Turner’s rebellion. Although Brown was unsuccessful in his attempt to carry out his plan, southerners feared northern sympathizers would inspire more slave insurrections in the near future. This brought our nation yet still closer to the brink of a civil war. The election of Republican Abraham Lincoln was the final threat that convinced many Southern states to secede from the Union and led to the Civil War.

**Major Understanding:**
The root cause of the Civil War was the difference in the way northerners and southerners made a living. Since the South had an agricultural economy, a large labor force was essential to the region’s continued prosperity. By contrast, the northern industrial economy required a much smaller work force. When southern planters felt the threat of having their laborers (slaves) taken from them, they responded by seceding from the Union rather than give up their way of life. Northerners entered the war primarily to preserve the Union. Freeing the slaves was secondary to the preservation of the Union.

Objectives: Students will:

1. Identify the key differences between the northern and southern states which led to conflict.

2. Understand the pivotal events which led to the secession of 11 southern states and a civil war.

3. Recognize Nat Turner, Harriet Tubman, John Brown, Dred Scott, and Abraham Lincoln and know their respective roles in the years leading up to the Civil War.

4. Understand the conflicts between the eastern and western counties of Virginia and how this rift led to the formation of West Virginia.

Standards of Learning: Students will:

Skills

VS.1 Demonstrate skills for historical and geographical analysis, including the ability to:

   a. Identify and interpret artifacts and primary and secondary source documents to understand events in history;
   b. Determine cause and effect relationships;
   c. Compare and contrast historical events;
   d. Draw conclusions and make generalizations;
   e. Make connections between past and present; and
   f. Sequence events in Virginia history.

Content

VS.7a Demonstrate knowledge of the issues that divided our nation and led to the Civil War by
a. Identifying the events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia.

**Culminating Assessment:** A paper and pencil assessment will be used to assess whether or not the students mastered the content. A rubric will be used for those lessons during which students were required to interpret primary sources.

**References:**

**Books & Media**


This is the history text book used by fourth graders throughout the Alexandria school district.


Short and concise, this intermediate-level book can be read aloud to the students to provide them with the knowledge and understanding of the Civil War’s causes.

“John Brown’s Holy War” 90 minutes. PBS: American Experience, 1999. DVD

I have not actually viewed this film yet. However, I do know that PBS films are of excellent quality. Given that the viewing time is 90 minutes, I will need to be sure to limit the viewing to key portions which are most important to the fourth graders’ understanding of John Brown and how his raid moved the North and the South closer to war.

Schuster, 1992

A compilation of historians’ viewpoints regarding the causes of the Civil War. This book, edited by Stampp, will add depth to my knowledge of the Civil War’s causes and enable me to teach the unit more effectively.


Explores the causes of the Civil War including the economic differences, the Compromise of 1850, the Fugitive Slave Law, the Dred Scott decision, the Kansas-Nebraska Act, John Brown’s raid, and Lincoln’s election. I love this film because everything is on point, and it is relatively easy for fourth graders to understand.


Excerpts can be read to students as part of a read aloud to familiarize students with a book which stirred up much controversy during the antebellum years.

**Websites**

http://www.answers/topic/civil-war-1

This site offers several definitions and an comprehensive analysis and discussion of what constitutes a civil war.


Woodcut, published in 1831, which depicts the massacre by Nat Turner and his followers.

http://www.vcdh.virginia.edu/xml_docs/valley_news/html/topics.html

By clicking on the “Politics” bullets under Augusta and Franklin Counties, one can gain access to newspaper accounts of (with varying reactions to) John Brown’s Raid and
Lincoln’s election.

http://www.digitalhistory.uh.edu/database/subtitles.cfm?titleID=58

An excellent site containing links to many secondary sources which provide numerous background readings on the causes of the Civil War.


An excellent site which provides links to a number of primary sources ranging from letters expressing the views of U.S. Representatives on the Compromise of 1850 to Jefferson Davis’s letter to the governor of South Carolina regarding plans to overtake Fort Sumter.

http://blackhistory.harpweek.com/2Slavery/SlaveryLevelOne.htm

This site provides three political cartoons and an editorial relating to John Brown’s raid and its aftermath.

http://arcweb.archives.gov/arc/arch_results_detail.jsp?pg=1&si=0&nh=1&st=b

This site gives us the actual resolution -- popularly known as the Compromise of 1850 -- which was introduced in Congress by Henry Clay on January 19, 1850. Unfortunately, as with all documents obtained through the National Archives -- it must be ordered, and I'm may involve a fee.

http://lcweb2.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe06/rbpe065/06500500/rbpe06500500.db&recNum=0&itemLink=D?rbpebib:4:.temp/~ammem_9vhV::&linkText=0

This site is a link within the American Memory website. It provides us with the document containing the exact words used by John Brown in his address to a Virginia court after receiving his death sentence.

http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe33/rbpe337/33700200/rbpe33700200.db&recNum=0&itemLink=D?rbpebib:3:.temp/~ammem_veGx::&linkText=0

This site spells out the terms of the Fugitive Slave Law as spelled out in a broadside believed to be from Hartford, CT sometime during the 1850s. I especially like the
synopsis at the end of the broadside because of the way it converts the legalese into layman terms.

http://odur.let.rug.nl/~usa/

This site provides information relating to documents, essays, biographies, and U.S. presidents.

Lesson 1

Title: Introduction

Objectives: Students will:

1) Develop a definition of civil war.
2) Recall what they know and state what they want to know about the causes of the Civil War.
3) Recognize the differences between the North and South which led to the South’s secession from the Union.
4) Understand the events which led to secession and the Civil War.

Time Estimated: 2 days (50-minute periods)

Materials:

• List of questions to guide discussion of a definition of civil war
• “The Causes of the Civil War” (videocassette)
• Active listening sheet (handout)
• Overhead projector
• KWL graphic organizer (transparency)
• Marker

Strategies:

1) As an introduction to a discussion of the concept of civil war, create a civil war scenario (e.g., western states suffer drought and need water but eastern states unwilling to share resource) and ask students what they think might happen. Follow this up by having a discussion of the
meaning of *civil war* using the list of questions as a guide.

2) Solicit responses from students regarding what they already know and still wish to know about the Civil War and its causes and fill in the “knowledge” and “want to know” columns of the KWL graphic organizer.

3) Play the videocassette (Causes of the Civil War)

4) Give students an active listening sheet which they are to complete while viewing the videocassette.

5) Pause video periodically to make comments and allow students time to fill in sheet. Place KWL transparency on overhead and have students share what they learned regarding the causes of the Civil War.

**Differentiation:**

Teacher will provide clarifying commentary and help with vocabulary during the playing of the video. Struggling readers will be given audiocassette recordings of the study guide. The more advanced students will benefit as much as the average-to-below-average students in the viewing of the film.

**Lesson 2**

**Title:** Nat Turner

**Objectives:** Students will:

1) Define *primary* and *secondary sources* and give several examples.

2) Explain who Nat Turner was and why he is famous.

3) Explain the effect Turner’s rebellion had on people living in the South.

4) Explain how Nat Turner’s rebellion was an event that increased tensions between the North and South.

**Time Estimated:** 2 days (50-minute periods)

**Materials:**

- Woodcut print of Turner Rebellion (Samuel Warner’s *Authentic and Impartial Narrative of the Tragical Scene Which Was Witnessed in Southampton County, Virginia*)

Questions to guide analysis of Warner’s print (handout)

Nat Turner biographical sketch (from Extraordinary Black Americans)

Selection from Nat Turner’s diary
http://odur.let.rug.nl/~usa/D/1826-1850/slavery/confes02.htm

Strategies:
1) Begin exploration of primary and secondary sources by asking students what they already know about each. Have them give examples of each.

2) Give students working definition of primary and secondary sources and give examples of each.

3) Distribute copy of Warner’s print along with the list of questions to guide students’ analysis of the print. Working in groups of two or three, students will analyze the print and respond orally and in writing to the questions provided. Teacher will lead the follow-up discussion.

4) Distribute biographical sketch of Nat Turner and read it to the whole class. Discuss a) the effect his rebellion had on people living in the South, and b) how his rebellion moved the North and the South closer to war.

Differentiation:
Since one of the primary sources being used in this lesson is a woodcut print, students who are reading below grade level should be on an equal footing with the more accomplished readers in our classroom. More advanced students will be given a selection from Nat Turner’s diary and asked to provide written answers to prepared questions relating to the diary entry.

Lesson 3

Title: John Brown’s Raid at Harper’s Ferry

Objectives: Students will:

1) Review differences between a primary source and a secondary source and give several examples of each.

2) Explain who John Brown was and why he is famous.

3) Analyze different newspaper accounts of John Brown’s raid of the U.S. arsenal at
Harper’s Ferry, Virginia -- give two contrasting perspectives of the raid.

4) Explain how John Brown’s raid was an event that moved the South and the North closer to war.

**Time Estimated:** 2 days (50-minute periods)

**Materials:**
- John Brown’ Raid (videocassette)
- Two different newspaper accounts of John Brown’s raid
- Questions to guide analysis of newspaper accounts
- List of vocabulary words

**Strategies:**

1) Play videocassette. Pause tape periodically to ask questions and make comments.

2) Review the definitions of primary and secondary sources, and have volunteers give examples of each.

3) Distribute and review the list of difficult words students will encounter when reading the newspaper accounts.

4) Distribute copies of newspaper accounts along with the list of questions to guide students’ analysis of the accounts. Working in groups of two or three, students will analyze the stories and respond orally and in writing to the questions provided. Teacher will lead the follow-up discussion.

**Differentiation:**
Teacher will provide clarifying commentary during the playing of the video. A list of difficult terms and their definitions will be provided in order to facilitate the students’ understanding of the newspaper articles. Students of high reading ability will be paired with students who are reading below grade level.

**Lesson 4**

**Title:** East vs. West
**Objective:** Students will:

1) Identify areas of disagreement between eastern and western Virginians.

2) Explain why eastern and western Virginians had different viewpoints regarding slavery.

3) Recognize that 50 western counties of Virginia split with the rest of Virginia to become a separate state -- West Virginia -- on June 20, 1863.

**Time Estimated:** 2 days (50-minute periods)

**Materials:**
- Eastern vs. western Virginians’ positions on issues (handout)
- Rubric
- 8 1/2” x 14” paper
- Colored pencils
- Venn diagram transparency

**Strategies:**

1) Students will be split into groups of two or three and given a short description of a role for an eastern or western Virginian’s view regarding representation, voting rights, slavery, and roads/canals.

2) Students will work in teams to illustrate their character’s viewpoint in such a way that it can be easily understood by the audience...even without an explanation. All members of a group can contribute ideas for the illustration. Jobs can be divided into illustrator, presenter, and author.

3) Teacher will distribute a rubric to the whole class and discuss the expectations for the assignment.

4) One member of the team will explain the illustration to the rest of the class.

5) After all eastern and western Virginians have expressed their different views via their illustrations, the teacher will write them on a Venn
Differentiation:

Students will be assigned one of the three tasks according to a combination of their interests and their aptitudes. In this way, students will be drawing on multiple intelligences to carry out the assignment.

Lesson 5

Title: Lincoln’s Election

Objectives: Students will:

1) Explain the effect Abraham Lincoln’s election in 1860 had on the people of the South.

2) Analyze an electoral map of the presidential election of 1860 and conclude that Lincoln won despite getting only 40% of the popular vote and no support from the deep South.

Time Estimated: 2 days (50-minute period)

Materials:

- Electoral map of 1860 presidential election results
  http://www.presidentelect.org/e1860.html
- Results from the 2004 presidential election
- Two newspaper accounts of 1860 presidential election
- Questions relating to electoral map
- Questions relating to newspaper accounts

Strategies:

1) Teacher will lead activity during which students will -- working in pairs -- analyze an electoral map of the presidential election of 1860. Students will then be shown the results of the 2004 presidential election with which they will
compare and contrast with the 1860 results. Next, students will receive a sheet containing several teacher-prepared questions which will guide them in their analysis of the map.

2) Students -- working in pairs -- will read and analyze two newspaper accounts -- one from Virginia and the other from South Carolina -- of Abraham Lincoln’s election in 1860. Then they will answer several prepared questions relating to the two newspaper accounts.

**Differentiation:**

A list of vocabulary words taken from the newspaper excerpts will be shared and discussed with the whole class in order to make the reading more accessible to all students. Also, high-achieving students will be paired with students who struggle in reading.
Questions to Guide Discussion of What Constitutes a Civil War

1. What is a civil war?

A short and simple definition is supplied by The American Heritage Dictionary of the English Language. It defines civil war as “a war between factions or regions of the same country.”

Wikipedia defines civil war as “a war in which the competing parties within the same country or empire struggle for national control of state power.”

2. Over what sorts of issues might two sides within the same country go to war?

Possible answers include religion, ethnicity, and distribution of wealth.

3. How is a civil war different from a big protest in the streets?

4. How is a civil war different from a riot or violent uprising?

5. Do a minimum number of people have to die in the conflict before we call it a civil war?

Answers will vary.

6. How long must a conflict last before we call it a civil war?

7. Have we studied any civil wars so far in our history class? What about the Revolutionary War with its patriots and loyalists? Explain.
The American Heritage Dictionary of the English Language (4th edition) defines civil war as “a war between factions or regions of the same country.”

http://www.answers/topic/civil-war-1

Wikipedia

A civil war is a war in which the competing parties within the same country or empire struggle for national control of state power. As in any war, the conflict may be over other matters such as religion, ethnicity, or distribution of wealth. Some civil wars are also categorized as revolutions when major societal restructuring is a possible outcome of the conflict. An insurgency, whether successful or not, is likely to be classified as a civil war by some historians if, and only if, organized armies fight conventional battles. Other historians state the criteria for a civil war is that there must be prolonged violence between organized factions or defined regions of a country (conventionally fought or not.

West’s Encyclopedia of American Law states that a “Civil war exists when two or more opposing parties within a country resort to arms to settle a conflict or when a substantial portion of the population takes up arms against the legitimate government of a country. Within international law distinctions are drawn between minor conflicts like riots, where order is restored promptly, and full scale insurrections finding opposing parties in political as well as military control over different areas. When an internal conflict reaches sufficient proportions that the interests of other countries are affected, outside states may recognize a state of insurgency. A recognition of insurgency, whether formal or de facto, indicates that the recognizing state regards the insurgents as proper contestants for legitimate power. Although the precise status of insurgents under international law is not well-defined, recognized insurgents traditionally gain the protection afforded soldiers under international rules of law pertaining to war. A state may also decide to recognize the contending group as a belligerent, a status that invokes more well-defined rights and responsibilities. Once recognized as a belligerent party, that party obtains the rights of a belligerent party in a public war, or war between opposing states. The belligerents stand on a par with the parent state in the conduct and settlement of the conflict. In addition, states recognizing the insurgents as belligerents must assume the duties of neutrality toward the conflict.”
Warner’s Nat Turner Woodcut

Questions for students to ponder while transparency of Warner’s woodcut is projected on a screen:

1. What is happening in these four illustrations?
2. Who are the people in the illustrations?
3. What is the cause of the violence shown in these illustrations?
4. When did these clashes occur? How can we tell about when these events might have occurred?

Assignment and questions for students while working in small groups:

5. Write your own caption for each of the four illustrations.
6. Do you think Warner was white or black? Explain.
7. Would these illustrations have been any different if a slave had drawn them? How?
Excerpt from Nat Turner’s Confession to Thomas B. Gray

Thomas Gray visited Nat Turner during his very first day in jail -- November 1, 1831 -- and before Mr. Gray could even ask a question, Nat Turner began to tell the following story:

“Sir, You have asked me to give a history of the motives which induced me to undertake the late insurrection, as you call it. To do so I must go back to the days of my infancy, and even before I was born. I was thirty-one years of age the 2nd of October last, and born the property of Benjamin Turner, of this county. In my childhood a circumstance occurred which made an indelible impression on my mind, and laid the groundwork of that enthusiasm, which has terminated so fatally to many both white and black and for which I am about to atone at the gallows. It is here necessary to relate this circumstance - trifling as it may seem, it was the commencement of that belief which has grown with time, and even now, sir, in this dungeon, helpless and forsaken as I am, I cannot divest myself of. Being at play with other children when three or four years old, I was telling them something, which my mother overhearing, said it had happened before I was born - I stuck to my story, however, and related some things which went in her opinion to confirm it - others being called on were greatly astonished, knowing that these things had happened, and caused them to say in my hearing, I surely would be a prophet, as the Lord had shewn me things that had happened before my birth.”
Questions Relating to the Excerpt Taken from Nat Turner’s Confession

1. What can you infer from Nat Turner’s confession above regarding why he led a violent insurrection which took the lives of many white slave owners and their families?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

2. Given the difficult circumstances in which early 19th century blacks found themselves in Virginia, do you think Nat Turner was justified in leading the deadly uprising? Explain.
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Questions Concerning the Electoral Map of 1860

1. Every four years the American people elect or re-elect a president. In most of these elections there are two major candidates with each representing one of the two dominant political parties. Who were the two candidates during the presidential election of 2004, and which political parties did they represent?

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____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

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2. Looking at the electoral map for the 2004 presidential election, how many votes (Pop. vote) did each of the two major candidates receive?

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____________________________________________________________________

____________________________________________________________________

3. How many candidates were there in the race for the Presidency in 1860 and what were their names?

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4. How many votes (Pop. vote) did each candidate receive in the 1860 election?

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________


5. What percentage (%) of the votes did each candidate receive?

______________________________________________________________________

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______________________________________________________________________


6. If 50% = one half, did the winner of the 1860 presidential election -- Abraham Lincoln -- receive half the votes, less than half the votes, or more than half the votes?

______________________________________________________________________

______________________________________________________________________


7. After looking at the results of the presidential race of 1860, would you say that Lincoln was a popular or unpopular president in 1860? Why? Explain your answer.

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________
8. Do you think Lincoln would have received more votes had there been fewer people in the presidential race of 1860? Explain.
Questions Relating to *The Staunton Spectator* 
and 
*The Charleston Mercury*

1. The editors of *The Staunton Spectator* -- a Virginia newspaper -- were not very concerned when Abraham Lincoln was elected President of the United States in 1860. Why were they not worried?

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______________________________________________________________________

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______________________________________________________________________

______________________________________________________________________

2. Leading citizens of Charleston, South Carolina wrote a resolution which was published in *The Charleston Mercury*. What was the main idea of the resolution? For whom was it written? What was the purpose of the resolution?

______________________________________________________________________

______________________________________________________________________

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______________________________________________________________________
3. Both Virginia and South Carolina were slave states. Both would later become part of the Confederate States of America. Yet, the views concerning Abraham Lincoln’s election as President of the United States as expressed in Virginia’s *Staunton Spectator* and South Carolina’s *Charleston Mercury* were different. How were the views different? Why were they different? Explain.
Virginia History Test

(Causes of the Civil War)

Name_______________________________ Date________________

I. Fill in the blanks using the words from the word bank below. (3 points each)

slave states  agricultural  eastern  abolitionists

western  free states  industrial  slaves

1. Southerners felt threatened by the efforts of northern
_____________________________ to end slavery because without slaves,
the southern economy would be ruined.

2. The North had a(n) ____________________ economy. This
means that most of the people in the North had jobs in factories making
products to sell.

3. & 4. ___________________________ Virginians felt that it was not right
to own another human being and to force someone to do hard work
against their will. Many __________________________ Virginians owned
plantations and felt that their way of life would not survive without the help
of many slaves working in the fields.

5. One big difference between the economy of the South and the economy of the North was that the southern economy depended on the labor (work) of ________________________, and the northern economy did not.

6. The South had a(n) _________________________ economy. This means that most of the people in the South had jobs on farms growing crops to sell.

7. & 8. There was a big disagreement between the North and the South about what to do with western territories that wanted to become new states. The North wanted the new states to be _____________________; but the South wanted the new states to be _______________________.

II. Put “P” in the blank next to each example of a primary source and “S” in the blank next to each secondary source. (3 points each)

9. _____ letter from Abraham Lincoln to General Ulysses S. Grant

10. _____ book report about Ulysses S. Grant’s autobiography
11. _____  *A History of Virginia*  (book)

12. _____  photograph of Frederick Douglass

13. _____  Internet report about Harriet Tubman

14. _____  *A Diary from Dixie*  by Mary Chestnut

15. _____  Confederate currency (paper money and coins)

16. _____  *Stonewall Jackson: The Man, the Soldier, the Legend*  (biography)

III. Multiple Choice. Circle the letter in front of the choice which best completes the sentence. (4 points each)

17. After the southern states broke away from the rest of the country, they called themselves  
   
   A. rebels.  
   B. the Union.  
   C. the Confederate States of America.  
   D. the Cotton States.

18. At the time of the Civil War most of the free states were located in  
   
   A. the western counties of Virginia.
B. the South.
C. the Far West.
D. the North.

19. The Underground Railroad was

A. a railroad that was hidden underground which slaves used to escape to the North.
B. a railroad that was hidden by trees which slaves used to escape to the North.
C. a secret escape route used by slaves to escape to the North.
D. an underground tunnel that slaves used to escape to the North.

20. As a result of the eastern Virginians’ and western Virginians’ disagreement over slavery, many of the western counties of Virginia split with eastern Virginia to form a separate state called

A. Kentucky.
B. West Virginia.
C. Tennessee.
D. Maryland.

IV. Matching (4 points each)

_____ 21. This white abolitionist, with his followers, seized the federal gun supply in Harpers Ferry. He was captured and then put to death.  
   a. Nat Turner  
   b. William Lloyd Garrison
22. This black abolitionist helped slaves escape to the North along a secret route.
   c. John Brown
d. Harriet Tubman

23. This slave led a rebellion against white slaveholders throughout the Virginia countryside in 1831. His rebellion caused people all over the country to debate the issue of slavery.

V. Read each statement. Write True if the statement is true and False if it is false. If the statement is false, cross out the part that is incorrect and write the correct word or words above it. (3 points each)

24. At around the time of the Civil War the United States was also called the Confederacy.

25. A free state was a state in which slavery was allowed.

26. An abolitionist was a person who worked to get rid of taxes.

27. To secede from the United States is to join or become a part of the United States.
VI. Answer the questions below in complete sentences. (4 points each)

28. How did the southern states feel about California joining the Union? Explain your answer. ______________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

29. How did the southern states feel about the election of Abraham Lincoln as President of the U.S. in 1860? Explain your answer.

____________________________________________________________________

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____________________________________________________________________
30. Why was Virginia’s decision whether or not to secede from the Union such a difficult one? Explain your answer.
Virginia History Test - Answer Key

(Causes of the Civil War)

Part I

1. abolitionists
2. industrial
3. western
4. eastern
5. slaves
6. agricultural
7. free states
8. slave states

Part V

24. False; Replace “Confederacy” with “Union.”
25. False; Insert “not” before “allowed” or replace “allowed” with “prohibited” or “forbidden” or replace “free” with “slave.”
26. False; Replace “taxes” with “slavery.”

Part II

27. False; Replace “join or become a part of” with “break away from,” “separate from,” or “leave.”

Note: If a student merely writes “False” and fails to make any corrections, he/she receives 0 points for that test item.

Part VI

28. See rubric
29. See rubric
30. See rubric

Part III

17. C
18. D
19. C
20. B

Part IV

21. C
22. D
23. A