

Name: \_\_\_\_\_

Score			GradeCam ID			
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

# The Civil War & Reconstruction

## U.S. History – Learning Target Track Sheet

### Unit 1: Civil War & Reconstruction

**Big Idea Question:** Was the Civil War inevitable? What lasting impact will the aftermath have on the U.S.?

<u>Learning Target</u>	<u>Vocabulary</u>
Check #1: I can...	
Check #2: I can...	

**If at first you don't SECEDE...**

**Excerpts from the Declaration of Independence**

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute a new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

**Excerpts from the US Constitution**

"New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or Parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress. The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so construed as to Prejudice any Claims of the United States, or of any particular State."

**The Ordinance of Secession of South Carolina**

"We, the people of the State of South Carolina, in convention assembled, do declare and ordain . . . That the ordinance adopted by us in convention on the twenty-third day of May, in the year of our Lord one thousand seven hundred and eighty-eight, whereby the Constitution of the United States of America was ratified, and also all acts . . . are hereby repealed; and that the union now subsisting between South Carolina and other States, under the name of the "United States of America," is hereby dissolved." (Charleston, South Carolina, Dec. 20, 1860)

<u>Document</u>	<u>Supports Secession?</u> <u>Does Not Support Secession?</u>	<u>Evidence from Document (Be Specific)</u>
DOI	Supports Secession	
	Does not Support Secession	
Constitution	Supports Secession	
	Does not Support Secession	



Questions (Form questions about the main ideas of each section of notes. Helpful hint: Questions could be based on interpreting, showing examples, cause and effect, summarizing the main idea, inferring a what if, etc.)

I can describe the advantages the Union had over the Confederacy.

### Review

Differences Between North & South:

Abolition Movement:

- Harriet Tubman
- William Lloyd Garrison
- Harriet Beecher Stowe
- Frederick Douglas
- John Brown



Events Leading Up to Secession:

- Missouri Compromise
- Compromise of 1850
- Kansas-Nebraska Act
- The Dred Scott Decision
- Election of 1860



The Confederacy

### The Civil War

The Union's Advantages:

The Confederacy's Advantages

Life During the War

The Emancipation Proclamation

Your Anaconda Don't Want None...of the North, that is.



Gettysburg

The Effects of the War:

North

South

Summary (Summarize the main idea/s of the notes on this page into 1-2 statements. Helpful Hint: fit the main idea into a core theme.)

## Union in Peril Packet

Answer the following questions using your book.

1. Why were Northern factories and railroads so advantageous to the Union's war effort?

2. Interpreting the graph: (page 339)

Which side had the advantage in terms of industrial production?

What do these data suggest about the eventual outcome of the war?

3. Why was control of the Mississippi River so important to the Union?

4. Interpreting the map (page 340-341)

In which region of the country did Northern forces have the most success?

In which states did Confederate troops attempt invasions of the North?

5. Why did both the Union and the Confederacy care about British neutrality?

6. In what ways was the Emancipation Proclamation a part of Lincoln's military strategy?

Name: \_\_\_\_\_

Period: \_\_\_\_\_

## America: The Story of US—Civil War

1. The Civil War was the first \_\_\_\_\_ war because it took place after the \_\_\_\_\_.
2. The improved \_\_\_\_\_ and \_\_\_\_\_ of the minie ball are a deadly combination.
3. More often than not, the result of a direct hit is \_\_\_\_\_.
4. The troops still face each other \_\_\_\_\_, in lines across the battlefield.
5. The minie ball has a range over \_\_\_\_\_ yards and can be reloaded up to \_\_\_\_\_ times faster.
6. The alliance of new \_\_\_\_\_ and outdated \_\_\_\_\_ tactics leaves a body count on an industrial scale.
7. General Lee, a graduate of \_\_\_\_\_, is already a veteran of the \_\_\_\_\_ and is highly regarded for his \_\_\_\_\_ on the battlefield.
8. The \_\_\_\_\_ is one of Lincoln's hidden weapons in the war.
9. Lincoln puts the railroads under \_\_\_\_\_ control to speed up troop and supply deployment.
10. The invention of \_\_\_\_\_ turns the \_\_\_\_\_ into America's first tool of mass communication.
11. Like Twitter today, the telegraph needs only \_\_\_\_\_ to send messages.
12. Lincoln can now communicate with his commanders on the \_\_\_\_\_, even sending them direct orders on how to fight the war.
13. True or False: The South uses the telegraph system as well as the North.
14. \_\_\_\_\_ of all operations conducted by army surgeons are \_\_\_\_\_.
15. An experienced surgeon can cut off a limb in just \_\_\_\_\_ minutes.
16. If a bullet doesn't kill you, then \_\_\_\_\_ can.
17. \_\_\_\_\_ as many soldiers die from infected wounds and disease as on the \_\_\_\_\_.



Name: \_\_\_\_\_

Period: \_\_\_\_\_

18. Looking after the \_\_\_\_\_ of soldiers becomes as essential to the \_\_\_\_\_ as the supply of guns and ammunition.
19. Large numbers of \_\_\_\_\_ sign up as battlefield \_\_\_\_\_.
20. The sorting of the wounded puts the most serious cases \_\_\_\_\_.
21. Clara Barton goes on to found the American \_\_\_\_\_ Cross.
22. With the discovery of bromine, nearly \_\_\_\_\_ of amputees survive surgery, and gangrene becomes \_\_\_\_\_ by the war's end.
23. The spread of portable \_\_\_\_\_ means gory images of the battlefield can reach every \_\_\_\_\_.
24. Never again will politicians be able to fight wars without \_\_\_\_\_ support.
25. Embalming keeps the body free from any signs of \_\_\_\_\_.
26. True or False: The South was given an ultimatum by Lincoln to free their slaves.
27. January 1, 1863—The Emancipation Proclamation abolishes slavery in the \_\_\_\_\_ Southern states.
28. Thanks to the telegraph, news of the Emancipation Proclamation spreads \_\_\_\_\_.
29. True or False: One general said the African-Americans made better soldiers.
30. The Emancipation Proclamation made the Union army a force for \_\_\_\_\_, now fighting to end \_\_\_\_\_.
31. The first national cemetery for soldiers was at \_\_\_\_\_.
32. In 1864, the war remains \_\_\_\_\_.
33. Sherman's tactics of \_\_\_\_\_ have won out and helps secure the election of \_\_\_\_\_.
34. Within 6 months, General Lee has \_\_\_\_\_; the rebellion is over.
35. Within a week, \_\_\_\_\_ lies dead from an assassin's bullet.

## Civil War Map Activity

You will identify important states, cities, and battles associated with the Civil War. Refer to the information located in The Americans textbook to complete your maps

- A. Chapter 11 (pages 336-371)
- B. Pages A20-A21: it's in the back of the book!

Quality work counts! Neatly color and label the states and cities.

**On Map #1, identify the following:**

1. Free Union States: Identify, label, and color in the following Union states where slavery was outlawed

You may initial states on the map (i.e.; Vermont = VT)

- California
- Connecticut
- Illinois
- Indiana
- Iowa
- Kansas
- Maine
- Massachusetts
- Michigan
- Minnesota
- Nevada
- New Hampshire
- New Jersey
- New York
- Ohio
- Oregon
- Pennsylvania
- Rhode Island
- Vermont
- West Virginia
- Wisconsin

2. Border Union States: Identify, label, and color in the following Union states where slavery was not outlawed

You may initial states on the map (i.e.; Vermont = VT)

- Delaware
- Kentucky
- Maryland
- Missouri

3. Confederate States: Identify, label, and color in the following members of the Confederacy

You may initial states on the map (i.e.; Vermont = VT)

Identify the order of that the states left the Union

- Alabama
- Arkansas
- Florida

- Georgia
- Louisiana
- Mississippi
- North Carolina
- South Carolina
- Tennessee
- Texas
- Virginia

4. Identify and label the United States' capital of Washington, D.C.

5. Identify and label the Confederate capital of Richmond, Virginia

6. Identify and label the Union's Anaconda Plan

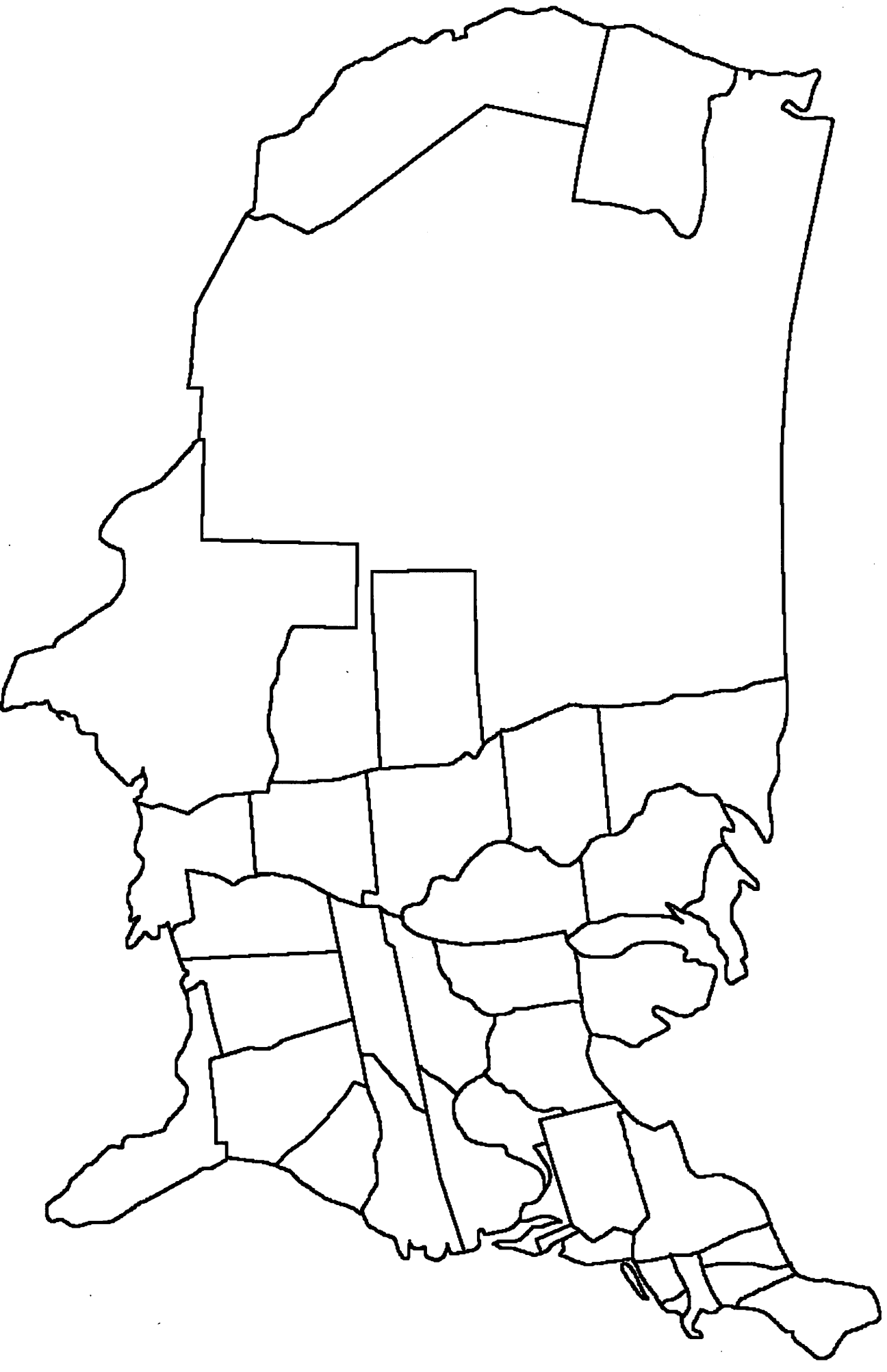
**On Map #2 identify and label the following:**

1. Major battles of the Civil War

- a. Identify and label the location of the following major battles
- b. Identify the date(s) of each of the following major battles

- Gettysburg
- Vicksburg
- Antietam
- First Battle of Bull Run
- Ft. Sumter
- Appomattox Court House
- Shiloh
- Sherman's March

# The Civil War



## Johnson's Plan

The looming showdown between Lincoln and the Congress over competing reconstruction plans never occurred. The president was assassinated on April 14, 1865. His successor, Andrew Johnson of Tennessee, lacked his predecessor's skills in handling people; those skills would be badly missed. Johnson's plan envisioned the following:

- Pardons would be granted to those taking a loyalty oath
- No pardons would be available to high Confederate officials and persons owning property valued in excess of \$20,000
- A state needed to abolish slavery before being readmitted
- A state was required to repeal its secession ordinance before being readmitted.

Most of the seceded states began compliance with the president's program. Congress was not in session, so there was no immediate objection from that quarter. However, Congress reconvened in December and refused to seat the Southern representatives. Reconstruction had produced another deadlock between the president and Congress.

### Charles Sumner quote regarding Andrew Johnson's Reconstruction Plan

"This is one of the last great battles with slavery. Driven from the legislative chambers, driven from the field of war, this monstrous power has found a refuge in the executive mansion, where, in utter disregard of the *Constitution* and laws, it seeks to exercise its ancient, far-reaching sway. All this is very plain. Nobody can question it. Andrew Johnson is the impersonation of the tyrannical slave power. In him it lives again."

(Statement made during the debate on impeachment.)

## The Radical Republicans' Own Plan

The postwar Radical Republicans were motivated by three main factors:

1. Revenge — a desire among some to punish the South for causing the war
2. Concern for the freedmen — some believed that the federal government had a role to play in the transition of freedmen from slavery to freedom
3. Political concerns — the Radicals wanted to keep the Republican Party in power in both the North and the South.

On the political front, the Republicans wanted to maintain their wartime agenda, which included support for:

- Protective tariffs
- Pro-business national banking system
- Liberal land policies for settlers
- Federal aid for railroad development

If the South were to fall back into Democratic hands, these programs would suffer. This threat brought many Republicans around to supporting the vote for blacks (15th Amendment). Grateful freedmen voting Republican would help to maintain the status quo.

The postwar Congress pushed through a number of measures designed to assist the freedmen, but also demonstrate the supremacy of Congress over the president. These measures included the Civil Rights Act of 1866, the 14th Amendment, the Tenure of Office Act and the Army Appropriations Act.

The culmination of this process occurred in 1867 and 1868, when Congress passed a series of Reconstruction Acts; these measures were implemented and constituted the final restoration program for the South. The Radical Republicans in Congress, however, were not satisfied until they dealt with their chief tormenter through the impeachment process.

## Lincoln's Plan

Abraham Lincoln had thought about the process of restoring the Union from the earliest days of the war. His guiding principles were to accomplish the task as rapidly as possible and ignore calls for punishing the South.

In late 1863, Lincoln announced a formal plan for reconstruction:

1. A general amnesty would be granted to all who would take an oath of loyalty to the United States and pledge to obey all federal laws pertaining to slavery
2. High Confederate officials and military leaders were to be temporarily excluded from the process
3. When one tenth of the number of voters who had participated in the 1860 election had taken the oath within a particular state, then that state could launch a new government and elect representatives to Congress.
- 4.

The states of Louisiana, Arkansas and Tennessee rapidly acted to comply with these terms. Despite an early position showing a vindictive streak, Andrew Johnson continued Lincoln's plan for reconstruction when he took office after Lincoln's assassination. Civil governments were set up, except in the state of Texas, after conventions in each state officially abolished slavery, repudiated their debts, and canceled the acts of secession. Representatives were elected to serve in Congress.

• However, the Lincoln plan was not acceptable to Congress, which rejected the representatives.

## The Radical Republicans' Response to Lincoln's Plan

The Radical Republicans voiced immediate opposition to Lincoln's reconstruction plan, objecting to its leniency and lack of protections for freed slaves. Congress refused to accept the rehabilitation of Tennessee, Arkansas, and Louisiana.

In July 1864, Congress passed the Wade-Davis Bill, their own formula for restoring the Union:

1. A state must have a majority within its borders take the oath of loyalty
2. A state must formally abolish slavery
3. No Confederate officials could participate in the new governments.
- 4.

Lincoln did not approve of this plan and exercised his pocket veto. An angry Congress would later pass the Wade-Davis Manifesto (August 1864), which charged Lincoln with usurping the powers of Congress. This statement would have little impact on the public, as the military news from the South improved; Sherman's Atlanta Campaign restored Lincoln's popularity and helped assure his reelection.

## Reconstruction Plans

	Congressional Reconstruction	Lincoln's Plan	Johnson's Plan
dealing with former confederates			
Conditions for statehood			
Conditions for being readmitted to the union			
Provisions for African Americans			

## Map Activity: The Reconstruction Act of 1867

1. You will be illustrating the effects of Radical Reconstruction. Label each southern state with:
  - a. the name of the state
  - b. the year it was readmitted into the Union
2. Bold lines around each military district as determined by the Reconstruction Act of 1867.
3. Shade each district a different color
4. Use the blank box to create a key for each military district.

### Reconstruction





Prior to 1870, list as many personal rights or freedoms guaranteed to the people from the Constitution (Amendments I-XII):

- 
- 
- 
- 
- 
- 
- 
- 

What are the stipulations of these personal rights or freedoms? Or, in other words, what do the conditions need to be in order for these rights to be upheld?

How does this pose a problem for post-Civil War America in 1870?

Complete the briefs of each "Civil War Amendment" below:

**13<sup>th</sup> Amendment**

When added to Constitution:

Summary of the amendment:

**14<sup>th</sup> Amendment**

When added to Constitution:

Summary of the amendment:

**15<sup>th</sup> Amendment**

When added to Constitution:

Summary of the amendment:



Questions (Form questions about the main ideas of each section of notes. Helpful hint: Questions could be based on interpreting, showing examples, cause and effect, summarizing the main idea, inferring a what if, etc.)

I can describe the conditions of life after the Civil War for freedmen

Review Concepts:

- 13<sup>th</sup> Amendment –
  - ✓ Loophole:
- Freedman’s Bureau –
- Black Codes -
- 14<sup>th</sup> Amendment –
- 15<sup>th</sup> Amendment –
  - ✓ Loophole:

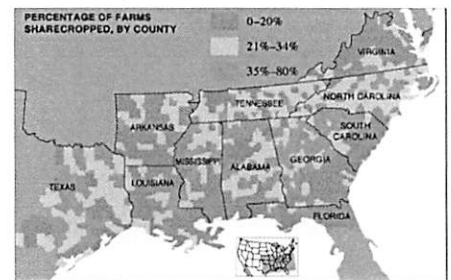


Racial Violence

Sharecropping

Tenant Farming

Plessy v. Ferguson



Summary (Summarize the main idea/s of the notes on this page into 1-2 statements. Helpful Hint: fit the main idea into a core theme.)

# Civil War Gallery Walk

## U.S. History

You will be divided up into various groups that will analyze specific areas of the Civil War for our gallery walk. On Thursday you will go on a scavenger hunt through the room to answer specific questions about the Civil War!

### Group 1

Create a Timeline from the beginning of the war to the end. This will consist of the years 1850-1865

You need to include major events leading up to the war, people, battles, Presidents, Compromises, etc. You need to include the date, event name and a picture.

### Group 2

Your group will look specifically at the Compromises of 1820 and 1850, the Kansas-Nebraska Act and how they led to the secession of the South from the Union.

You will break down these three different events, describe them, and discuss who came up with them, what they were designed to do, and how they led to the secession of the South.

### Group 3

Your group will create a chart that analyzes the strengths and weaknesses of the North and South armies. You will also look at the strategies of each side.

In some type of graphic organizer you and your group will compare and contrast the strengths and weaknesses of each side. Look at the chart on page 169 for resource comparisons. Discuss the strategies as well.

### Group 4

Your group will analyze the 13<sup>th</sup> Amendment, the 14<sup>th</sup> Amendment and the 15<sup>th</sup> Amendment.

Describe in detail what these different amendments did and how each affected African Americans.

### Group 5

Your group will look specifically at the Dred Scott Case. Refer to pages 166-167 for all of the information. Write the ruling of the case in big bold letters make.

### Group 6

Your group will describe how life was like during the Civil War for African Americans, soldiers and women.

Describe what their lives were like and role each played in the Civil War.

### **Group 7**

Your group will analyze the different battles of the war.

Look at all of the following battles and describe them in detail (strategy, who won, results after the war, etc) Fort Sumter, Bull Run, Antietam, Gettysburg, Vicksburg, Sherman's March and Appomattox.

### **Group 8**

Your group will analyze the major people of the war. Discuss what they did, what they are known for and the affect they had on the Civil War.

This will include Abraham Lincoln, Jefferson Davis, Stonewall Jackson, Ulysses S. Grant, Robert E. Lee, and William Tecumseh Sherman

### **Group 9**

Your group will analyze the costs of the civil war. You will look specifically at casualties and economic costs. You can create a chart to display your information.

### **Group 10**

Your group will look at the restructuring of society after the war. Look specifically at the conditions in the South, conditions in the North, African Americans in Reconstruction (sharecropping and tenant farming).

### **Group 11**

Your group will look specifically at major documents, books, etc. that either led to the Civil War or were created during the Civil War. This includes Uncle Tom's Cabin, the Gettysburg Address, The Emancipation Proclamation. Describe what these documents/books are and the purpose each served.

Walk through the classroom and/or hallway today and search for the answers for the questions below. Each question is a great REVIEW or PREVIEW of what you will see on your upcoming competency check tomorrow. Complete this and staple it in your Civil War Work Product.

1. List three strengths the North had over the South:
  - a.
  - b.
  - c.
2. Describe the North's strategy?
3. Which side did **not** have a good railroad system?
4. This was the name of the event in which violence erupted in Kansas over the right to be a free or a slave state:
5. Where did General Lee surrender?
6. When was the Emancipation Proclamation written and what did the Emancipation Proclamation actually do?
7. What did African Americans gain from the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments?
  - a. Which amendment gives African Americans equal protection under the law?
  - b. Which amendment abolished slavery?
  - c. Which amendment allows African Americans to vote?

8. Describe the Missouri Compromise of 1820:
9. Which side of the war experienced higher costs?
10. Leadership: Who became the president of the Confederacy? Who was the 16<sup>th</sup> president of the US?
11. Give 3 negatives about being a soldier in the Civil War:
  - a.
  - b.
  - c.
12. Who founded the Red Cross?
13. Describe the condition of the South after the war.
14. This was a system in which landowners divided land and assigned acres to heads of households:
15. Which event consisted of an army burning and destroying all live stock and house?
16. This was the bloodiest single day battle in American history:
17. Describe the battle that was the turning point in the war:
18. This was the name of Lincoln's most famous speech:
19. What were the findings that Chief Justice Roger Taney made from the Dred Scott Case?