APPENDIX

Civil War and Reconstruction Unit

Lesson 1

Class Notes 1 Handout
Teacher Edition of Class Notes 1
Images of destruction
http://memory.loc.gov/ammem/cwphtml/cwphome.html
http://memory.loc.gov/pnp/cwp/4a39000/4a39800/4a39839r.jpg
http://memory.loc.gov/service/pnp/cwpb/00400/00408v.jpg
http://memory.loc.gov/service/pnp/cwpb/00400/00420r.jpg
Statistics on Casualties and Costs
http://www.digitalhistory.uh.edu/historyonline/us20.cf
SOL 7 Notes
Teacher Version of SOL 7 Notes
Directions for Civil War Reference Map
Student Handout of United States during the Civil War
Color-Coded Map, United States in 1860:
Selected Civil War Photographs;
http://memory.loc.gov/ammem/cwphtml/cwphome.html
Valley of the Shadow: Two American Communities in the American Civil War;
http://valley.vcdh.virginia.edu/
History Matters;
http://historymatters.gmu.edu/mse/Photos/early.html

Lesson 2

Class Notes 2 Handout
Teacher Edition of Class Notes 2
Civil War Photography Worksheet
Websites:
Antietam
http://www.archives.gov/education/lessons/
http://valley.vcdh.virginia.edu/MAPDEMO/Theater/TheTheater.html
Instructions for Civil War Photography Exhibit
Rubric for Civil War Photography Exhibit

Lesson 3

Class Notes 3 Handout
Teacher Edition of Class Notes 3
Lesson 4

Class Notes 4 Handout
Teacher Edition of Class Notes 4
Glory Questions
Directions for History Cards
Rubric for History Cards
Civil War reference map
National Archives copy of the Emancipation Proclamation:
The Price of Freedom:
Glory

Lesson 5

Reconstruction Worksheet
Civil War Quiz
Worksheet on Reconstruction Images
Websites:
Lesson 6

Supplemental Web Activity on Reconstruction
Suggested Review Questions (to be used throughout the Unit)
Website:
Lesson 1: Events Leading Up to the Constitutional Convention

Class Notes 1: The Civil War Begins

I. 1860 Election

The Democratic Party split into ____ separate parties over the issue of slavery. Republican Abraham ______________ defeated the three other candidates even though he was not even on the ballot in most _________ states!

II. Secession

Just weeks after the election, South Carolina ___________ from the Union. Several other southern states soon followed: Mississippi, ____________, ____________, ____________, Louisiana, and ____________. They seceded because they feared that a Republican-led federal government would force an end to ____________, the economic way of life for the South. For them, secession was the only way to preserve their way of life. These states formed the ______________ States of ______________ (C.S.A.) and soon elected _______________ _____________ as their president.

III. Ft. Sumter

Confederate soldiers began to take over FEDERAL buildings like courthouses and _____________. On April 12, 1861 Confederate troops opened fire on a federal military fort near Charleston, South Carolina. This fort was called Ft. __________. Eventually the Union troops surrendered to the Confederate troops. The _____________ had begun. After this ______________ victory, most southern states seceded from the Union: ______________, Arkansas, North Carolina, and ___________. Not everyone in Virginia was happy about secession. Western parts of the state were opposed to this and as a result broke off from Virginia and formed their own ____________, West Virginia, which remained ____________ to the Union.

Four other slave states remained loyal to the Union: ______________, ______________, ______________, and ________________.
Lesson 1: Civil War and Reconstruction Unit
Class Notes 1 (Teacher Edition): The Civil War Begins

I. 1860 Election

The Democratic Party split into 2 separate parties over the issue of slavery. Republican Abraham __Lincoln__ defeated the three other candidates even though he was not even on the ballot in most __Southern__ states!

II. Secession

Just weeks after the election, South Carolina __seceded__ from the Union. Several other southern states soon followed: Mississippi, __Florida__, __Georgia__, __Alabama__, Louisiana, and Texas. They seceded because they feared that a Republican-led federal government would force an end to __slavery__, the economic way of life for the South. For them, secession was the only way to preserve their way of life. These states formed the __Confederate States of America__ (C.S.A.) and soon elected Jefferson Davis__ as their president.

III. Ft. Sumter

Confederate soldiers began to take over FEDERAL buildings like courthouses and __post offices__. On April 12, 1861 Confederate troops opened fire on a federal military fort near Charleston, South Carolina. This fort was called Ft. __Sumter__. Eventually the Union troops surrendered to the Confederate troops. The __Civil War__ had begun. After this Confederate victory, most southern states seceded from the Union: Tennessee, Arkansas, North Carolina, and Virginia. Not everyone in Virginia was happy about secession. Western parts of the state were opposed to this and as a result broke off from Virginia and formed their own __state__, West Virginia, which remained __loyal__ to the Union.

Four other slaves states remained loyal to the Union: Maryland, __Kentucky__, Delaware, and Missouri.
S.O.L. 7 Review Sheet:
Civil War and Reconstruction

US/VA SOL 7: The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by

a. identifying the major events and the roles of key leaders of the Civil War, with emphasis on Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass

I. Major events
A. Election of ________ (1860), followed by the secession of several __________ states who feared that Lincoln would try to ________ slavery
B. Ft. Sumter: opening confrontation of the __________ War
C. __________ Proclamation issued after Battle of Antietam
D. __________: Turning point of the Civil War
E. __________: site of Lee’s surrender to __________

II. Key leaders and their roles
A. Abraham Lincoln: President of the U.S. during the Civil War, who insisted that the ____________ be held together, by ________ if necessary
B. Ulysses S. ________: Union military commander, who won victories over the __________ after several Union commanders had failed
C. Robert E. _______: Confederate general of the Army of Northern ____________ (Lee opposed secession, but did not believe the Union should be held together by force), who urged Southerners to accept defeat and unite as Americans again, when some Southerners wanted to fight after __________
D. Frederick ___________: former ________ who became prominent black ____________ and who urged Lincoln to recruit former slaves to fight in the Union army

b. analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln’s Gettysburg Address

I. Emancipation Proclamation
A. Freed those slaves located in “rebelling” stats (seceded ________ states)
B. Made the destruction of __________ a Northern war aim
C. Discouraged any interference of __________ governments

II. Gettysburg Address
A. Lincoln described the Civil War as a struggle to preserve a nation that was dedicated to the proposition that “all men are created ________” and that was ruled by a government “of the ____________, by the ____________, and for the ____________.”
B. Lincoln believed America was “one nation,” not a collection of sovereign ___________. Southerners believed that states had freely joined the union and could freely ________.
c. examining the political, economic, and social impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the U.S.A.

I. Political effects
   A. Lincoln’s views that the United States was ____________ had prevailed.
   B. Lincoln believed that since ____________ was illegal, Confederate governments in the Southern states were illegitimate and the states had never really ____________ the Union. He believed that _______________ was a matter of quickly restoring legitimate state governments that were loyal to the Union in the Southern states
   C. Lincoln also believed that once the war was over, to reunify the nation, the federal government should not ____________ the South, but act “with ________ toward none, with charity for all…to bind up the nation’s wounds.”
   D. The assassination of Lincoln just a few days after Lee’s surrender at ____________ enabled Radical ___________________ to influence the process of Reconstruction in a manner much more punitive towards the former Confederate states. The states that seceded were not allowed back into the Union immediately, but were put under __________ occupation
   E. Radical Republicans also believed in aggressively guaranteeing ____________ and other civil rights to African Americans. They clashed repeatedly with Lincoln’s successor as President, Andrew ________________, over the issue of civil rights for freed slaves, eventually ____________ him, but failing to remove him from office
   F. The three “Civil War Amendments” to the Constitution were added:
      1. 13th Amendment: slavery was ____________ permanently
      2. 14th Amendment: states were ____________ from denying equal rights under the law to any American
      3. 15th Amendment: voting rights were ____________ regardless of “race, color, or previous condition of servitude” (former ____________)
   G. The Reconstruction period ended following the extremely close presidential election of ____________. In return for support in the electoral college vote from Southern Democrats, the ____________ agreed to end the military occupation of the South.
      Known as the Compromise of 1877, this enabled former ________________ who controlled the Democratic Party to regain power. It opened the door to the “__________ __________ Era” and began a long period in which African-Americans in the South were denied the full rights of American ____________

II. Economic and social impact
   A. The ____________ states were left embittered and devastated by the war. Farms, railroads, and factories had been ____________ throughout the South, and the cities of ____________ and ____________ lay in ruins. The South would remain a backward, ____________-based economy and the poorest section of the nation for many decades afterward.
   B. The North and Midwest emerged with strong and growing ________________ economies, laying the foundation for the sweeping industrialization of the nation (other than the South) in the next half-century and the emergence of the U.S. as a global economic power by the beginning of the 20th century.
C. The completion of the ____________ Railroad soon after the war ended intensified the __________ movement of settlers into the states between the ____________ River and the __________ Ocean.
S.O.L. 7 Review Sheet (Teacher Edition):
Civil War and Reconstruction

US/VA SOL 7: The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by

a. identifying the major events and the roles of key leaders of the Civil War, with emphasis on Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass

I. Major events
A. Election of Lincoln (1860), followed by the secession of several southern states who feared that Lincoln would try to abolish slavery
B. Ft. Sumter: opening confrontation of the Civil War
C. Emancipation Proclamation issued after Battle of Antietam
D. Gettysburg: Turning point of the Civil War
E. Appomattox: site of Lee’s surrender to Grant

II. Key leaders and their roles
A. Abraham Lincoln: President of the U.S. during the Civil War, who insisted that the Union be held together, by force if necessary
B. Ulysses S. Grant: Union military commander, who won victories over the Confederacy after several Union commanders had failed
C. Robert E. Lee: Confederate general of the Army of Northern Virginia (Lee opposed secession, but did not believe the Union should be held together by force), who urged Southerners to accept defeat and unite as Americans again, when some Southerners wanted to fight after Appomattox
D. Frederick Douglass: former slave who became prominent black abolitionist and who urged Lincoln to recruit former slaves to fight in the Union army

b. analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln’s Gettysburg Address

I. Emancipation Proclamation
A. Freed those slaves located in “rebelling” states (seceded southern states)
B. Made the destruction of slavery a Northern war aim
C. Discouraged any interference of foreign governments

II. Gettysburg Address
A. Lincoln described the Civil War as a struggle to preserve a nation that was dedicated to the proposition that “all men are created equal” and that was ruled by a government “of the people, by the people, and for the people.”
B. Lincoln believed America was “one nation,” not a collection of sovereign states. Southerners believed that states had freely joined the union and could freely leave.
c. examining the political, economic, and social impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the U.S.A.

I. Political effects
A. Lincoln’s views that the United States was indivisible had prevailed.
B. Lincoln believed that since secession was illegal, Confederate governments in the Southern states were illegitimate and the states had never really left the Union. He believed that Reconstruction was a matter of quickly restoring legitimate state governments that were loyal to the Union in the Southern states.
C. Lincoln also believed that once the war was over, to reunify the nation, the federal government should not punish the South, but act “with malice toward none, with charity for all…to bind up the nation’s wounds.”
D. The assassination of Lincoln just a few days after Lee’s surrender at Appomattox enabled Radical Republicans to influence the process of Reconstruction in a manner much more punitive towards the former Confederate states. The states that seceded were not allowed back into the Union immediately, but were put under federal occupation.
E. Radical Republicans also believed I aggressively guaranteeing voting and other civil rights to African Americans. They clashed repeatedly with Lincoln’s successor as President, Andrew Johnson, over the issue of civil rights for freed slaves, eventually impeaching him, but failing to remove him from office.
F. The three “Civil War Amendments” to the Constitution were added:
   1. 13th Amendment: slavery was abolished permanently.
   2. 14th Amendment: states were prohibited from denying equal rights under the law to any American.
   3. 15th Amendment: voting rights were guaranteed regardless of “race, color, or previous condition of servitude” (former slaves).
G. The Reconstruction period ended following the extremely close presidential election of 1876. In return for support in the electoral college vote from Southern Democrats, the Republicans agreed to end the military occupation of the South. Known as the Compromise of 1877, this enabled former Confederate who controlled the Democratic Party to regain power. It opened the door to the “Jim Crow Era” and began a long period in which African-Americans in the South were denied the full rights of American citizens.

II. Economic and social impact
A. The southern states were left embittered and devastated by the war. Farms, railroads, and factories had been destroyed throughout the South, and the cities of Richmond and Atlanta lay in ruins. The South would remain a backward, agriculture-based economy and the poorest section of the nation for many decades afterward.
B. The North and Midwest emerged with strong and growing industrial economies, laying the foundation for the sweeping industrialization of the nation (other than the South) in the next half-century and the emergence of the U.S. as a global economic power by the beginning of the 20th century.
C. The completion of the Transcontinental Railroad soon after the war ended intensified the westward movement of settlers into the states between the Mississippi River and the Pacific Ocean.
Directions for Civil War Reference Map:

1. On your map, design a key. They key must reflect the colors you choose for Union states, border states, and Confederate states.

2. Label all states that existed in 1861 and color them according to your key. You may use your textbook (Chapter 11), your notes, and http://en.wikipedia.org/wiki/Image:Uscivilwarmap.gif for assistance with this task.

3. Label the Atlantic Ocean, Gulf of Mexico, Mississippi River, and Ohio River.
Lesson 2: Primarily Primary

Class Notes 2:

I. Union Strategy

Soon after Ft. Sumter, the Union developed their military strategy against the Confederacy. They called it the ______________ _______________.

Why did they call it that?

There were three parts to the ______________ _______________:

1.

2.

3.

Some of the early battles of the Civil War, such as First Bull Run (First Manassas) and Antietam (Sharpsburg), illustrate part of this plan.

**Many battles of the Civil War actually have TWO names! That’s because the Confederates often named battles for geographic features while the Union often named them for the towns in which they were fought.**

You will be reading some letters written by Confederate and Union soldiers. Use them to answer the questions below. Then we’ll discuss what you learned and see how the information in these letters compare with the facts of the battles.

**Bull Run Letter One - Confederate Perspective:**
1. How does he describe the battlefield after the battle?

2. Who had the advantage in this battle according to this letter?

3. According to the letter, who won the Battle of Bull Run?

**Bull Run Letter Two - Union Perspective:**
1. According to this Union soldier, who won the battle?

2. What is the mindset of the author of this letter?

**Antietam Letter One - Confederate Perspective:**
1. Who were some of the Union and Confederate military leaders there?

2. What are the estimates of casualties this letter provides?
3. How does the author say the Union soldiers (Yankees) fell about Jackson?

4. What does he think about the way Mr. Baylor died?

5. According to this author, who won at Antietam?

**Antietam Letter Two - Union Perspective:**
1. What was the number of casualties for the author’s regiment?

2. What happened to some of the rebel flags in this battle?

3. Who won the battle of Antietam according to this author?

Let’s compare this information with some of the facts of the battle:

**Bull Run:**

When?

Where?

What happened?

Who were some of the military leaders?

Who won?

**Antietam:**

When?

Where?

What happened?

Who were some of the military leaders?

Who won?
Lesson 2: Primarily Primary

Class Notes 2: Teacher Edition

I. Union Strategy

Soon after Ft. Sumter, the Union developed their military strategy against the Confederacy. They called it the Anaconda Plan.

Why did they call it that?

It was designed to strangle the life out of its victim, the Confederacy. It would cut off transportation of soldiers and necessary wartime supplies which would make it difficult for the Confederacy to survive.

There were three parts to the Anaconda Plan.

1. naval blockade all along the Confederate coast
2. Union occupation of the Mississippi River
3. capture Confederate capital, Richmond

Some of the early battles of the Civil War, such as First Bull Run (First Manassas) and Antietam (Sharpsburg), illustrate part of this plan.

**Many battles of the Civil War actually have TWO names! That’s because the Confederates often named battles for geographic features while the Union often named them for the towns in which they were fought.**

At this point, show students some of the interactive maps on the Valley of the Shadow site, such as the Staunton Artillery mentioned in the lesson plan. Ask the students why the battles happened where they happened. They should connect their locations with the Anaconda Plan. You could also use this opportunity to briefly discuss how soldiers moved from place to place and the time such travel would take.

You will be reading some letters written by Confederate and Union soldiers. Use them to answer the questions below. Then we’ll discuss what you learned and see how the information in these letters compare with the facts of the battles.

Bull Run Letter One, Confederate Perspective

1. How does he describe the battlefield after the battle?

2. Who had the advantage in this battle according to this letter?

3. According to the letter, who won the Battle of Bull Run?
Bull Run Letter Two - Union Perspective:
1. According to this Union soldier, who won the battle?

2. What is the mindset of the author of this letter?

Antietam Letter One - Confederate Perspective:
1. Who were some of the Union and Confederate military leaders there?

2. What are the estimates of casualties this letter provides?

3. How does the author say the Union soldiers (Yankees) fell about Jackson?

4. What does he think about the way Mr. Baylor died?

5. According to this author, who won at Antietam?

Antietam Letter Two - Union Perspective:
1. What was the number of casualties for the author’s regiment?

2. What happened to some of the rebel flags in this battle?

3. Who won the battle of Antietam according to this author?

Let’s compare this information with some of the facts of the battle:

Bull Run:
When?

Where?

What happened?

Who were some of the military leaders?

Who won?

Antietam:
When?

Where?

What happened?

Who were some of the military leaders?

Who won?
Civil War Photography Worksheet

Before selecting your photograph, there are a few things I want you to know about Civil War photography.

1. Click on the link for Mathew B. Brady in the paragraph underneath Grant and Lee’s photographs. [http://memory.loc.gov/ammem/cwphtml/cwphome.html](http://memory.loc.gov/ammem/cwphtml/cwphome.html)

2. Answer the following questions about Brady.
   1. Brady developed a reputation during the 1840s and 1850s as _______________.
   2. Why did Brady open a photography studio in Washington, DC?

3. Why did Brady want to take photographs of the Civil War?

4. What photographs did Brady display in 1862 for all to see?

5. What happened to Brady after the Civil War?

6. SO what was Mathew Brady’s contribution to American history?

Go back to the main page (with Grant and Lee’s photographs) and click on the link “Does the camera ever lie?” under Special Presentations.

Read the introduction on this page and click the link “The Case of the Moved Body.”

1. The particular photos that Frassanito is analyzing come from what turning point battle of the Civil War?

2. What did the photographers probably do with the body they were photographing?

3. What type of clues did Frassanito find that led him to this conclusion?

4. Why do you think a photographer would move something and then take a photograph of it if that’s not really the way he actually found it?
Civil War Photography Exhibit:
Instructions

You are living through the Civil War and you want to share your experience with loved ones. You will be sending your family a photograph and a one-page letter about your experience relevant to the image.

We are using the laptops to find photographs for your exhibit. The best source for Civil War photographs is through the Library of Congress internet site: http://memory.loc.gov/ammem/cwphtml/cwphome.html.

These projects will go on display in a common area of the school such as the library. This exhibit will help teach others in the school about this era.

Step One: The Photograph
From the Library of Congress website, you may choose any photograph that you like. The site offers you several ways to search for a photograph, either by subject, keyword, or year. Think about a person, battle, or other aspect of the Civil War that interests you and try searching for a photograph that way. To do this you can search by keyword or browse the subject index to do this. You will need to print this photograph and mount it in a way that your Civil War-era family would display it with pride in their home. If you need advice on this, ask for help.

Step Two: The Letter
After you have selected your photograph, you will need to write a letter that explains the image and the event it captures. For example, if you select a photograph from Antietam, write a letter about what you experienced in the battle, what side you were on, who won, etc. You might be a soldier in the battle, but you could also be a doctor, nurse, or journalist. If you have questions or need some ideas, please ask for help.

Attach your letter to your mounted photograph.
Good luck!!!
Rubric for Civil War Photography Unit Project:

40 POINTS TOTAL

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4/Exemplary</th>
<th>3/Proficient</th>
<th>2/Adequate</th>
<th>1/Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photograph relates to Civil War era 12.5%</td>
<td>Photograph is from the Civil War era</td>
<td>N/A</td>
<td>N/A</td>
<td>Photograph is not from the Civil War era</td>
</tr>
<tr>
<td>Photograph Mounted 25%</td>
<td>Photograph properly mounted as it might be in a museum</td>
<td>Photograph mounted in somewhat neat manner</td>
<td>Minimal effort made to mount photograph (sloppy, flimsy)</td>
<td>Photograph only submitted on computer printer paper</td>
</tr>
<tr>
<td>Letter Attached 12.5%</td>
<td>Letter attached either to front of photograph or on the back</td>
<td>N/A</td>
<td>N/A</td>
<td>Letter not attached to photograph</td>
</tr>
<tr>
<td>Written Letter 37.5%</td>
<td>Letter presents clear description of the photo and the person/event it depicts; makes reference to several historic facts; at least 10 sentences</td>
<td>Letter is related to the photo and is written fairly clearly; makes reference to some historic facts; includes at least 8 sentences</td>
<td>Letter may have sentences irrelevant to photograph; minimal reference to historic facts; includes at least 5 sentences</td>
<td>Letter is unrelated to photo; has 4 or fewer sentences</td>
</tr>
<tr>
<td>Grammar/Spelling 12.5%</td>
<td>Excellent grammar/spelling</td>
<td>Good grammar/spelling</td>
<td>Fair grammar/spelling</td>
<td>Poor grammar/spelling</td>
</tr>
</tbody>
</table>
Lesson 3: Battles of Gettysburg and Vicksburg: The Gettysburg Address

Class Notes 3:

FIRST let’s review. Why was the U.S. fighting the Civil War in the first place? What were some of the causes?

I. Battle of Gettysburg

→ 3-day battle (July 1 – July 3, 1863) in ______________
→ turning point of the Civil War
→ hurt the South so much that Gen. _____ would never invade a __________ state again

Day One: July 1, 1863
Confederate Gen. A.P. Hill and his Confederate troops were trying to meet up with Gen. ______ after looking for some much-needed shoes. Instead, they met Union troops.
The Union troops took control of the________ ground around the town, but the C.S.A. controlled the ________.

Day Two: July 2
C.S.A. troops led by James ____________ were ordered by Lee to take over one area of high ground- Cemetery Ridge (which was held by the Union). A group of Confederate troops from Alabama tried to take over Little Round _____, a key hill that overlooked much of the_________________________. A Union colonel moved to defend the hill and eventually fought off the ____________ troops with a bayonet charge. These aggressive Confederate troops around the hill surrendered, saving the Union from certain rebel ______________ attacks from Little ____________ Top.

Day Three: July 3
Lee ordered an artillery attack against the ____________ of the Union forces. Thinking the Union soldiers had given up firing, C.S.A. Gen. Longstreet ordered a charge against the middle of the __________ lines. This is referred to as ____________ because Gen. Pickett helped lead the operation. The Union troops re-opened first, however, and the C.S.A. troops retreated back to their lines. Thus, the Union kept the high ground. Lee and his men ____________ South, never to invade the Union again. Total casualties at the battle were ____%. Lee was so depressed that he offered his ____________, but Jefferson Davis would not accept it.

Union casualties:
Confederate casualties:

II. Vicksburg

III. Gettysburg Address, November 19, 1863 – several months AFTER the battle
In November, 1863 a ceremony was held to dedicate a cemetery in Gettysburg. After a famous speaker made his speech, President ______________ gave a shot, 2-minute speech – the ______________ _________________. One of the effects of the speech was uniting America as one → the United States ARE became the United States IS

Highlights of the speech:
→ all men are created equal
→ the government should be ___ the people, ___ the people, ____ the people

Questions to answer:
-What happened 87 years previous to this speech that Lincoln is referring to?
-From what document does Lincoln seem to be getting many of his ideas?
Have students open their textbooks to the Declaration of Independence.
-Why would Lincoln remind listeners of this document?
-What do you think Thomas Jefferson would say about Lincoln referring to this document at this event?
-What do you think about Lincoln’s statement “people will little remember what we say here”?
-Why is this document considered so important today?
FIRST let’s review. Why was the U.S. fighting the Civil War in the first place? What were some of the causes?
- conflict over slavery and states’ rights
- economic differences (tariffs)
- election of Lincoln
- secession of southern states

I. Battle of Gettysburg

- 3-day battle (July 1 – July 3, 1863) in Pennsylvania
- turning point of the Civil War
- hurt the South so much that Gen. Lee would never invade a Union state again

Day One: July 1, 1863
Confederate Gen. A.P. Hill and his Confederate troops were trying to meet up with Gen. Lee after looking for some much-needed shoes. Instead, they met Union troops. The Union troops took control of the high ground around the town, but the C.S.A. controlled the town.

Day Two: July 2
C.S.A. troops led by James Longstreet were ordered by Lee to take over one area of high ground—Cemetery Ridge (which was held by the Union). A group of Confederate troops from Alabama tried to take over Little Round Top, a key hill that overlooked much of the battlefield. A Union colonel moved to defend the hill and eventually fought off the Confederate troops with a bayonet charge. These aggressive Confederate troops around the hill surrendered, saving the Union from certain rebel artillery attacks from Little Round Top.

Day Three: July 3
Lee ordered an artillery attack against the middle of the Union forces. Thinking the Union soldiers had given up firing, C.S.A. Gen. Longstreet ordered a charge against the middle of the Union lines. This is referred to as Pickett’s Charge because Gen. Pickett helped lead the operation. The Union troops re-opened fire, however, and the C.S.A. troops retreated back to their lines. Thus, the Union kept the high ground. Lee and his men retreated South, never to invade the Union again. Total casualties at the battle were 30%. Lee was so depressed that he offered his resignation, but Jefferson Davis would not accept it.

Union casualties:
Confederate casualties:
II. Vicksburg

III. Gettysburg Address, November 19, 1863 – several months AFTER the battle

In November, 1863 a ceremony was held to dedicate a cemetery in Gettysburg. After a famous speaker made his speech, President __Lincoln__ gave a shot, 2-minute speech – the Gettysburg Address. One of the effects of the speech was uniting America as one → the United States ARE became the United States IS

Highlights of the speech:
→ all men are created equal
→ the government should be __of__ the people, __by__ the people, __for__ the people

Questions to answer:
- What happened 87 years previous to this speech that Lincoln is referring to?
- From what document does Lincoln seem to be getting many of his ideas? Have students open their textbooks to the Declaration of Independence.
- Why would Lincoln remind listeners of this document?
- What do you think Thomas Jefferson would say about Lincoln referring to this document at this event?
- What do you think about Lincoln’s statement “people will little remember what we say here”?
- Why is this document considered so important today?
Lesson 4: African-Americans in the Civil War

Class Notes 4:

I. Emancipation Proclamation

Some Northerners felt that just winning the war wouldn’t be enough if _______ still existed. Lincoln disliked slavery, but he did not think the __________ had the power to ___________ it where it already existed. His primary goal was to _______________. Later, he used his power as commander-in-chief to free the slaves. Since slave labor was used by the ______________ to build _______ and grow _____________, Lincoln could consider the slaves to be enemy resources. As U.S. _____________-in-chief, Lincoln could seize these enemy resources → meaning Lincoln could ______________ the slaves.

On January 1, 1863, Lincoln issued the __________________________. It applied to slaves living in Confederate control – NOT to slaves living in Southern areas under ______________ control NOR to slaves that lived in the border states. This document made the destruction of _______ a Northern war aim. It also discouraged the interference of _____________ governments.

II. Frederick Douglass

Douglass was a former _______ who became an important _____________. He traveled extensively giving lectures about the horrors of ____________ and the need to ____________ it. For Douglas and other abolitionists, the Civil War was a war to _______ slavery. Throughout the war, Douglass worked toward emancipating _______ and the right for African-Americans to _______ in the Union _______. He met with President ________ to discuss these issues. Douglass helped recruit African-American soldiers. He believed that if former _______ and other African-Americans fought in the war, they could not be denied full _____________ in the Union. Three of his sons served as Union soldiers.

Frederick Douglass

"Who would be free themselves must strike the blow....I urge you to fly to arms and smite to death the power that would bury the Government and your liberty in the same hopeless grave. This is your golden opportunity."

"Once let the black man get upon his person the brass letter, U.S., let him get an eagle on his button, and a musket on his shoulder and bullets in his pocket, there is no power on earth that can deny that he has earned the right to citizenship."

http://americancivilwar.com/colored/colored_troops.html
1. What is Douglass encouraging African-Americans to do in this first quote?

2. According to the second quote, what does Douglass hope African-American participation in the war will lead to for African-Americans?

III. 54th Massachusetts Regiment

Perhaps the most famous battle involving African-Americans is that of _____ _______ in South Carolina. The troops in this battle were the Massachusetts ____ Regiment and were led by Robert Gould ______, a white ___________ from Massachusetts. Colonel Shaw was only _____ years old when he took command of the 54th. Initially he held some prejudices against the men, but he grew to respect them. The 54th was given the difficult task of taking over Ft. Wagner which would help the ____ take control of ________________, South Carolina – a key Confederate city. Of the 600 African-American soldiers who stormed Ft. ______, there were 281 casualties, including Col. Shaw. These brave men and their significant achievements have been memorialized in a famous sculpture by Augustus Saint-Gauden and in the film _______. Frederick _____________ helped recruit men for the 54th, including his own son _____________ who fought in the 1863 Ft. Wagner battle.

IV. Other African-American Union Soldiers

Although the 54th Massachusetts Regiment is the most well-known, there were _________ African-Americans regiments. These men were called the United States Colored Troops (______). These men and their white officers are featured in a _______________ in Washington, DC. African-Americans also served in the U.S. Navy during the war.

While African-Americans were permitted to enlist in the U.S. Army, they were not treated equally. They served in segregated units and received less pay than white troops. African-Americans were not allowed to become commissioned ____________. Many African-American regiments were used for labor and often denied actual ____________ activity. They also faced _____ or ______________ if they were captured by the Confederate army. Eventually, however, the Confederacy also approved the use of African-American soldiers as their white manpower continued to diminish as the war continued.

Douglass's recruitment speeches promised black soldiers equality in the Union army, unfortunately they were not treated equally. They were paid 1/2 of what the white soldiers received and were given inferior weapons and inadequate training. Blacks were not allowed to become officers. Worst of all, black soldiers who were captured by Confederate troops were often shot. Douglass stopped his recruitment efforts when he learned of these conditions. Douglass published his complaints and then requested to meet with the president. His request was granted in the summer of 1863 and Douglass
expressed his concerns about the way black soldiers were being treated by Union officers and Confederate captors. President Lincoln did give Douglass some encouragement that changes might be made in the future. Although Douglass was not entirely satisfied with Lincoln's response, he decided to begin recruiting again. Shortly after the meeting, Secretary of War Edwin Stanton offered Douglass a commission on the staff of General Lorenzo Thomas. Douglass accepted the offer and returned to Rochester, where he published the last issue of his newspaper. He waited at home for notice of his commission as an officer, but it never arrived. Apparently, Stanton decided that Douglass would never be accepted by other officers. Douglass was extremely disappointed that the commission fell through, but he continued his recruiting work. By now, Frederick, Jr. (Douglass’ son), had joined his brothers in the Union lines. More than 200,000 blacks enlisted in the Union army and 38,000 were killed or wounded in Civil War battles. Comprising about 10 percent of the North's troops, the black soldiers made their numbers felt on the battlefields and distinguished themselves in many engagements. By mid 1864, with the help of the spirited black troops, the war was slowly turning in favor of the North.

http://www.history.rochester.edu/class/douglass/part4.html

1. What were some of the injustices African-American soldiers faced?

2. What actions did Douglass take to try and fix these injustices?

3. Why do you think Secretary Stanton decided that the other officers would not accept Frederick Douglass as an officer?

4. African-Americans made up ____% of the Union’s troops.
Lesson 4: African-Americans in the Civil War

Class Notes 4: Teacher Edition

I. Emancipation Proclamation

Some Northerners felt that just winning the war wouldn’t be enough if slavery still existed. Lincoln disliked slavery, but he did not think the federal government had the power to abolish it where it already existed. His primary goal was to re-unify the country. Later, he used his power as commander-in-chief to free the slaves. Since slave labor was used by the South to build railroads and grow food, Lincoln could consider the slaves to be enemy resources. As U.S. commander-in-chief, Lincoln could seize these enemy resources meaning Lincoln could emancipate the slaves.

On January 1, 1863, Lincoln issued the Emancipation Proclamation. It applied to slaves living in Confederate control – NOT to slaves living in Southern areas under Union control NOR to slaves that lived in the border states. This document made the destruction of slavery a Northern war aim. It also discouraged the interference of foreign governments.

II. Frederick Douglass

Douglass was a former slave who became an important abolitionist. He traveled extensively giving lectures about the horrors of slavery and the need to abolish it. For Douglas and other abolitionists, the Civil War was a war to end slavery. Throughout the war, Douglass worked toward emancipating slaves and the right for African-Americans to enlist in the Union army. He met with President Lincoln to discuss these issues. Douglass helped recruit African-American soldiers. He believed that if former slaves and other African-Americans fought in the war, they could not be denied full citizenship in the Union. Three of his sons served as Union soldiers.

*Frederick Douglass*  
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1. What is Douglass encouraging African-Americans to do in this first quote?
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III. 54th Massachusetts Regiment

Perhaps the most famous battle involving African-Americans is that of Ft. Wagner in South Carolina. The troops in this battle were the Massachusetts 54th Regiment and were led by Robert Gould Shaw, a white abolitionist from Massachusetts. Colonel Shaw was only 24 years old when he took command of the 54th. Initially he held some prejudices against the men, but he grew to respect them. The 54th was given the difficult task of taking over Ft. Wagner which would help the Union take control of Charleston, South Carolina—a key Confederate city. Of the 600 African-American soldiers who stormed Ft. Wagner, there were 281 casualties, including Col. Shaw. These brave men and their significant achievements have been memorialized in a famous sculpture by Augustus Saint-Gaudens and in the film Glory. Frederick Douglass helped recruit men for the 54th, including his own son Lewis who fought in the 1863 Ft. Wagner battle.

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Although the 54th Massachusetts Regiment is the most well-known, there were many African-Americans regiments. These men were called the United States Colored Troops (USCT). These men and their white officers are featured in a memorial in Washington, DC. African-Americans also served in the U.S. Navy during the war.

While African-Americans were permitted to enlist in the U.S. Army, they were not treated equally. They served in segregated units and received less pay than white troops. African-Americans were not allowed to become commissioned officers. Many African-American regiments were used for labor and often denied actual combat activity. They also faced death or enslavement if they were captured by the Confederate army. Eventually, however, the Confederacy also approved the use of African-American soldiers as their white manpower continued to diminish as the war continued.

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http://www.history.rochester.edu/class/douglass/part4.html

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2. What actions did Douglass take to try and fix these injustices?

3. Why do you think Secretary Stanton decided that the other officers would not accept Frederick Douglass as an officer?

4. African-Americans made up ____% of the Union’s troops.
Lesson 4: African-Americans in the Civil War
“Glory” Questions

1. We know that Antietam was the bloodiest day in American history. Describe the aftermath of this battle based on what Shaw saw and felt.

2. Describe the scene at the party in the Governor’s office. What famous American is there? What happens to Shaw during this scene?

3. Describe the variety of background of the new African-American soldiers that meet in the tent.

4. At one point, Shaw addresses the soldiers and announces a piece of legislation of the Confederate Congress. What does this legislation say can happen to the African-American soldiers and their white officers if they are caught by Confederate soldiers?

5. Why do you think Shaw’s friend (who is also an officer) protests against the use of the whip for punishing the alleged deserter (Denzel Washington)? Common punishment for desertion (leaving the military camp) was to be flogged, or hit, but not necessarily with a whip. What is it about the whip that is particularly bothersome.

6. Why do you think Col. Shaw decides to tear up his paycheck like the soldiers were doing?

7. Why do the troops burn the small South Carolina town? Is this allowed in war?
8. Why do you think Col. Shaw asked that his regiment be the one to lead the assault on Ft. Wagner?

9. What did the soldiers do the night before the battle?

10. Did the Massachusetts 54th Regiment eventually earn the respect of the other Union soldiers and officers? Think about the scene as they march toward Ft. Wagner.

11. What was your favorite scene of the movie and WHY?

For analysis of Emancipation Proclamation, use the worksheet provided by the National Archives:

Directions for History Cards:

Collect ‘em, Trade ‘em with your friends…
History Cards!!!

You will be creating history cards to help you review for your big test! These cards will be sort of like baseball cards only more fun because they are about history.

➢ Select 6 topics from the Civil Rights and Reconstruction era. These could include people, battles, speeches, and amendments.
➢ Then create your cards. The front of the history card should have an image related to the topic. The back of the card should have some information on that topic. You can have a paragraph about the topic describing its relevance to American history OR you could have a bulleted list of information OR a combination of both. Please DO NOT write an essay – we only need to know why each topic is significant for this particular time period in American history.

You may want to use index cards or maybe you will want to find a big piece of cardboard and cut it down to several smaller pieces. It is up to you.

These cards will be used by your classmates in a future review session later in the year, so produce some good work! If you don’t turn in a set of cards, you will have to do a much more boring review activity so JUST DO IT!
Lesson 4: African-Americans in the Civil War

History Cards Rubric:

20 points total:

- information for each card: 1 point x 6 cards
- image for each card: 2 points x 6 cards
- overall visual appeal: 2 points

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<td>Topic is relevant to Civil War; information is mostly accurate and more or less describes the topic in paragraph or bulleted format; some grammar and spelling errors</td>
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Reconstruction Worksheet

Open [http://memory.loc.gov/ammem/aaohtml/exhibit/aopart5.html](http://memory.loc.gov/ammem/aaohtml/exhibit/aopart5.html) and answer the following questions.

1. Which amendment abolished slavery?

2. What was the purpose of Reconstruction?

3. How did most southerners feel about Reconstruction?

4. During Reconstruction, what rights were African-Americans able to enjoy?

5. Click to enlarge Thomas Nast’s *Emancipation*. How does the image in the foreground contrast with those in the background? Why do you think Lincoln is at the center of this poster?

6. How would you describe the reception of the USCT in *Mustered Out*?

7. Who were the “Exodusters” and where did they go?

8. Why do you think so many African-Americans left the South and went other places?

9. Despite the migration of the “Exodusters,” where is the heaviest population of African-Americans concentrated according to the 1898 map?

10. What do these pages from the plantation account book show about African-American labor after abolition?

11. What changes occurred during Reconstruction concerning education for African-Americans?

12. What was the 15\textsuperscript{th} Amendment to the Constitution?

13. How did the Radical Republicans feel about this amendment?
14. Click on “The First Vote” to enlarge. How would you describe the demeanor of the men waiting in line to vote?

15. How did franchise rights for African-Americans effect the make-up of the U.S. Congress and several southern legislatures?

16. Click on “Heroes of the Colored Race” to enlarge. Who are some of the heroes featured in the foreground of the image?

17. What do the scenes in the background of “Heroes of the Colored Race” represent?

18. What role did the church play in the lives of African-Americans during Reconstruction?
Lesson 5

Evaluation – Quiz

Select the best answer and write the appropriate letter on your answer sheet for each question.

1. The winner of the Election of 1860 was _____________.
   A. Stephen Douglas
   B. Robert E. Lee
   C. Jefferson Davis
   D. Abraham Lincoln

2. Why did several southern states secede after the Election of 1860?
   A. They distrusted the president because of his beard.
   B. They were against the forced removal of Native Americans into western territory.
   C. They wanted to start a new country where African-Americans could live equally.
   D. They were afraid the new president would abolish slavery in the South.

3. Following the opening battle of the Civil War at ________________, several other southern states seceded from the Union.
   A. Vicksburg
   B. Bull Run
   C. Ft. Sumter
   D. Antietam

4. All of the following were parts of the Anaconda Plan EXCEPT:
   A. take control of the Confederate capital at Richmond, VA
   B. take control of the Mississippi River, thus dividing the C.S.A. in two
   C. take control of the Transcontinental Railroad
   D. create a naval blockade around the coastal areas of the C.S.A.

5. Which of the following ALL seceded from the Union
   A. California, Texas, Arkansas
   B. Georgia, South Carolina, Virginia
   C. Mississippi, South Carolina, Massachusetts
   D. Arkansas, Tennessee, Kentucky

6. The battle at ________________ in Maryland was the bloodiest day in American history.
   A. Antietam
   B. Gettysburg
   C. Vicksburg
   D. Bull Run

7. All of the following were accomplishments of Frederick Douglass EXCEPT
A. Douglass was able to escape from slavery
B. Douglass himself fought with the Massachusetts 54th Regiment
C. Douglass became an important abolitionist
D. Douglass fought for the right of ex-slaves and other African-American join the Union army

8. ________________ became the leader of all Union armies after winning many victories in the west and was able to win more victories over the C.S.A. after several other Union commanders had failed.

A. George McClellan
B. Robert E. Lee
C. Stonewall Jackson
D. Ulysses S. Grant

9. The battle at ____________ was the turning point of the war because never again would Gen. Lee lead his troops into Union territory again.

A. Antietam
B. Ft. Sumter
C. Gettysburg
D. Shiloh


A. Appomattox
B. Richmond
C. Gettysburg
D. Antietam

11. All of the following were results of the Emancipation Proclamation EXCEPT:

A. freed those slaves located in rebelling states (seceded southern states)
B. made the destruction of slavery a Northern war goal
C. allowed the southern states to re-join the Union without harsh punishment
D. discouraged any interference from foreign governments

12. In his Gettysburg Address, Lincoln stated

A. that all men have certain unalienable rights – life, liberty, and the pursuit of happiness
B. that the government is one of the Union, by the Union, and for the Union
C. that all men are created equal
D. give me liberty or give me death

13. The Massachusetts 54th Regiment was significant because
A. It was the first all-African American regiment in the Union army from a free state
B. It was the only regiment from Massachusetts during the Civil War
C. It won a key victory at Vicksburg
D. It was made up of slaves rounded up as “contraband” by Gen. Grant

14. Which amendment abolished slavery?
A. 10th
B. 13th
C. 15th
D. 19th

15. The Radical Republicans believed
A. in aggressively guaranteeing voting and other civil rights to African-Americans
B. that Andrew Johnson was responsible for Lincoln’s assassination
C. in limiting the rights of African-Americans
D. in government-sponsored programs to move former slaves in mass numbers from the rural South to urban centers in the North

Evaluation Guidelines (based on ACPS grading scale)

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Lesson 6:

Supplemental Web Activity on Reconstruction

Visit the site http://www.pbs.org/wgbh/amex/reconstruction/

Click on “Northerners in the South”
Watch the Mini-Documentary about Marshall Twitchell and answer the following questions below.

1. What was the Freedmen’s Bureau?
2. What was Twitchell’s job?
3. How did the African-American vote effect Twitchell’s campaign?
4. Who were the “carpetbaggers”?
5. What happened to some of Twitchell’s family members and associates?

Go back to the last page and click on “Slave to Sharecropper.” Read the short introduction on the left and then click on the primary source “Not Free Yet.” Answer the following questions.

1. What benefits was in the contract for Henry Adams, if any? Who seems to get the better side of this labor contract – Adams or his former slave owner?
2. Why did the former owner tell Adams he should continue to work where he had been working as a slave?
3. What happened to Adams on his way to Shreveport?
4. What are some examples of things that do NOT change as a result of emancipation?

Click on the other two primary sources concerning labor contracts.

1. How are these contracts similar? Different?

Return to the “Slave to Sharecropper” page and click on “watch video clips.”

View “Cotton Economy.”
1. What was the biggest worry of whites after emancipation?
2. Why don’t African-Americans want to be in the cotton fields anymore?
View “Violence and Intimidation.”
1. What was the purpose of the violence directed at African-Americans?
2. What were the “black codes?”

View “Sharecropping.”
1. What were the attitudes of Butler’s former slaves?
2. What was the agreement between the two sides?

View “Making Something Out of Nothing.”
1. What happens when it’s time to sign contracts with Butler?
2. What was Tunis Campbell trying to do?

View “End of Reconstruction.”
1. Why and when did Reconstruction end?
2. What was the deal about?
3. What effect did the end of Reconstruction have on African-Americans?

After watching these clips, go to “White Men Unite” from the main Reconstruction page.

In video clips, watch “War of Terror.”
Then, view the primary source “First Class Men of Our Town.”
1. Who was Abram Colby?
2. What group attacked Colby and why?
3. How did they assault him?
4. What types of jobs did these attacking men have?
5. What had these men tried to bribe Colby for two days before this attack?
6. What basic constitutional right was denied to Republicans in Georgia during this period?
Suggested Review Questions to be Used Throughout the Unit:

**Lesson One:**
1. What was popular sovereignty?
2. What was “Bleeding Kansas?”
3. What was the Compromise of 1850?
4. What was the effect of the Dred Scott decision?

**Lesson Two:**
1. What was the effect of the Election of 1860?
2. Was was the effect of the Confederate victory at Ft. Sumter?
3. List the states that seceded.
4. Which states had slavery, but remained loyal to the Union?

**Lesson Three:**
1. What was the Anaconda Plan?
2. What can we learn from reading the letters from Civil War soldiers?
3. How did the early battles of the Civil War reflect the Anaconda Plan?

**Lesson Four:**
1. What was the turning point of the Civil War?
2. Name one difference between warfare in the Civil War era and warfare today.
3. How does the Gettysburg Address reflect America’s founding principles?

**Lesson Five:**
1. What impact did Frederick Douglass have during the Civil War?
2. Who were the USCT?
3. What was the purpose of the Emancipation Proclamation?
4. How did this document effect the motivation for the war on the Union side?