

Focus on U.S. History:

The Era of the Civil War and Reconstruction

Kathy Sammis

WALCH  **PUBLISHING**®

User's Guide **to** ***Walch Reproducible Books***

As part of our general effort to provide educational materials that are as practical and economical as possible, we have designated this publication a "reproducible book." The designation means that purchase of the book includes purchase of the right to limited reproduction of all pages on which this symbol appears:



Here is the basic Walch policy: We grant to individual purchasers of this book the right to make sufficient copies of reproducible pages for use by all students of a single teacher. This permission is limited to a single teacher and does not apply to entire schools or school systems, so institutions purchasing the book should pass the permission on to a single teacher. Copying of the book or its parts for resale is prohibited.

Any questions regarding this policy or requests to purchase further reproduction rights should be addressed to:

Permissions Editor
J. Weston Walch, Publisher
P. O. Box 658
Portland, Maine 04104-0658

1 2 3 4 5 6 7 8 9 10

ISBN 0-8251-3338-6

Copyright © 1997
J. Weston Walch, Publisher
P. O. Box 658 • Portland, Maine 04104-0658
www.walch.com

Printed in the United States of America

CONTENTS

To the Teacher *vii*

To the Student *ix*

UNIT 1. THE ROAD TO WAR

Teacher Guide 1

Student Background Pages 3

Worksheets

1. Mapping Slave and Free States 7

2. Sectional Conflicts 8

3. Political Parties and Their Stands 10

4. Which Party for You? 11

5. Graphing Election Results 12

6. North or South? 13

7. The Dred Scott Decision 14

8. John Brown: The Man 16

9. Secession—Yes or No? 17

10. A Pair of Presidents 20

11. A Lively Political Convention 21

12. Party Platforms 22

13. The Confederate Constitution 23

14. Was the War Inevitable? 25

UNIT 2. FIGHTING THE WAR

Teacher Guide 27

Student Background Pages 29

Worksheets

1. Map: Civil War Battles 32

2. Mapping the War 33

3. Strengths and Weaknesses 34

4. The Call for Volunteers 36

5. Divided Loyalties 37

6. The Technology of War	38
7. The Battles	40
8. Reporting the War	43
9. Mapping a Campaign	44
10. Who Am I?	45
11. The Emancipation Proclamation	47
12. Graphing the War	48
13. Time Line of the War	49
14. The Gettysburg Address	50
15. The <i>Monitor</i> and the <i>Merrimac</i>	51

UNIT 3. THE PERSONAL FACE OF WAR

Teacher Guide	53
Student Background Pages	55
<i>Worksheets</i>	
1. Civil War Songs	57
2. The Life of a Soldier	58
3. Southern Women in Wartime	60
4. Northern Women in Wartime	61
5. Black Slaves During the War	62
6. A Batch of Deserters	63
7. Wartime Destruction	64
8. Black Soldiers—Yes or No?	65
9. Wartime Medical Care	67
10. The Peace Democrats	68
11. Why Enlist?	69
12. Civil Liberties in Wartime	70
13. Becoming Free	71

UNIT 4. RECONSTRUCTION

Teacher Guide	73
Student Background Pages	75
<i>Worksheets</i>	
1. The South, Before and After	78
2. Plans for Reconstruction	79
3. Freedom's Choices	80
4. Reconstruction and You	81

5. The Reconstruction Amendments	82
6. Black Codes	84
7. White Southerners and Reconstruction	86
8. Impeachment—Yes or No?	87
9. Women and the Vote	88
10. Black Leaders of Reconstruction	89
11. The Ku Klux Klan	90
12. Slavery vs. Freedom	91
13. The Compromise of 1877	92
14. Reconstruction Time Line	93
<i>Answers, Additional Activities, Assessments</i>	<i>95</i>
<i>Additional Resources</i>	<i>109</i>
<i>Glossary</i>	<i>113</i>



The Road to War

The objectives of this unit are to help students understand the sectional conflicts and differences between North and South and how they led to the Civil War. Although the Compromise of 1850 had settled some sectional differences, thorny problems remained. Southerners resented the steady stream of abolitionist propaganda, and they were outraged at the portrait of southern life painted in *Uncle Tom's Cabin*. Northerners were deeply angered by enforcement of the stronger Fugitive Slave Act. Most difficult was the issue of slavery in the western territories. The Kansas-Nebraska Act of 1854 let voters in those territories decide whether to be slave or free. This reversal of the Missouri Compromise so infuriated many Northerners that they formed a new antislavery political party, the Republican party. Violence broke out in Kansas between proslavery and antislavery forces. Then the Supreme Court in the Dred Scott case

declared that the Missouri Compromise, banning slavery from certain territories, was unconstitutional. By the 1860 election, Northerners were convinced the South was aggressively trying to expand slavery throughout the West, and Southerners were convinced the rest of the country despised their region and was devoted to destroying their way of life. When Republican Abraham Lincoln won the presidential election of 1860, the Southern states decided the only way to protect themselves was to become independent. The Confederate States of America came into being in February 1861. On April 12, 1861, Confederate forces fired on the federal Fort Sumter in Charleston harbor, South Carolina, beginning the Civil War. This unit's activities are designed to draw students into a better understanding of the events along the road to civil war.



Student Activities

Mapping Slave and Free States familiarizes students with the alignment of slave and free states, Union and Confederacy.

Sectional Conflicts asks students to identify a number of sectional conflicts from 1850 to 1861 that drew North and South toward war. Students then use this information to create a time line, which they expand in subsequent units.

Political Parties and Their Stands provides students with a framework to differentiate among the Whig, Democratic, American (Know-Nothing), and Republican parties of the antebellum period, which also points up the growing sectional division in the country.

Which Party for You? has students imagine themselves as specific people of 1840's and 1850's America, then choosing which political party they support.

Graphing Election Results supplies statistics on popular and electoral votes in presidential elections from 1848 through 1860 for students to create a series of pie charts. Questions guide students in interpreting figures and charts.

North or South? is a group of thumbnail sketches of specific Americans. Students use their knowledge about differences between North and South to decide whether the person described is a Southerner or a Northerner. You could extend the activity by having students write their own thumbnail sketches and challenge classmates to identify the region.

The Dred Scott Decision highlights the main points of Chief Justice Taney’s decision in this important case about slavery and states’ rights. The second page is a framework for analyzing major details of the decision and its significance. For an Extra Challenge students read Taney’s complete decision and then either read and summarize Justice Curtis’s or write their own dissent in the case.

John Brown: The Man presents lyrics to the very popular (in the North) Civil War song “John Brown’s Body,” along with a quote from Brown about his motives. This material and the accompanying interpretive questions provide students with a springboard for writing a biographical sketch of Brown from an impartial, antislavery, or proslavery point of view.

Secession—Yes or No? lists arguments for and against secession made by politicians of the time. Students summarize major points for each side and then role-play a debate between supporters and opponents of secession.

A Pair of Presidents presents the different reactions of presidents Buchanan and Lincoln to south-

ern secession in their own words. Students contrast and explain the two men’s responses, ideally by writing a “contemporary” newspaper article.

A Lively Political Convention uses an 1860 newspaper report to convey the raucous nature of political party conventions in the mid-1800’s. The activity sheet invites students to compare it with modern-day conventions they have seen or attended.

In **Party Platforms** students summarize where four political parties in the 1860 election stood on slavery in the territories based on excerpts from their party platforms.

In **The Confederate Constitution** students analyze certain clauses from the Constitution of the Confederate States of America to determine how (or if) each differs from the U.S. Constitution, which was the model for the Confederate Constitution.

Was the War Inevitable? finishes the unit with portions of Senator Seward’s “irrepressible conflict” speech and Abraham Lincoln’s “house divided” speech. Students answer interpretive questions about the speeches, then concluding with a class debate on whether the Civil War could have been avoided.

Name _____

Date _____

UNIT 1

STUDENT BACKGROUND SHEET

The Road to War

In the decades before the Civil War, tensions between North and South simmered steadily. The Compromise of 1850 had settled some sectional differences, but big problems remained.

- Southerners still wanted to bring slavery into the western territories.
- Enforcement of the new, stronger Fugitive Slave Act—forcing escaped blacks back to bondage—angered Northerners.
- Abolitionists (people who wanted an end to slavery) waged a propaganda war and interfered when fugitive slaves were captured. This, of course, angered Southerners.

FUGITIVE SLAVE BILL!

HON. HENRY WILSON
Will address the citizens on

Thursday Evening, April 3,

At the

At 7 o'clock, on the all-engrossing topics of the day—the FUGITIVE SLAVE BILL, the pro-slavery action of the National Government and the general aspect of the Slavery question.

Let every man and woman, without distinction of sect or party, attend the meeting and bear a testimony against the system which fills the prisons of a free republic with men whose only crime is a love of freedom—which strikes down the habeas corpus and trial by jury, and converts the free soil of Massachusetts into hunting ground for the Southern kidnapers.

Ashby, March 29, 1851.

White & Potter's Steam Press—4000 Impressions per hour—Spring Lane, Boston.

135,000 SETS, 270,000 VOLUMES SOLD.

UNCLE TOM'S CABIN



FOR SALE HERE.

AN EDITION FOR THE MILLION, COMPLETE IN 1 VOL., PRICE 37 1/2 CENTS.
" " IN GERMAN, IN 1 VOL., PRICE 50 CENTS.
" " IN 2 VOLS., CLOTH, 6 PLATES, PRICE \$1.50.
SUPERB ILLUSTRATED EDITION, IN 1 VOL., WITH 153 ENGRAVINGS.
PRICES FROM \$2.50 TO \$5.00.

The Greatest Book of the Age.

Uncle Tom's Cabin

In 1852 the novel *Uncle Tom's Cabin* swept the country. It vividly portrayed the horrors of slavery—even though its writer, Harriet Beecher Stowe, had almost no firsthand knowledge of the topic. The novel greatly increased antislavery, anti-South feelings among Northerners. Southerners saw the book as an inaccurate, twisted attack on their way of life. Stowe had hoped the novel would promote a peaceful end to slavery. Instead, it divided the nation even more.

(continued)



Focus on U.S. History:
The Era of the Civil War and Reconstruction

Name _____

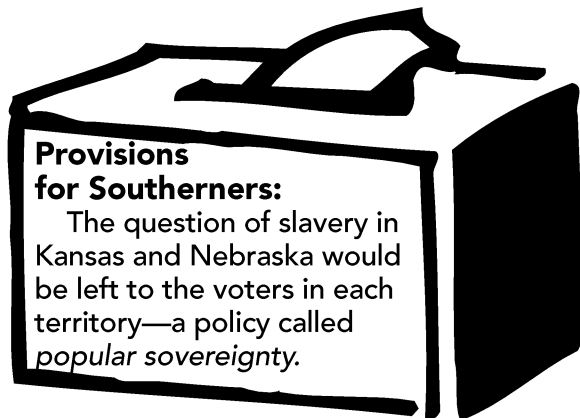
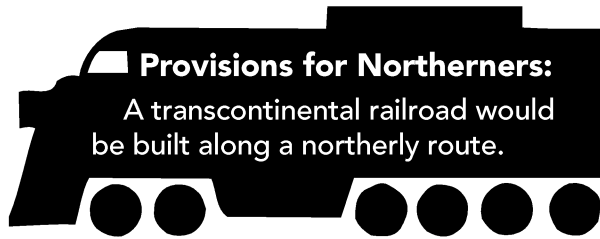
Date _____

UNIT 1
STUDENT BACKGROUND SHEET

The Road to War *(continued)*

The Kansas-Nebraska Act

North-South differences ran into each other head-on in Kansas. Both proslavery and antislavery settlers were pouring into this territory. It was time to set up a territorial government. Northern interests struck a deal with Southerners.



The Missouri Compromise had already banned slavery in the Kansas-Nebraska area. So, passage of the Kansas-Nebraska Act in 1854 totally outraged Northerners. Many switched to a radical antislavery stance. The newly formed Republican party, based on an antislavery policy, attracted members throughout the East and the Old Northwest (states like Ohio and Illinois, where the Northwest Ordinance had banned slavery since 1787).

"Bleeding Kansas"

Proslavery and antislavery forces turned Kansas into a battleground. "Border ruffians" from Missouri voted illegally and set up a proslavery government. They attacked the free town of Lawrence. John Brown and his followers killed proslavery settlers in revenge. The violence spilled over on the floor of the U.S. Senate. Congressman Preston Brooks, of South Carolina, beat Senator Charles Sumner, of Massachusetts, with a cane until he was unconscious in answer to the senator's antislavery speech "The Crime Against Kansas."

(continued)



Name _____

Date _____

UNIT 1
STUDENT BACKGROUND SHEET

The Road to War *(continued)*

The Supreme Court Steps In

In 1857, the U.S. Supreme Court issued a decision that deepened the North-South split yet more. Dred Scott, a black slave, sued for his freedom because he had lived with his master for a while in a free state and a free territory. The Court rejected Scott's claims. It said, first, that blacks were not citizens. It also declared that the Missouri Compromise was unconstitutional. Congress, the Court said, could not ban slavery from the territories.

Dred Scott lost his case, but his master freed him soon after. He worked as a hotel porter in St. Louis and died in 1858, after just one year of freedom.

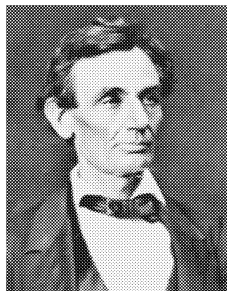
The gap between North and South widened. Many Northerners were now sure the South was aggressively trying to expand slavery throughout the West.

Presidential Politics

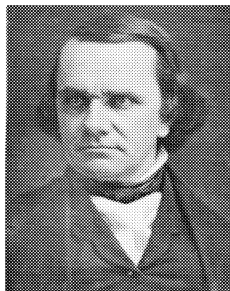
As you might expect, the North-South conflict expressed itself in the presidential elections. James Buchanan, representing the Democratic party and its policy of popular sovereignty, won the 1856 election. The Republicans made a strong showing, though, with their firm stand against slavery in the territories.

During the Illinois campaign for the Senate in 1858, a political newcomer rose to national attention. Republican Abraham Lincoln engaged in a series of debates against Stephen Douglas, the Democratic candidate. Lincoln focused the debates on the issue of slavery in the territories.

Lincoln lost the Senate election, but the Republican party had found its candidate for the 1860 presidential election. Democrats were deeply divided over the slavery question. A minor party fielded its own candidate. Here's how the 1860 presidential campaign looked:



Republican Party:
Abraham Lincoln



Democratic Party
(North):
Steven A. Douglas



Democratic Party
(South):
John C. Breckinridge



Constitutional Union Party:
John Bell

Lincoln emerged the winner.

(continued)



Name _____

Date _____

UNIT 1
STUDENT BACKGROUND SHEET

The Road to War *(continued)*

Secession, at Last

One northern observer called South Carolina, the hotbed of secessionism, "too small for a republic and too large for an insane asylum."

Seven southern states responded to Lincoln's election by deciding to **secede**—leave the Union, stop being members of the United States. In their eyes, the election proved that the rest of the country despised the South and its way of life. To protect itself, the South

needed to become independent, secessionists reasoned.

South Carolina was the first. By the day Lincoln took office in March 1861, seven southern states had seceded and formed a new nation, the Confederate States of America. The Confederacy started seizing federal property, including military posts, in the South. On April 12, 1861, Confederate forces started firing on Fort Sumter in Charleston harbor, South Carolina. Four more states immediately seceded. The Civil War had begun.

Time Line of Votes to Secede

December 1860	January 1861	February 1861	April 1861	May 1861
South Carolina	Georgia Florida Alabama Mississippi Louisiana	Texas	Virginia	Arkansas North Carolina Tennessee



Name _____

Date _____

UNIT 1
WORKSHEET 1

Mapping Slave and Free States

Directions: Use the map below to show the following information. Use a different color for each group of states. Label each state with its name.

- Seven southern states that seceded and formed the Confederate States of America. Note dates of secession for each.
- Southern states that joined the Confederacy after the attack on Fort Sumter. Note secession dates for each.
- Union states that allowed slavery.
- Free Union states.

Do the Union and Confederacy territories seem approximately equal or quite unequal?

