



USA HISTORY

Activities Package: The American Civil War



Learning Goals:

- ▶ To understand the factors that led to the war.
- ▶ To understand how the events of the war transpired.
- ▶ To understand the human reality and impact of war.

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ACTIVITIES PACKAGE: THE CIVIL WAR

The American Civil War (1861-1865) turned out to be the bloodiest war in American history. In the end over 620,000 soldiers and civilians would lose their lives. This package will help you understand all the key concepts and events associated with the war.



Follow along with the lecture entitled, "The Coming Crisis," and take the appropriate notes.

1) The 1850s

2) Sectionalism
Definition:


3a) The North
Economy:
Demographics:
Infrastructure:

3b) The South
Economy:
Demographics:
Infrastructure:

4) Slavery and the Economy

5) Opposition to Slavery

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6) The Underground Railroad

Free and Slave States



7) The Compromise of 1850

8) Bleeding Kansas

9) The Dred Scott Decision

10) The Raid on Harper's Ferry

(Slides 11—13) Fill in the correct events on the timeline below:

<p><u>Election of Lincoln</u></p> <p>Political Party:</p>	<p><u>Seven States Secede</u></p> <p>List:</p>	<p><u>Fort Sumter</u></p>	<p><u>Four More States Secede</u></p> <p>List:</p>
↓	↓	↓	↓
1860	1860-1861	1861	1861



The Coming Crisis

1850 to 1861

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Lecture Outline

Sectionalism

The North and South

Slavery and the Economy

Opposition to Slavery

Events of the 1850s

The Road to War

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The 1850s

- The 1850s were a time of tension between the North and the South.
- The institution of slavery proved to be the most divisive issue, but the North and South also differed in their overall way of life.
- Compromises would be made, but ultimately war could not be avoided.

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Sectionalism

- **Definition:**
 - Placing the needs of one section of the country over the needs of another.
 - Eg. North = #1
 - Eg. South = #1



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Northern and Southern Values

The North

- **Economy:**
 - Industry, trade and agriculture
- **Demographics:**
 - Mixed, more urban, many immigrants
- **Infrastructure:**
 - 2/3 of the railroads
 - Majority of industry

The South

- **Economy:**
 - Agrarian, based on slavery
- **Demographics:**
 - Protestant, white and many slaves
 - 1/10 lived in cities
- **Infrastructure:**
 - Vast plantations
 - Poor transportation
 - Limited industry

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Instructions: Map Animation

- Go to the website: the-map-as-history.com
- Login info: **username:** ----- **password:** -----
- Click on the section “The United States: A Territorial History”
- Watch the following map animation:
 - Admission of New States and Slave States

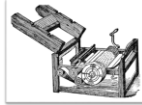
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Slavery and the Economy

- The original colonies required many workers for their tobacco crops. Unable to find enough worker they resorted to slavery.
- As the need for tobacco declined, the need for slavery also declined until the growth of the cotton industry.
- In 1793 Eli Whitney invented the cotton gin which indirectly increased the need for slaves.



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Opposition to Slavery

- The economy in the South became completely based upon slavery.
- In the North opposition to slavery grew and abolitionist societies were established.
 - Definition: Someone who actively opposed and sought to eliminate the institution of slavery.



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The Underground Railroad

- Abolitionists helped to establish the underground railroad.
 - *Definition:* A route to safety from the south to the north for slaves.
- Speeches, literature and a book entitled, “Uncle Tom’s Cabin” helped raise awareness about slavery.



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Free vs. Slave States



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Events of the 1850s

The Compromise of 1850

Bleeding Kansas

Dred Scott Decision

Harper's Ferry Raid

The Election of Lincoln



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The Compromise of 1850

- A compromise between free-states and slave-states regarding new territories gained from the Mexican-American War.
- The Decision:
 - California added as a free-state.
 - Fugitive Slave Act now law. If a slave escaped to the North the Northern states would be required to return the slave to the south.



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Bleeding Kansas

- The Kansas-Nebraska Act of 1854 allowed these territories to decide whether they would be free or slave states. This voided the Missouri Compromise of 1820.
- A civil war erupted in Kansas between pro and anti-slavery forces.
- Outcome:
 - A series of elections took place in Kansas each of which were not recognized by Congress.



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The Dred Scott Decision

- Year: 1857
- Issue: Dred Scott, a slave, moved with his owner to several free states. He believed he was free because he was in a free state. The case went all the way to the Supreme Court.
- Decision: Justice Roger Taney decided that a slave was property and not a citizen. Congress could not control the movement of property.



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The Raid on Harper's Ferry

- John Brown, a radical abolitionist, felt he could ignite an uprising of slaves in the South by attacking an armory in West Virginia known as Harper's Ferry.
- The raid was a failure. Brown was captured and executed. He became a villain in the South and a hero in the North (eg. Song: "John Brown's Body.")



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The Election of Lincoln

- With the Democratic Party in disarray the Republican Party nominated Abraham Lincoln.
- Lincoln won all the of the free states and none of the slave states.
- Following his election Southern States prepared for secession.
 - Definition: To leave the Union (USA).



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The Road to War

- With the election of Lincoln seven states seceded (leave) from the union:
 - South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana and Texas
- These states would form the "Confederate States of America" led by President Jefferson Davis.



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Fort Sumter

- Soon after Lincoln ordered that Fort Sumter (island off S. Carolina coast) be restocked.
- Confederate President Davis ordered the fort to be taken.
- The Confederates took the fort without any deaths on either side.
- Considered the first battle of the war.



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More Secession

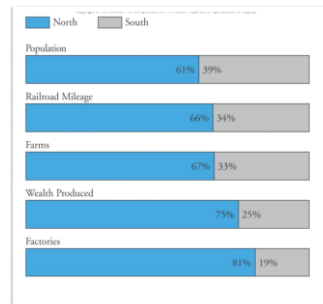
- Four more states left the Union:
 - Virginia, Arkansas, North Carolina and Tennessee



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Preparations for War



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The End of the Beginning

- The inter-war period saw many attempts to avert war.
- Ultimately, the divisions were too deep and the bloodiest war in American History would result.
- A war in which over 600,000 Americans would be killed.







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ACTIVITIES PACKAGE: THE CIVIL WAR

Activity 2: Leadership

Using the internet, or your text, fill in the appropriate information on the leadership of each side.

Northern States		Southern States	
	Name: <input type="text" value="United States of America"/>		Name: <input type="text" value="Confederate States of America"/>
	President: <input type="text" value="Abraham Lincoln"/>		President: <input type="text" value="Jefferson Davis"/>
	Main General: <input type="text" value="Ulysses Grant"/>		Main General: <input type="text" value="Robert E. Lee"/>
	Capital City: <input type="text" value="Washington, D.C."/>		Capital City: <input type="text" value="Richmond, Virginia"/>
			

Activity 3: Resources

Use the online textbook to complete the tasks listed below.

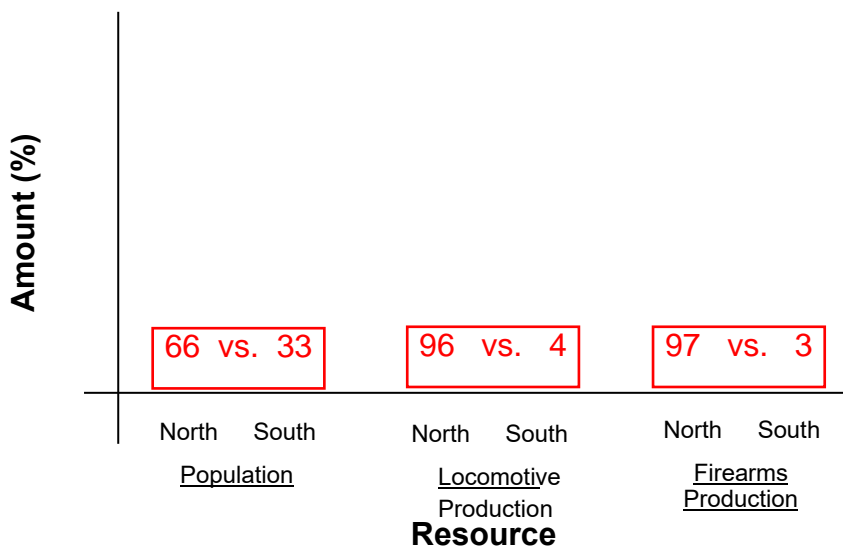
Online Information

Website: ushistory.org/us/33b.asp

Instructions

- Access the website listed to the left and read the section, "33b. Strengths and Weaknesses: North vs. South."

1. Create a graph which compares the resources of the North and South prior to the start of the war.



2. What strengths did the South possess? Make a list below:

- South could produce a lot of food to feed its troops.
- Well-trained officers.
- Fighting a defensive war.
- Familiar geographically with the area.
- Very resourceful with what they did have.

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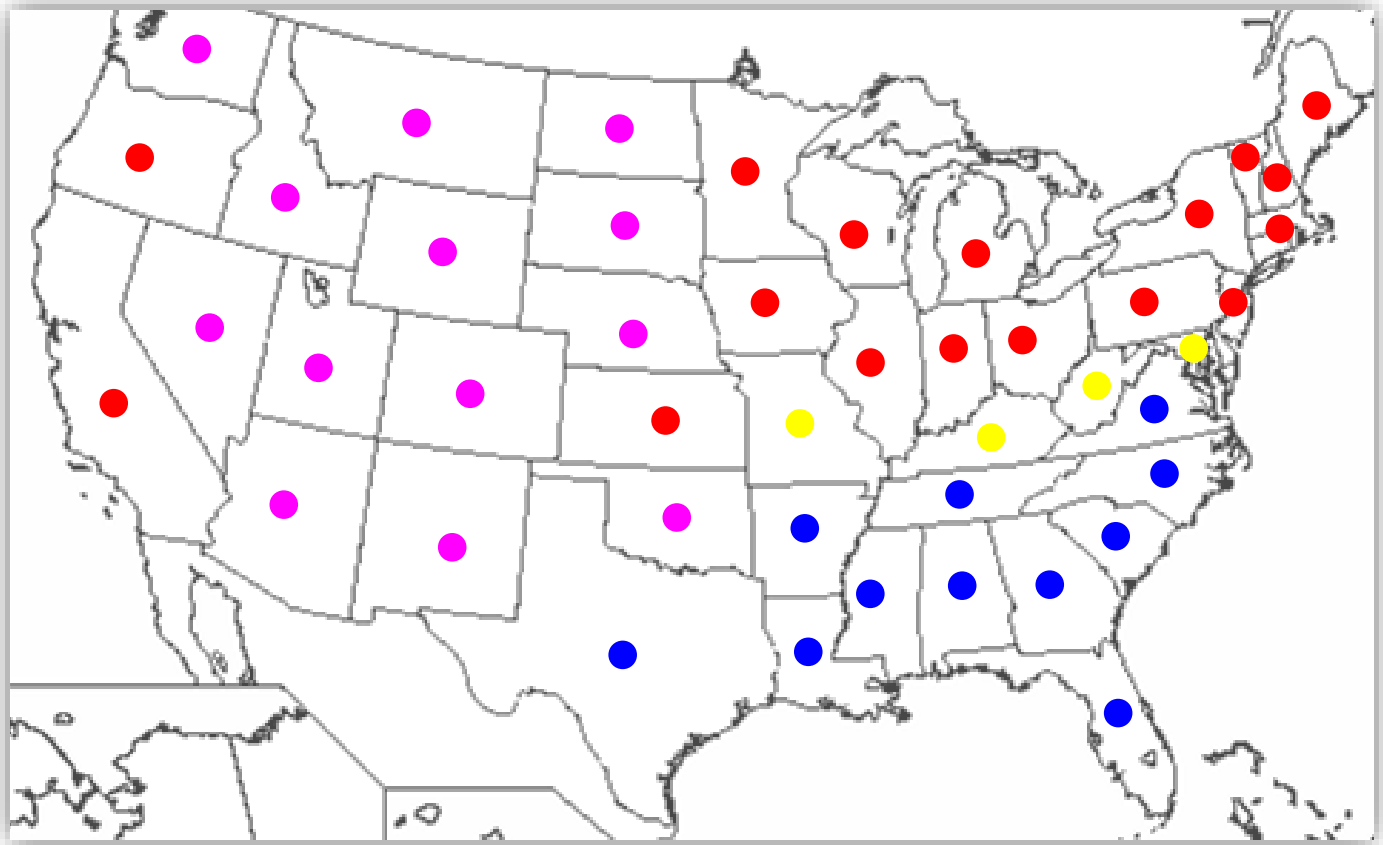
Activity 4: Mapping

Continue using the online textbook, chapter 33, "A House Divided," to complete the tasks listed below.

The Union vs. the Confederacy

1. Shade in the following changes with different colors.

- Union States
- Border States that remained with the Union
- Confederate States
- Territories not yet admitted to the Union



2. Next, use chapter 32e, "The South Secedes," to complete the list to the right.

The "Sides"	
Northern Sates	Southern States
→ Eg. New York - Maine, New Hampshire, Mass., Conn., Deleware, R.I., N.J, Ohio, Michigan., Indiana, Minn., Miss., Kentucky, W. Virginia, Maryland, Kansas, California, Oregon, Wisc.	→ Eg. Virginia - Florida, Texas, Miss., New Orleans, Alabama, Georgia, Arkansas, Tenn., Virginia, South Carolina, North Carolina

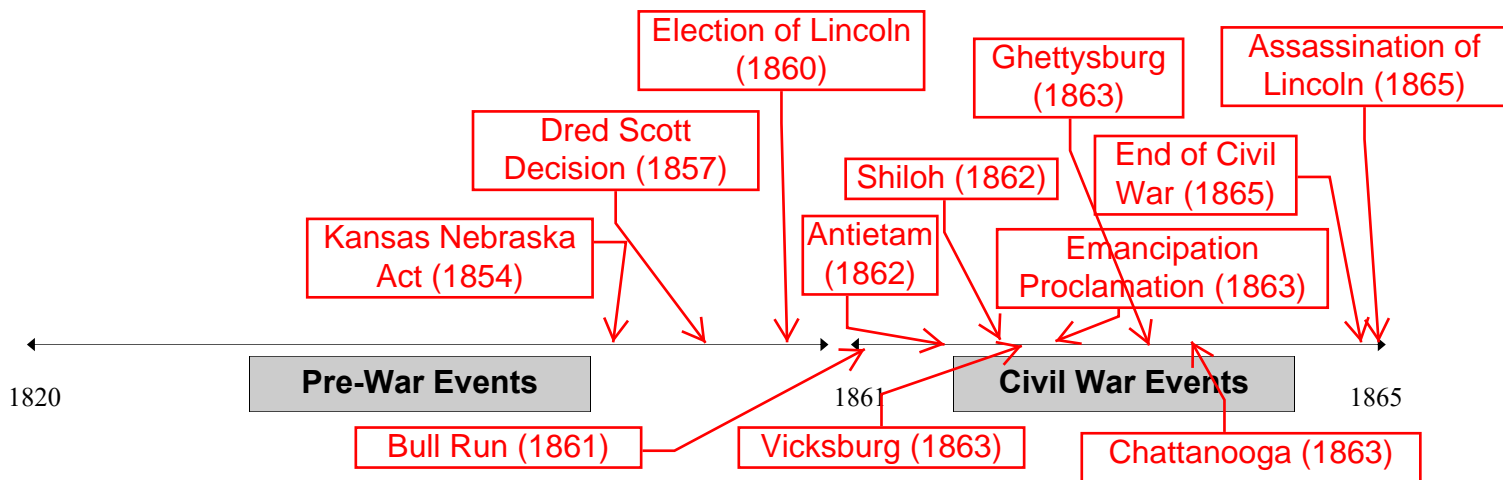
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Activity 5: Timeline

Using the internet, or the online text (chapters 30 to 34), find the dates for the following events and place them in the correct spot on the timeline below:

- Place the events below in the correct position on the timeline. Be sure to put the year in brackets behind each event on the timeline.

Battles		Political Events	
<ul style="list-style-type: none"> • Gettysburg • Bull Run • Antietam 	<ul style="list-style-type: none"> • Shiloh • Vicksburg • Chattanooga 	<ul style="list-style-type: none"> • Assassination of President Lincoln • Election Lincoln • Dred Scott Decision 	<ul style="list-style-type: none"> • End of the Civil War • Kansas Nebraska Act • Emancipation Proclamation



- View the pictures below and determine which event the image represents. Write the correct event for each picture in the space below.



Bull Run

Hint:

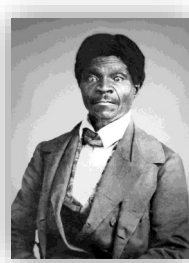
An audience came to watch the battle!



Gettysburg

Hint:

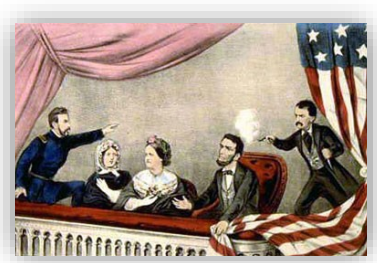
The most pivotal battle of the war.



Dred Scott

Hint:

Famous individual prior to the war.



Assassination of Lincoln

Hint:

Occurred two days after the end of the war.

ACTIVITIES PACKAGE: THE CIVIL WAR

Activity 6: The Battles

Using the online text complete the data boxes below for each battle. A chapter is listed in brackets for each battle.

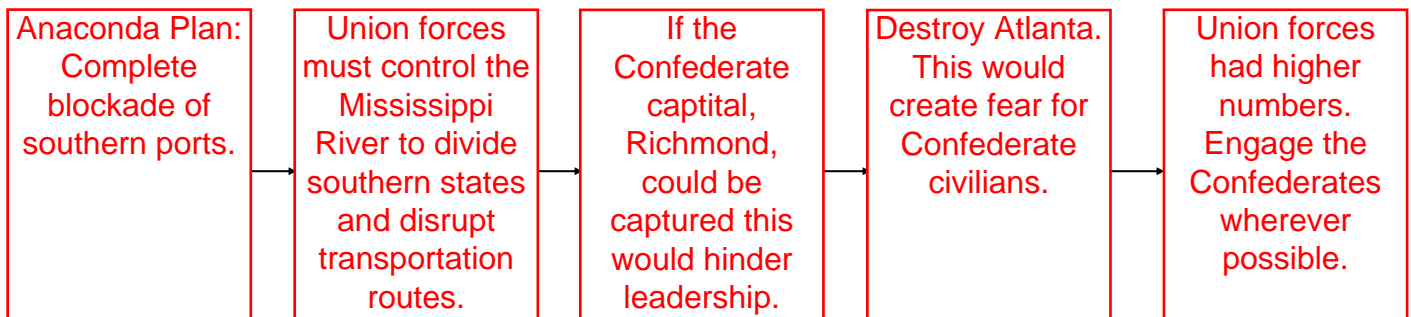
Fort Sumter (33a)	
Year	1861
Description	Fort Sumter was a Union fort located on an island off the coast of South Carolina. After the southern states left the President ordered the fort to be restocked. The Confederates laid seige to the fort and Union forces quickly surrendered without any deaths. The first battle of the war.
Significant Individuals Involved	Major Anderson, General Beauregard, President Lincoln, President Davis
Winner	Confederate

Bull Run (33c.)	
Year	1861
Description	Located just outside of Washington, Union and Confederate forces gathered for battle. Union civilians, very confident of victory, assembled on a nearby hillside to watch the battle. Instead, the Confederates overpowered Union forces. Civilians fled.
Significant Individuals Involved	Stonewall Jackson, General Beauregard, General McDowell
Winner	Confederate

Antietam (33e)	
Year	1862
Description	Named after a local creek near Sharpsburg, Maryland. McClellan had pursued Lee's troops into Maryland. Lee decided to stop and fight. What resulted was an incredibly bloody battle - 22,000 dead, injured or missing. Lee's forces flee.
Significant Individuals Involved	General Lee, General McClellan, General Hooker
Winner	Union

Gettysburg (33g)	
Year	1863
Description	Lee decided to take the war to the North an invaded Pennsylvania. Pursued by General Meade, both sides met at Ghettsburg. Heavy fighting ensued. The Unior army lost 23,000 while the Confederates lost 28,000. Lee's forces flee. Turning point in the war.
Significant Individuals Involved	General Lee, General Meade, General Pickett
Winner	Union

- Using chapter 33h, "Northern Plans to End the War," detail the military strategy or goals of the Northern Army after Gettysburg.



Activity 7: Gettysburg

Listen to Lincoln’s famous Gettysburg Address and complete each of the tasks below.

Online Information
Website: YouTube

Instructions

- Complete a YouTube search with the following key words: “Lincoln’s Gettysburg Address—Jeff Daniels.”
- Listen to the speech and complete the tasks below.

1. Choose a phrase from the speech that you find most moving and explain why.

“ _____ ”

Variety of student responses possible.

2. Why do you think this speech is one of the most famous in USA History?

Variety of student responses possible. Here are a few ideas:
 - Context of the time. The war had been very difficult and bloody for the Union. There was a lot of emotion from those affected by the reality of war.
 - The significance of Ghattysburg. This was the turning point of the war.
 - The power of the words used.
 - Lincoln's presence. He was tall and well-spoken and this drew attention to him and what he had to say.

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

Abraham Lincoln
November 19, 1863



ACTIVITIES PACKAGE: THE CIVIL WAR

Activity 8: The End

Using the online text 33i, "The Road to Appomattox," complete the tasks listed below.

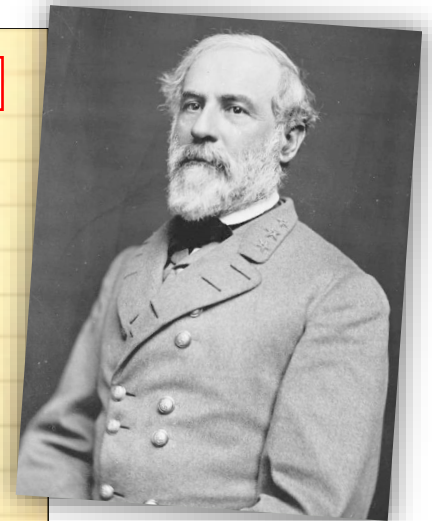
- Using the information from chapter 33i create two diary entries from the perspective of General Lee about the final days of the war.

April 2, 1865

Variety of student responses possible

Key facts to include:

- War is not going well for the South.
- Lee's forces only 50,000 compared to 120,000 Union.
- Grant attacks on April 2 and Lee's forces escape.
- Lee sends letter to President Davis detailing Richmond can not be protected and he should flee.
- Lee's forces lack food and supplies.
- Lee's remaining forces are slowly being surrounded by Union forces.



Robert E. Lee

April 9, 1865

Variety of student responses possible

Key facts to include:

- Union forces blocking Confederate forces.
- Lee sends a letter to Grant about meeting, which they do.
- Grant offers very generous terms to Lee and his army.
- They could lay down their arms and go home without being charged for treason.
- Lee and Grant greatly respected each other.
- Three days later Lee and his forces official surrender in a ceremony.



Robert E. Lee

Activity 9: Reconstruction

Continue using the online textbook, chapter 35, "Reconstruction," to complete the tasks listed below.

1. Define the term "reconstruction" in the context of the Civil War.

The term refers to the rebuilding and healing of the nation following the end of the war. This included things like how to deal with former Confederate leaders, re-admission to the Union of Southern States, rebuilding the economy of the South, integrating former slaves into American society etc.

2. Following the war several amendments were made to the Constitution intended to change the lives of former slaves. Detail these amendments below:

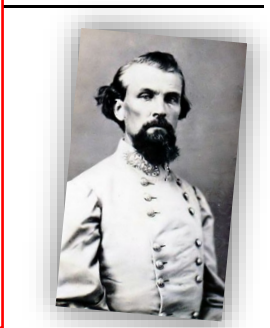
13th Amendment	Officially abolished slavery in the nation.
14th Amendment	Every male citizen was guaranteed equal protection under the law, regardless of race.
15th Amendment	Granted African-American men the right to vote.

3. President Lincoln did his best to heal the wounds of the nation. However, following his death how did *Radical Republicans* seek to punish the South?

The Radical Republicans passed the Military Reconstruction Act of 1867 which divided the South into five military districts. They forcibly ensured that African-Americans had the right to vote, hold office and live their lives freely. President Andrew Johnson disagreed with the aggressive tactics of the Radical Republicans and vetoed many of their plans. In response, they impeached Johnson (attempted to remove him from office). Their attempt failed.

4. Despite losing the war most Southerners refused to grant African-Americans equality. Identify and describe different ways that African-Americans continued to be oppressed following the war.

The Ku Klux Klan (KKK) was formed under the leadership of Nathan Bedford Forrest. They sought to continue the war in secret ways. Black-Americans were beaten, lynched and their crops burned. Much of this was done at night. African-Americans lived in fear and could not be protected everywhere. Many of the KKK held important positions like police officers, judges and elected officials. As a result, violence against African-Americans went on without consequence.

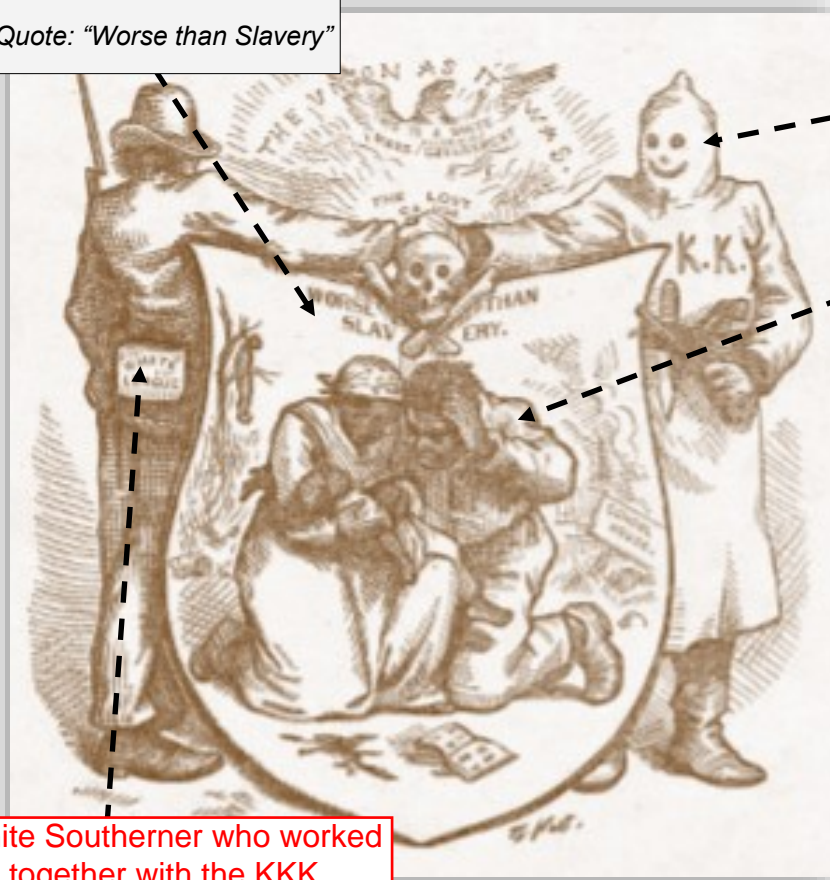


ACTIVITIES PACKAGE: THE CIVIL WAR

Activity 10: A New Life

Analyze the artwork below and complete each of the tasks.

Quote: "Worse than Slavery"



Ku Klux Klan

African-Americans living in fear despite being "free."

1. Label who the boxes above represent.
2. What is the central message the artist is trying to communicate in the artwork?

Even though slavery was over that didn't change the hardships faced by African-Americans. The oppression simply came in new forms.

White Southerner who worked together with the KKK.

3. Critique the following statement and its connection to the artwork above, "Laws are sometimes needed to impose justice, but they do not change the hearts of humans."

Many different student responses possible. Here are a few thoughts to consider:

- "Laws are sometimes needed to impose justice..." The hope is that people will choose to make the right choices without being forced to, but sometimes when there is oppression of people laws need to be made to protect these people despite the views of many people.

- "...but they do not change the hearts of humans." Many people hope that laws will "change" a nation. Although they are needed, they do not change what people think - their hearts remained unchanged. This is especially true of the issue of slavery. Slavery was over, but was simply replaced by segregation both fueled by the hearts of humans. Segregation would continue for over a hundred years.