

Mrs. Audrey Donovan – Distance Learning Weeks 4 & 5 (May 11- May 22)

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<https://www.sites.google.com/site/mrsdonovansonlineclassroom>

Office Hours: Monday-Friday 9:30-11:30 AM

Weekly Support Zoom: Tuesdays at 10:30 AM for Students in Periods 1 &2

Thursdays at 10:30 AM for Students in Periods 3&4

English Language Arts Resources/Descriptions Directions:

~Our current essential question we are focusing on is: Civil War: How did the war between the states redefine America?

~ Work can be completed online through students Study Sync account, typing answers onto a word doc, or answering the questions using Pen and Paper

~NEWSELA articles can be accessed through PDF and work may be completed on a word document and emailed to me, or using Pen and Paper

~All Work Done, either online or Pen and Paper will need to be turned in on **Friday, May 15**

- StudySync Website: <https://my.mheducation.com/login>

Week 5 ELA will be “Workbooks” of Biographies of People from the Civil War

Social Studies Directions:

- The Civil War
- Each day complete ONE “workbook”
- Read the first page then answer the following workbook questions and activities
- You may answer the questions on a word document and then email or turn it in as a packet to Art Freiler School on Friday, May 15.
- Youtube videos are just extra support of the daily topic

Monday 5/11	Tuesday 5/12	Wednesday 5/13	Thursday 5/14	Friday 5/15
ELA	ELA	ELA	ELA	ELA
<p>Warm-Up</p> <p>Study Sync:</p> <p>“Narrative of the Life of Frederick Douglass, An American Slave”</p> <p>Read, Highlight, Annotate, Begin Think Questions</p> <p>https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/EbCQWuwIUvhGmPi9Y1Y5o6QBfTB8XjdQtcECdJ0zN3YSnQ?e=GyJBuz</p>	<p>Warm-Up</p> <p>Study Sync:</p> <p>“Narrative of the Life of Frederick Douglass, An American Slave”</p> <p>Finish Think Questions, Begin Focus Questions</p>	<p>Warm-Up</p> <p>Study Sync:</p> <p>“Chasing Lincoln's Killer”</p> <p>Read, Highlight, Annotate, Begin Think Questions</p> <p>https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/EVo6vcMzH3lOmmZfiSnBUewB92CV1mEluKXdYNWfxwAJ8Q?e=FCuBed</p>	<p>Warm-Up</p> <p>Study Sync:</p> <p>“Chasing Lincoln's Killer”</p> <p>Finish Think Questions, Begin Focus Questions</p>	<p>Warm Up</p> <p>Complete any unfinished work, if finished Read a novel of your choice, trying to identify the Moral of the story.</p>
History	History	History	History	History
<p>Civil War Daily Life</p> <p>https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/Ea43XRC9j79DkyDTc-rWeIYBDAsHWZN-ksg4lqi3H1VwzQ?e=8FSI2Y</p>	<p>Civil War Medicine</p> <p>https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/EZ7sGVieTJ5NhqRXjU_XSjUBeBQkKwLQqy0C52Vo2Nv7xg?e=al4kt0</p> <p>https://www.youtube.com/watch?v=IDYW P2fz4-E</p>	<p>Civil War Technology</p> <p>https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/ETTIBxwe4JRJqxOv8AAvSkMB6zYDo2Do0OlPb5jdZdUs1w?e=5nt8bU</p> <p>https://www.youtube.com/watch?v=WyX8mDz01n8</p>	<p>Civil War Uniforms</p> <p>https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/EZjchGEsj5Ev-kTGnUUvdgBqIvBqkt6ik1gmXfyhKSM3Q?e=ij6dTG</p> <p>https://www.youtube.com/watch?v=5maQA9TJMCA</p>	<p>The Battle of Gettysberg</p> <p>https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/EafA0jlbflhLqzONBbbszUBUdi yF0djzRRMkkHm6Ta82A?e=a2cekd</p> <p>https://www.youtube.com/watch?v=7ALyq3seK2g</p>

Monday 5/18	Tuesday 5/19	Wednesday 5/20	Thursday 5/21	Friday 5/22
ELA	ELA	ELA	ELA	ELA
<p>Frederick Douglass</p> <p>https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/ERNMIFP7RTRHgOewjJvWX8wBuGhuC8BuIqJoVQ3QOAl3Q?e=SYaby p</p>	<p>Jefferson Davis</p> <p>https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/Eb1hreD0ow9Eh3g13kAtACcBxnXbrnCKOUfZ4iSeumeZQA?e=jdFx1L</p>	<p>John Brown</p> <p>https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/EWUvzIPRXBFHIPDeek8RjDMBHCKqnEFx7mIXwMo_5tuwSg?e=BC5FCc</p>	<p>Robert E. Lee</p> <p>https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/EYEkrlkyYdlvQiemypBTZYB5zBBNmT-QRFX84pIT87-tA?e=zR6UE8</p> <p>https://www.youtube.com/watch?v=jiuwO5N6SOw</p>	<p>Ulysses S. Grant</p> <p>https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/EfrGkeFoYPJJg6GXrD6a0XUBMyljT8G-Z0b_JWWLok8C-g?e=f5AVuq</p> <p>https://www.youtube.com/watch?v=73WC1LHUGqQ</p>
History	History	History	History	History
<p>Underground Railroad</p> <p>https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/Ef8aQURQ-f1KjMnncGheF1oBC6D1j1WAnjal1q_hKRL-jQ?e=e7E2Ve</p> <p>https://www.youtube.com/watch?v=Dv7YhVKFqbQ</p>	<p>Emancipation Proclamation</p> <p>https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/Ed3xaA5ZrEpDhWwUhgfvlb0Be1qOoPZye0-CGZ9vk_YCxxg?e=pWGC11</p> <p>https://www.youtube.com/watch?v=v9pjv01_oto</p>	<p>Sherman's March to the Sea</p> <p>https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/EZ9B-KeCKn5Dum_-NmXGTeEB7aeVhVpiNUYIJlJelLmg-w?e=gJfVyb</p>	<p>Surrender of the South</p> <p>https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/ERciurwIThDpTYB917zHgwBeMcPUEIIC9CdDnfuhUDUUA?e=aDf7Mh</p>	<p>Civil War Reconstruction</p> <p>https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/Eala6Lo_j0hKoZhMTpLUpmkBkd05mSOmiGR8s83vJeuNxxg?e=OgQPQg</p> <p>https://www.youtube.com/watch?v=6CKcGj4Cq8E</p>

Distance Learning Week 4 Warm-Ups:

1. Monday, May 11, National Eat What You Want Day, what is your favorite thing to eat/snack on during quarantine? Don't forget to use descriptive words!
2. Tuesday, May 12 National Limerick Day, A limerick is a type of poem, write a poem about Quarantine. Be Creative!
3. Wednesday, May 13, National Apple Pie Day, if you could bake an apple pie and deliver it to any ONE person right now, who would it be and why?
4. Thursday, May 14 National Dance Like a Chicken Day, Set a timer for one minute and Dance! Write about how you felt after!
5. Friday, May 15 National Endangered Species Day, what is your favorite animal on the endangered species list? What do you think we can do to help protect the animals and wildlife on the list?

“Narrative of the Life of Frederick Douglass, An American Slave” Discussion Questions:

Think Questions:

1. Identify textual evidence from the excerpt that reveals why learning to read was so important to Frederick Douglass when he was a boy.
2. What parallels, or similarities, do you see between the books Douglass reads and his own life? Cite textual evidence from the excerpt to support the similarities you find.
3. What does Douglass learn about the history of slavery through the books that he reads that lead him to detest his master, even though in some ways, as a boy, Douglass felt he was “much better off” than some of the white boys in his neighborhood. Cite textual evidence to support your answer.
4. Use context to determine the meaning of the word unabated as it is used in *Narrative of the Life of Frederick Douglass, An American Slave*. Write your definition of unabated here and tell how you found it.
5. Remembering that the Latin root “nunci” means “to speak or carry a message” and the prefix “de” means “from or against,” use the context clues provided in the passage to determine the meaning of denunciation. Write your definition of denunciation here.

Focus Questions:

1. Explain the way Douglass infers, through word choice and description, how he regards himself as the equal of the “little white boys” he sees on the street. Highlight textual evidence that supports your answer and write a brief annotation to explain it.
2. Douglass does not begin to detest his master, and regard his enslavers as the “most wicked of men,” until he reads “The Columbian Orator.” What is it about this text and its content that really disturbs him, apart from the idea that he might not be able to escape slavery?
3. In the first paragraph, Douglass writes that he does not want to reveal the names of the white boys who taught him to read, because “it is an almost unpardonable offence.” What personal comment does Douglass add to this statement? What does he later come to realize when he reads one of Sheridan’s speeches in “The Columbian Orator” and what distinctions does he make between these ideas? Highlight textual evidence that supports your answer.
4. Informational texts blend facts and details about events, individuals, and ideas. Each of these details interact and combine in a text, often resulting in cause-and-effect relationships. Trace the cause-and effect relationships in *Narrative of the Life of Frederick Douglass, An American Slave* and how they result in Douglass feeling tormented “with a sense of my wretched condition.” Highlight textual evidence that supports your answer
5. Douglass frequently uses figurative language, and specifically certain figures of speech, to help readers understand his situation in vivid and dramatic ways. Identify the figure of speech Douglass uses in the third paragraph of the excerpt. What does it mean, and in what way does it indicate an important turning point in his life? Highlight textual evidence that supports your answer and write a brief annotation to explain it.
6. How would Douglass’ narrative have been different if he had been born and grown up after the Civil War? Highlight examples from the text and explain how Douglass’ life would have been redefined by the Civil War. Write brief annotations to explain your answers.

“Chasing Lincoln's Killer” Discussion Questions:

Think Questions:

1. What were some of the key events that outraged John Wilkes Booth and led him to decide to assassinate President Lincoln? Cite evidence from the text to support your answer.
2. Why did Booth go to Ford's Theater on the morning of April 14, 1865? What unexpected news did he hear while at the theater? Cite evidence from the text to support your answers.
3. Citing evidence from the text, explain why Ford's Theater was an ideal place for Booth to attempt to assassinate Lincoln.
4. Use context clues in the passage to determine the meaning of the word **tyrant** as it is used in *Chasing Lincoln's Killer*. Write your definition of **tyrant** here and explain how you arrived at the definition.
5. Remembering that the Latin suffix “or” means “a person who has” and the meaning of the base word **property**, determine the meaning of **proprietor**. Write your definition of **proprietor** here and explain how you found it.

Focus Questions:

6. Explain how, throughout the text, the author presents the South's defeat in the Civil War as a deeply personal event for John Wilkes Booth. Highlight evidence from the text and make annotations to support your answer.
7. How did John Wilkes Booth's profession help him with his plan to kill the president? Highlight your textual evidence and make annotations to explain your choices.
8. What idea expressed by Lincoln in his speech at the Executive Mansion on the evening of April 11th angered Booth the most? Why did this particular idea anger Booth? Highlight textual evidence that supports your answer and write an annotation to explain it.
9. What event occurred on April 4th that outraged Booth and, according to the author, made him think of Lincoln as a *tyrant*? Why might Lincoln's action on this day have affected Booth so negatively? Highlight evidence from the text and make annotations to explain your choices.
10. What evidence does the author, James Swanson, include in the passage in support of the idea that John Wilkes Booth was a somewhat reckless person? Highlight details that support your answer and write an annotation to explain it.

First Read: Narrative of the Life of Frederick Douglass, An American Slave

Read

The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent of errands, I always took my book with me, and by going one part of my errand quickly, I found time to get a lesson before my return. I used also to carry bread with me, enough of which was always in the house, and to which I was always welcome; for I was much better off in this regard than many of the poor white children in our neighborhood. This bread I used to bestow upon the hungry little urchins, who, in return, would give me that more valuable bread of knowledge. I am strongly tempted to give the names of two or three of those little boys, as a testimonial of the gratitude and affection I bear them; but **prudence** forbids;—not that it would injure me, but it might embarrass them; for it is almost an unpardonable offence to teach slaves to read in this Christian country. It is enough to say of the dear little fellows, that they lived on Philpot Street, very near Durgin and Bailey's ship-yard. I used to talk this matter of slavery over with them. I would sometimes say to them, I wished I could be as free as they would be when they got to be men. "You will be free as soon as you are twenty-one, but I am a slave for life! Have not I as good a right to be free as you have?" These words used to trouble them; they would express for me the liveliest sympathy, and console me with the hope that something would occur by which I might be free.

I was now about twelve years old, and the thought of being a slave for life began to bear heavily upon my heart. Just about this time, I got hold of a book entitled "The Columbian **Orator**." Every opportunity I got, I used to read this book. Among much of other interesting matter, I found in it a dialogue between a master and his slave. The slave was represented as having run away from his master three times. The dialogue represented the conversation which took place between them, when the slave was retaken the third time. In this dialogue, the whole argument in behalf of slavery was brought forward by the master, all of which was disposed of by the slave. The slave was made to say some very smart as well as impressive things in reply to his master—things which had the desired though unexpected effect; for the conversation resulted in the voluntary emancipation of the slave on the part of the master.

In the same book, I met with one of Sheridan's mighty speeches on and in behalf of Catholic emancipation. These were choice documents to me. I read them over and over again with **unabated** interest. They gave tongue to interesting thoughts of my own soul, which had frequently flashed through my mind, and died away for want of utterance. The moral which I gained from the dialogue was the power of truth over the conscience of even a slaveholder. What I got from Sheridan was a bold **denunciation** of slavery, and a powerful **vindication** of human rights.

The reading of these documents enabled me to utter my thoughts, and to meet the arguments brought

forward to sustain slavery; but while they relieved me of one difficulty, they brought on another even more painful than the one of which I was relieved. The more I read, the more I was led to abhor and detest my enslavers. I could regard them in no other light than a band of successful robbers, who had left their homes, and gone to Africa, and stolen us from our homes, and in a strange land reduced us to slavery. I loathed them as being the meanest as well as the most wicked of men. As I read and contemplated the subject, behold! that very discontentment which Master Hugh had predicted would follow my learning to read had already come, to torment and sting my soul to unutterable anguish. As I writhed under it, I would at times feel that learning to read had been a curse rather than a blessing. It had given me a view of my wretched condition, without the remedy. It opened my eyes to the horrible pit, but to no ladder upon which to get out. In moments of agony, I envied my fellow-slaves for their stupidity. I have often wished myself a beast. I preferred the condition of the meanest reptile to my own. Any thing, no matter what, to get rid of thinking! It was this everlasting thinking of my condition that tormented me. There was no getting rid of it. It was pressed upon me by every object within sight or hearing, animate or inanimate. The silver trumpet of freedom had roused my soul to eternal wakefulness. Freedom now appeared, to disappear no more forever. It was heard in every sound, and seen in every thing. It was ever present to torment me with a sense of my wretched condition. I saw nothing without seeing it, I heard nothing without hearing it, and felt nothing without feeling it. It looked from every star, it smiled in every calm, breathed in every wind, and moved in every storm.

Annotations

First Read: Chasing Lincoln's Killer

Read

From the Prologue

Four days later, John Wilkes Booth was drinking with a friend at a saloon on Houston Street in New York City. Booth struck the bar table with his fist and regretted a lost opportunity. "What an excellent chance I had, if I wished, to kill the president on Inauguration Day! I was on the stand, as close to him nearly as I am to you."

Crushed by the fall of Richmond, the former rebel capital, John Wilkes Booth left New York City on April 8 and returned to Washington. The news there was terrible for him. On April 9, Confederate General Robert E. Lee and the Army of Northern Virginia surrendered to Union General Grant at Appomattox. Booth wandered the streets in despair.

On April 10, Abraham Lincoln appeared at a second-floor window of the Executive Mansion, as the White House was known then, to greet a crowd of citizens celebrating General Lee's surrender. Lincoln did not have a prepared speech. He used humor to entertain the audience.

"I see that you have a band of music with you. ...I have always thought 'Dixie' one of the best tunes I have ever heard. Our adversaries ...attempted to appropriate it, but I insisted yesterday we fairly captured it. ...I now request the band to favor me with its performance."

On the night of April 11, a torchlight parade of a few thousand people, with bands and banners, assembled on the semicircular driveway in front of the Executive Mansion. This time Lincoln delivered a long speech, without gloating over the Union victory. He intended to prepare the people for the long task of rebuilding the South. When someone in the crowd shouted that he couldn't see the president, Lincoln's son Tad, volunteered to illuminate his father. When Lincoln dropped each page of his speech to the floor it was Tad who scooped them up.

Lincoln continued: "We meet this evening, not in sorrow, but in gladness of heart." He described recent events and gave credit to Union General Grant and his officers for the successful end to the war. He also discussed his desire that black people, especially those who had served in the Union army, be granted the right to vote. As Lincoln spoke, one observer, Mrs. Lincoln's dressmaker, Elizabeth Keckley, a free black woman, standing a few steps from the president, remarked that the lamplight made him "stand out boldly in the darkness." The perfect target. "What an easy matter would it be to kill the president as he stands there! He could be shot down from the crowd," she whispered, "and no one would be able to tell who fired the shot."

In that crowd standing below Lincoln was John Wilkes Booth. He turned to his companion, David Herold, and objected to the idea that blacks and former slaves would become voting citizens. In the darkness, Booth threatened to kill Lincoln: "Now, by God, I'll put him through."

And as Booth left the White House grounds, he spoke to companion and co-conspirator Lewis Powell: "That is the last speech he will ever give."

On the evening of April 13, Washington celebrated the end of the war with a grand illumination of the city. Public buildings and private homes glowed from candles, torches, gaslights, and fireworks. It was the most beautiful night in the history of the capital.

John Wilkes Booth saw all of this — the grand illumination, the crowds delirious with joy, the insults to the fallen Confederacy and her leaders. He returned to his room at the National Hotel after midnight. He could not sleep.

Chapter I

John Wilkes Booth awoke depressed. It was Good Friday morning, April 14, 1865. The Confederacy was dead. His cause was lost and his dreams of glory over. He did not know that this day, after enduring more than a week of bad news, he would enjoy a stunning reversal of fortune. No, all he knew this morning when he crawled out of bed was that he could not stand another day of Union victory celebrations.

Booth assumed that the day would unfold as the latest in a blur of days that had begun on April 3 when the Confederate capital, Richmond, fell to the Union. The very next day, the **tyrant** Abraham Lincoln had visited his captive prize and had the nerve to sit behind the desk occupied by the first and last president of the Confederate States of America, Jefferson Davis. Then, on April 9, at Appomattox Court House, Virginia, General Robert E. Lee and his beloved Army of Northern Virginia surrendered. Two days later, Lincoln had made a speech proposing to give blacks the right to vote, and last night, April 13, all of Washington had celebrated with a grand illumination of the city. These days had been the worst of Booth's young life.

Twenty-six years old, impossibly vain, an extremely talented actor, and a star member of a celebrated theatrical family, John Wilkes Booth was willing to throw away fame, wealth, and a promising future for the cause of the Confederacy. He was the son of the legendary actor Junius Brutus Booth and brother to Edwin Booth, one of the finest actors of his generation. Handsome and appealing, he was instantly recognizable to thousands of fans in both the North and South. His physical beauty astonished all who saw him. A fellow actor described his eyes as being "like living jewels." Booth's passions included fine clothing, Southern honor, good manners, beautiful women, and the romance of lost causes.

On April 14, Booth's day began in the dining room of the National Hotel, where he ate breakfast. Around noon, he walked over to nearby Ford's Theatre, a block from Pennsylvania Avenue, to pick up his mail: Ford's **customarily** accepted personal mail as a **courtesy** to actors. There was a letter for Booth.

That same morning a letter arrived at the theater for someone else. There had been no time to mail it, so its sender, First Lady Mary Todd Lincoln, had used the president's messenger to hand-deliver it to the owners of Ford's Theater. The mere arrival of the White House messenger told them the president was coming to the theater tonight! Yes, the president and Mrs. Lincoln would attend this evening's performance of the popular if silly comedy *Our American Cousin*. But the big news was that General Ulysses S. Grant was coming with them.

The Lincolns had given the Fords enough advance notice for the **proprietors** to decorate and join together the two theater boxes –seven and eight –that, by removal of a partition, formed the president's box at the theater.

By the time Booth arrived at the Theater, the president's messenger had come and gone. Some time between noon and 12:30 P.M., as he sat on the top step in front of the entrance to Ford's reading his letter, Booth heard the big news: In just eight hours, the man who was the subject of all his hating and plotting would stand on the very stone steps where he now sat. Here. Of all places, Lincoln was coming here.

Booth knew the layout of Ford's **intimately**: the exact spot on Tenth Street where Lincoln would step out of his carriage, the box inside the theater where the president sat when he came to a performance, the route Lincoln could walk and the staircase he would climb to the box, the dark underground passageway beneath the stage. He knew the narrow hallway behind the stage where a back door opened to the alley and he knew how the president's box hung directly above the stage.

Though Booth had never acted in *Our American Cousin*, he knew it well –its length, its scenes, its players and, most important, the number of actors onstage at any given moment during the performance. It was perfect. He would not have to hunt Lincoln. The president was coming to him.

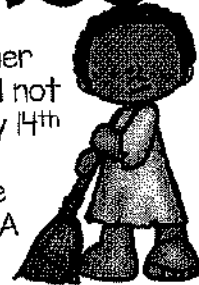
Excerpted from *Chasing Lincoln's Killer* by James Swanson, published by Scholastic Inc.

Annotations

FREDERICK DOUGLASS

Early Life

Frederick Douglass was born on a plantation in Talbot County, Maryland. His mother was a slave, so he became a slave too. His birth name was Frederick Bailey. He did not know who his father was or the exact date of his birth. He later chose February 14th as his birthday and estimated he was born in 1818. Life as a slave was difficult, especially for children. At the age of seven, Frederick was sent to live at the Wye House plantation. He rarely saw his mother, who died when he was ten years old. A few years later, Frederick was sent to serve the Auld family in Baltimore.



Education

Around twelve, Frederick's master's wife, Sophia Auld, began teaching Frederick the alphabet. At the time it was illegal to teach slaves to read, so when Mr. Auld found out, he forbid his wife to continue. However, Frederick was intelligent and desired to read, so he secretly taught himself to read and write through observing others and watching white children during their studies.



Beliefs

Once Douglass learned to read, he was able to understand newspapers and articles about slavery. He formed his views on human rights and how people should be treated. Frederick taught other slaves to read, but this eventually got him into trouble. He was forced to move to another farm, where he was beaten by his owner to break his spirit. Frederick was only strengthened to gain his freedom though.

Escape

Douglass carefully planned his escape in 1838. He disguised himself as a sailor and carried papers showing he was a free black seaman. He boarded a train to the North on September 3rd, 1838, where he traveled for 24 hours before arriving in New York as a free man. He married his first wife, Anna Murray, and settled down in New Bedford, Massachusetts. They were married 44 years and had five children together.



Abolitionist

Douglass met other people who were against slavery in Massachusetts. These people were known as abolitionists because they wanted to "abolish" slavery. Frederick started speaking at meetings about his slave experiences. He was an eloquent speaker who moved people with his stories. He became well-known, but this fame put him in danger of being captured by his former slave owners. To avoid being re-enslaved, he traveled to Ireland and Britain to speak about slavery.



Publications

Frederick Douglass wrote his story of slavery in his autobiography, *Narrative of the Life of Frederick Douglass*. This book became a best seller and he went on to write two more stories about his life: *My Bondage and My Freedom* and *Life and Times of Frederick Douglass*.

Equality

Douglass believed in equal rights for all people, including women. He was outspoken in his support for women's suffrage, or right to vote. He worked with women's rights activists, such as Elizabeth Cady Stanton, and attended the first ever women's rights convention held at Seneca Falls, New York in 1848.

Civil War and Legacy

During the Civil War, Douglass fought for the rights of black soldiers. When the South announced they would execute or enslave any captured black soldiers, Douglass insisted that President Lincoln respond. Lincoln warned the Confederacy for every Union prisoner killed, he would execute a Rebel soldier. Douglass met with the U.S. Congress and President Lincoln to insist black soldiers receive equal pay and treatment. Douglass died February 20th, 1895 from either a heart attack or a stroke. His legacy continues in his writings and several monuments.

Name _____

FREDERICK DOUGLASS

Matching: Match each term with its description.

1. _____ Maryland	A. The mother of this family taught Frederick to read
2. _____ Abolitionist	B. Frederick traveled to this place and Britain
3. _____ Ireland	C. Douglass fought for their rights during the Civil War
4. _____ Women	D. Douglass learned to do this, unusual for slaves
5. _____ Soldiers	E. State in which Douglass was born
6. _____ Read	F. Douglass escaped to this state in 1838
7. _____ Slave	G. Douglass fought for the suffrage of these people
8. _____ New York	H. Douglass disguised himself as this to escape
9. _____ Auld	I. People who wanted to end slavery
10. _____ Sailor	J. Douglass spent his early life as this

Multiple Choice: Choose the best answer.

11. How did Frederick Douglass become a slave?

- A. He was captured during the Civil War and made a slave.
- B. He was sold into slavery by his mother.
- C. His mother was a slave, so he automatically became a slave too.
- D. His plantation was taken over by Southern troops.

12. Why did Mr. Auld mostly make Mrs. Auld stop teaching Frederick to read?

- A. It was illegal for slaves to learn to read.
- B. He did not want any of this slaves to be educated.
- C. He did not want Frederick to be smarter than his own children.
- D. He did not believe blacks should be educated.

13. Why was it dangerous for Frederick Douglass to become famous?

- A. He would likely be assassinated.
- B. He would be captured by his former owners.
- C. He would not be a good representative for slaves.
- D. He would kill anyone who spoke out against him.

14. Other than slaves, whose rights did Frederick Douglass fight for?

- A. Women and Children
- B. Women and Latinos
- C. Women and Black Soldiers
- D. Black and Latino Soldiers

15. What types of books did Frederick Douglass write?

- A. Comedies
- B. Historical Fiction
- C. Autobiographies
- D. Biographies



JEFFERSON DAVIS



Early Life

Jefferson Davis was born in a log cabin in Kentucky on June 3, 1808. His parents named him after the third president, Thomas Jefferson. He was called "Jeff" by his family. His middle name was Finis, Latin for final, because his parents expected he would be the last of their ten children. When Jefferson was two years old their family moved to Mississippi and lived on a small farm. Jefferson had a happy childhood fishing, shooting, riding horses, and working on his family farm. He went to local schools and boarding schools away from home. When Jefferson was 16 years old his father died of malaria. Jefferson attended Transylvania University where he studied to become a lawyer. After graduating, his brother helped him get accepted to West Point Military Academy.

Soldier

Jefferson Davis graduated from West Point in 1824 and began his military career. He served in the army mostly on the frontier, where he was involved in some small skirmishes with Native Americans. He fell in love with his commanding officer's daughter, Sarah Knox Taylor, and married her in 1835. Her father and future president, Zachary Taylor, did not approve of the marriage. Jefferson resigned from the military and he and Sarah moved to Mississippi. Sadly Sarah died a few months later from malaria.

Politics

Jefferson spent several years working on his plantation before beginning his political career. He was elected to the U.S. House of Representatives in 1845. He was well known for his powerful speeches and strong belief in states' rights.

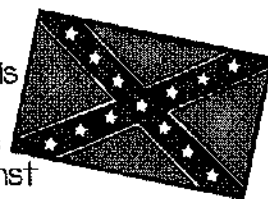


Mexican-American War

In 1846 the Mexican-American War broke out and Davis resigned from Congress and returned to the military. He served under General Zachary Taylor once again. Jefferson Davis was known for his leadership skills in battle during the war. He was appointed to fill an open Senate seat by the governor of Mississippi in 1847. He served on the U.S. Senate until 1851 when he became the U.S. Secretary of War under President Franklin Pierce in 1853. Pierce lost the re-election, but Davis was elected to the Senate again in 1857.

Confederate President

Mississippi seceded from the Union on January 9, 1861. Davis resigned from his Senator position and returned home to Mississippi. The Confederate Constitutional Convention in Montgomery, Alabama voted to make Davis the President of the Confederate States on February 9, 1861. Despite being against secession, Davis took the job because he considered it his duty.



Civil War

Davis initially hoped the North would let the South secede in peace, but he soon learned that Abraham Lincoln was not going to allow that. Lincoln did not turn over Fort Sumter to the Confederacy prompting Davis to authorize Confederate troops to attack. This marked the start of the Civil War. Davis appointed many of his fellow cadets from West Point to lead Confederate troops. The South saw some success, but eventually the larger population and wealth of the North won out. The South's economy was strangled by Union blockades. Confederate money became nearly worthless, but there was little Davis could do.

After the War

Davis attempted to gather forces to fight even after Robert E. Lee surrendered at Appomattox on April 9, 1865. He found little support though and the South was finished fighting. On May 10, 1865, Davis was captured in Georgia and spent two years in prison in Virginia. After he got out of prison Davis traveled and worked some odd jobs, including running an insurance company. Eventually he settled down and wrote a book about the Confederacy called *The Rise and Fall of the Confederate Government*.

Name _____

Jefferson Davis

Matching: Match each term with its description.

1. ____ Mexican-American	A. Davis was captured in this state after the Civil War
2. ____ Finis	B. Jefferson Davis married his daughter
3. ____ West Point	C. Davis took this position under President Franklin Pierce
4. ____ Mississippi	D. Disease that claimed the lives of Jefferson's father
5. ____ Confederacy	E. Davis was named after this U.S. President
6. ____ Jefferson	F. Military academy attended by Jefferson Davis
7. ____ Taylor	G. Davis resigned from Congress to fight in this war
8. ____ Georgia	H. Davis was voted president of this
9. ____ Secretary of War	I. Davis' family moved here when he was two years old
10. ____ Malaria	J. Jefferson's middle name

Multiple Choice: Choose the best answer.

10. Which best describes Jefferson Davis' childhood?

- A. Challenging B. Troubled C. Happy D. Boring

11. Why did Jefferson Davis resign from the military and return to Mississippi in 1835?

- A. He wanted to attend West Point.
B. His father-in-law and commanding officer did not approve of his marriage.
C. He wanted to fight in the Mexican-American War.
D. Mississippi seceded from the Union and he resigned.

12. What caused Davis to lose his job as Secretary of War?

- A. He was fired for poor performance.
B. Mississippi seceded from the Union so he returned home.
C. He had a disagreement with the U.S. President.
D. Franklin Pierce lost the presidential election.

13. Why did Jefferson accept the job of Confederate President even though he was against secession?

- A. He felt it was his duty.
B. He wanted to defeat Abraham Lincoln.
C. He thought he could convince Abraham Lincoln to allow the South to secede.
D. He felt sorry for the people of the South.

14. What was Jefferson Davis' punishment for serving as the Confederate President?

- A. He served ten years in prison. B. He served two years in prison.
C. He was executed by the government. D. He was excommunicated from America.



Jefferson Davis

Complete the graphic organizer about Davis using the article.

Thought:

Said:

Achievements:

Loved:

Traveled to:

Name _____

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JOHN BROWN AND THE HARPERS FERRY RAID

John Brown

An abolitionist named John Brown was passionate in his effort to make slavery in America illegal. He attempted to help escaped slaves from the South. The abolitionist movement had been peaceful, which was frustrating to John. He felt slavery was horrific and should be put to an end, using any means necessary, including violence.



Brown's Plan

John Brown spent many years protesting slavery and became impatient with the lack of progress abolitionists had made. He devised a plan to end slavery in the South once and for all. He planned to organize and arm the slaves in the South, allowing them to revolt and gain their freedom. There were around 4 million slaves in the South, so if they all revolted simultaneously, they would easily overtake their masters. In 1859 Brown planned to take over the federal weapons arsenal at Harpers Ferry, Virginia, where thousands of muskets and other weapons were stored. Brown would take control of these weapons to arm southern slaves. He tried to get abolitionist leader and former slave, Frederick Douglass, to participate, but Douglass saw his plan as a suicide mission and declined.

The Raid

Brown gathered his small force for the raid on October 16, 1859. A total of 21 men participated- 16 white men, three free black men, one freed slave, and one fugitive slave. Initially, the raid was successful and they captured the arsenal. However, Brown's plan was reliant on local slaves coming to his aid, but this never happened. The local townspeople and militia surrounded Brown and his men. Some of the men were killed and the others moved to a small engine house known today as John Brown's Fort.

Brown's Capture

Two days after the raid, on October 18, a group of Marines led by Colonel Robert E. Lee arrived. Brown refused their offer to surrender, causing Lee's Marines to attack. They quickly broke down the door to the engine house and captured the men inside the building. Brown was taken prisoner, but ten of his men were killed, including two of his sons. A third son was captured and later hanged to death.

Outcome

Brown and four of his men were convicted of treason. They were hanged to death on December 2, 1859. Even though Brown's raid was a failure, he became a martyr for abolitionists' cause. The story spread throughout the United States. Many northerners did not agree with his violent methods, but were supportive of his idea that slavery should be abolished. In less than a year later, the Civil War started, dividing the North and the South.

Name _____

John Brown and Harpers Ferry

Matching: Match each term with its description.

1. _____ Robert E. Lee	A. John Brown's punishment
2. _____ Douglass	B. Someone who is against slavery
3. _____ treason	C. Someone who dies for a cause
4. _____ abolitionist	D. Refused to participate in Brown's plan
5. _____ Civil War	E. Brown was convicted of this
6. _____ arsenal	F. Started less than a year after Brown's raid
7. _____ martyr	G. Place where weapons are stored
8. _____ hanged to death	H. Led capture of Brown and his men

Multiple Choice: Choose the best answer.

9. In what way did John Brown differ from many other abolitionists?

- A. He believed slaves should only live in the South.
- B. He believed slaves should be paid for their work.
- C. He believed slavery must be stopped, even if that meant violence.
- D. He believed slavery should only be legal below the Mason-Dixon Line.

10. What is the main reason John Brown's plan failed?

- A. He was unable to take over the arsenal.
- B. He could not get the help of Frederick Douglass.
- C. He could not get enough men to help him.
- D. The local slaves did not revolt like he planned.

11. How many of Brown's sons were killed as a result of the Raid of Harper's Ferry?

- A. Two
- B. Three
- C. Four
- D. Five

12. Why was John Brown seen as a martyr?

- A. He died fighting for a cause he believed in strongly.
- B. He was hanged by a corrupt government.
- C. He did not receive a fair trial.
- D. He was supported by abolitionists.

13. Why did Frederick Douglass mainly refuse to participate in John Brown's raid?

- A. He was a pacifist, did not agree with violence.
- B. He saw the raid as a suicide mission.
- C. He thought John Brown was mentally unstable.
- D. He did not want to get in trouble with the government.

14. "Talk! Talk! Talk! That will never free the slaves. What is needed is action-action."
"If you want my blood, you can have it any moment, with this mockery of a trial."
"If you die, you die in a good cause, fighting for liberty. If you must die, die like a man."

Based on the quotes from John Brown, how did he feel about his hanging?

- A. He was content with dying for his beliefs.
- B. He disagreed with the decision made to execute him.
- C. He was indifferent on the decision.
- D. He wanted to delay his hanging for a period of time.

Excerpt From: *John Brown* by William W. Patton

Old John Brown's body lies moldering in the grave,
While weep the sons of bondage whom he ventured all to save,
But tho he lost his life while struggling for the slave,
His soul is marching on.

John Brown was a hero, undaunted, true and brave,
And Kansas knows his valor when he fought her rights to save,
Now, tho the grass grows green above his grave,
His soul is marching on.

15. What is the poet's tone toward John Brown?

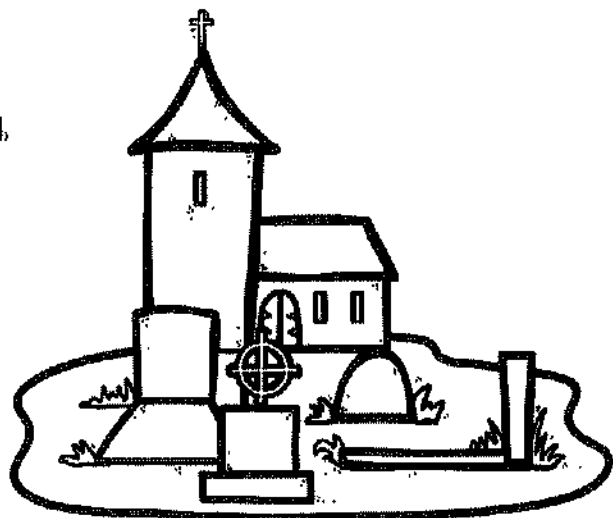
- A. Critical
- B. Admiring
- C. Sarcastic
- D. Judgmental

16. What is the best meaning of moldering, as used in the first stanza?

- A. Slowing disintegrating
- B. Sleeping
- C. Lying
- D. Dying

17. What is personified in the poem?

- A. The grave
- B. The grass
- C. Kansas
- D. Brown's sons



Name _____

CRIMINAL OR HERO?

Do you think John Brown was a criminal or hero? Complete the chart below giving reasons to support both sides.

CRIMINAL	HERO

Write one paragraph stating whether or not you think John Brown was a criminal or hero? Give at least three reasons supporting your claim.

[illegible]

ROBERT E. LEE



Early Life

On January 19, 1807 Robert Edward Lee was born in Stratford Hall, Virginia to Henry and Ann Lee. Robert's father was a hero who earned the nickname "Light Horse Harry" during the Revolutionary War and was the governor of Virginia from 1791 to 1794. Lee's mother, Ann Carter, came from a wealthy family. Despite this pedigree, the Lees were not rich because Henry had made some bad business deals and lost the family's money. He went into debtor's prison when Robert was only two years old and to the West Indies a few years later and never returned.

West Point

Robert saw the military as a great way to get a free education and have a career since his family had no money. At age 18 he entered the West Point Military Academy and graduated near the top of his class in 1829. He joined the Army Corps of Engineers where he built forts and bridges for the army.

Family

Robert married Mary Custis, who came from a famous family, in 1831. She was the great-granddaughter of Martha Washington. They had seven children—three boys and four girls.

Making a Name

Lee first encountered combat during the Mexican-American War where he reported to General Winfield Scott who later said Lee was one of the best soldiers he had ever seen in battle. For his war efforts, Lee was promoted to colonel and made a name for himself as a military leader. John Brown led his raid at Harpers Ferry in 1859 as a protest of slavery in the South and hoped to start up a revolt among slaves. Lee led one group of marines sent to stop the raid. They quickly subdued John Brown and his men once they arrived. Robert E. Lee once again made a name for himself.

Civil War

Even though Robert E. Lee was personally against secession, he was a staunch supporter of his home state of Virginia's cause. When Virginia seceded in February of 1861, Lee resigned his commission to join the Northern Virginia forces in April. He was offered an important Union military position prior to his resignation, but chose to remain faithful to his home state and people. During the Civil War, Lee commanded one of the most important armies of the Confederacy. The Virginia army fought many key battles on the eastern front. Lee chose talented officers like Thomas "Stonewall" Jackson and Jeb Stuart. Lee was known as "Grey Fox" for his cunning leadership. The Confederate armies were constantly outnumbered by Union soldiers, but Lee and his men managed to prevail in many battles due to their brilliance and courage. When they were unable to win, they retreated successfully. Lee was the best military commander of the Confederation and the biggest threat to Union troops. Even though Lee fought brilliantly, the overwhelming numbers of the Union forces eventually forced Lee to surrender on April 9, 1865 to Ulysses S. Grant in Appomattox, Virginia. He negotiated good terms for his soldiers, who were allowed to return home.

Post-War

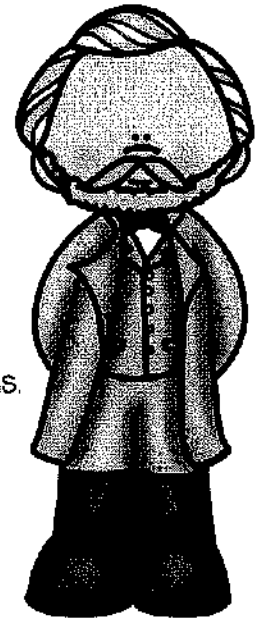
Lee could have been tried and hanged as a traitor of the United States after the war, but was forgiven by President Lincoln. He served as the president of Washington College in Lexington, Virginia where he worked until he died from a pneumonia in 1870. He only wished for peace and healing for the United States after the Civil War.

Name _____

Robert E. Lee

Multiple Choice: Choose the best answer.

- 1) Which is an accurate statement about Robert E. Lee's childhood?
 - A. His father was extremely wealthy.
 - B. His father was the president of Washington College in Lexington, Virginia.
 - C. His mother spent time in debtor's prison for her gambling addiction.
 - D. Despite his strong pedigree, his family was deep in debt and his father left.
- 2) Which of the following best describes Lee's experience at West Point?
 - A. Disappointing
 - B. Challenging
 - C. Successful
 - D. All of the Above
- 3) Which of the following does NOT describe Robert E. Lee's family?
 - A. His mother, Ann Carter, came from a wealthy family.
 - B. His father moved to the West Indies and never returned.
 - C. His wife was the great-granddaughter of Martha Washington.
 - D. He had seven children- four boys and three girls.
- 4) What was General Winfield Scott's opinion of Robert E. Lee?
 - A. He felt Lee was one of the best soldiers he had ever seen in battle.
 - B. He felt Lee was overly confident in his abilities in battle.
 - C. He felt Lee had a great amount of potential.
 - D. He felt Lee was a good leader, but needed to work on his fighting skills.
- 5) What was Robert E. Lee's role in the Harpers Ferry Raid?
 - A. He supported Brown in his fight against slavery.
 - B. He protected Brown in his raid of the Harpers Ferry arsenal.
 - C. He led troops to quickly stop Brown's raid of Harpers Ferry.
 - D. He agreed with John Brown, but was forced to stop him.
- 6) "Even though Robert E. Lee was personally against secession, he was a staunch supporter of his home state of Virginia's cause." What is the meaning of "staunch"?
 - A. Loyal
 - B. Undependable
 - C. Inconsistent
 - D. Powerful
- 7) Which of the following best completes the analogy?
Henry Lee : Light Horse Harry :: Robert E. Lee : _____
 - A. Unconditional Surrender
 - B. Stonewall
 - C. Grey Fox
 - D. Bull of the Woods
- 8) What was the main reason Robert E. Lee resigned from the United States army?
 - A. He was supportive of secession.
 - B. He was supportive of states rights.
 - C. He was a strong supporter of slavery.
 - D. He strongly supported his home state.
- 9) What is the main reason Robert E. Lee did not succeed as a Confederate general?
 - A. He was outnumbered.
 - B. He was outsmarted.
 - C. He was unfamiliar with the terrain.
 - D. His men were not well trained.
- 10) Which of the following is NOT true about Robert E. Lee after the war?
 - A. He became the president of Washington College.
 - B. He died from pneumonia in 1870.
 - C. He wanted revenge for his loss in the war.
 - D. He was forgiven for his part.



Robert E. Lee

Complete the graphic organizer about Lee using the article.

Thought:

Said:

Achievements:

Loved:

Traveled to:

Name _____

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ULYSSES S. GRANT



Early Life

Ulysses S. Grant was born on April 27, 1822 in Point Pleasant, Ohio. His father was a tanner, a person who tanned animal hides, but Grant did not want to follow in his footsteps. He spent time on the family farm where he became an excellent horseman. He had an uncanny ability to control and tame horses. Grant's father suggested he attend the U.S. Military Academy at West Point. He was wary at first, but soon realized it was his chance at a college education so he eventually decided to attend the school.

Army Career

Grant graduated from West Point and became an officer in the army from 1843 to 1854. He served under General Zachary Taylor in the Mexican-American War and then was later posted on the west coast. He married his wife, Julia, while serving in the army and they had four children. Grant left the army unceremoniously after getting into trouble. He was presented with the option of a court martial or resignation. He chose to resign in 1854 and returned to civil life.

Post-Army

After leaving the army, Grant faced many financial hardships. He did not have any civilian skills, so it was hard for him to settle down. His father offered him a job in the family business, but he declined. He tried his hand at farming, but was unsuccessful. Throughout the next seven years he performed various jobs. This was an extremely difficult time for Grant financially.

Civil War

President Lincoln called for 75,000 volunteers after the Battle of Fort Sumter. Grant chose to rejoin the military as a volunteer in the Illinois militia at first, but quickly moved up the ranks in the army to general. He had his first major victory when he captured Fort Donelson in Tennessee, causing his military reputation to soar. He earned the nickname "Unconditional Surrender" when he told Confederate commanders, "No terms except unconditional and immediate surrender." Grant was promoted to Major General of Volunteers by President Lincoln in 1862. He led his army to victory at Shiloh and Vicksburg, earning him the position of Major General of Regular Army by President Lincoln. Grant's greatest moment of glory occurred when famous Confederate General Robert E. Lee surrendered to him at Appomattox Court House on April 9, 1865 after battling for over a year. Grant offered generous terms of surrender that allowed Confederate troops to return home after surrendering their weapons in an effort to restore the Union. He earned respect for his actions, even from his foe, Lee.



Presidency

After the Civil War Grant's popularity soared and he easily won the presidential election of 1868. He served two terms as U.S. President and ran for a third, but did not win. His presidency was marred by corrupt administration and financial crisis in 1873 when the stock market crashed and many lost their jobs. Grant achieved many milestones though. He tirelessly worked for the passage of the 15th amendment to provide the right to vote for every man regardless of color, race, and religion. He instituted the National Park Service and signed a bill to create the Department of Justice.

Later Life

After Grant lost the third race for the presidency he went on a tour of the world meeting with important world leaders. He visited Russia, China, Egypt, and the Holy Land. When he returned from his trip he ran for the presidency again, but was unsuccessful. He spent the end of his days writing an autobiography. He died of throat cancer in 1885, likely from smoking several cigars a day.

Name _____

Ulysses S. Grant

True or False?: Place a check in the correct column.

Statement	T	F
1. Grant earned the nickname of "Unconditional Surrender" in the Civil War.		
2. Grant served three terms as the President of the United States.		
3. Grant was honorably discharged from the military in 1854.		
4. Grant was forced to surrender to Lee at Appomattox Courthouse.		
5. Grant established the National Park Service.		
6. Grant was an excellent horseman.		
7. Grant was killed in a Civil War battle.		
8. Grant fought in the Mexican-American War.		
9. Grant traveled the world after serving as the United States President.		
10. Grant followed in his father's footsteps to become a general in the army.		

Multiple Choice: Choose the best answer.

11. What prompted Ulysses S. Grant to resign from the army in 1854?

- A. He married his wife who did not approve of his military career.
- B. He got into trouble and either had to resign or be fired.
- C. He was disrespectful to his superior, Zachary Taylor.
- D. He disagreed with America's entry into the Mexican-American War.

12. Which of the following best describes Grant's life in between the Mexican-American War and the Civil War?

- A. Exciting
- B. Prosperous
- C. Challenging
- D. Promising

13. How did Ulysses S. Grant transition from the role of Major General of Volunteers to Major General of Regular Army?

- A. He was pardoned by President Lincoln for his previous actions.
- B. He captured Fort Donelson in Tennessee.
- C. He forced Robert E. Lee to surrender at Appomattox Court House.
- D. He led his army to victory at Shiloh and Vicksburg

14. How did General Robert E. Lee mainly feel about Ulysses S. Grant?

- A. He respected him
- B. He hated him.
- C. He was best friends with him.
- D. He plotted to have him killed.

15. Which best describes Ulysses S. Grant's Presidency?

- A. He brought America out of a great depression.
- B. He had many positive contributions, but was marred by corruption.
- C. He was a dishonest leader and was impeached by Congress.
- D. He served three terms and led America in a stable time.



ULYSSES S. Grant

Complete the graphic organizer about Grant using the article.

Thought:

Said:

Achievements:

Loved:

Traveled to:

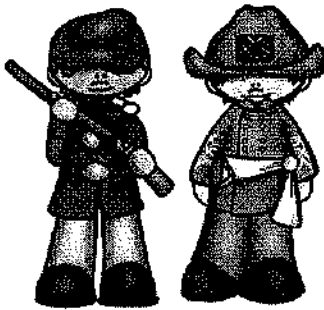
Name _____

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CIVIL WAR DAILY LIFE

Life During the Civil War

American life during the 1800s was already difficult for many people without having a war with which to contend. There were rich factory owners in the North and plantation owners in the South, but most families were average farmers who had to work extremely hard to simply survive. Living conditions became even more difficult when the Civil War began. Many men joined the army or were drafted, leaving women at home to work the farm or find jobs to support their family.



Men at War

Fighting in the war was an opportunity for adventure and excitement for many poor men. They felt war would be better than the drudgery of everyday work, but soon discovered it was boring and terrifying. A draft was eventually instituted by both sides of the war where men were randomly chosen to join the army. The rich were able to legally avoid being drafted though. In the North, men could pay a \$300 fee or pay someone else to take their place. Anyone who owned more than twenty slaves in the South did not have to fight.

Women

Two and a half million men were drafted into the Union army and navy and Confederate forces drafted about half as many. Women were forced to take on new jobs since most of the male population was away at war. They worked farm fields and in factories producing supplies for the armies. Other women helped wounded soldiers by serving as nurses or worked as teachers educating children. Women helped care for soldiers in the camps by sewing their uniforms, providing blankets, mending shoes, washing clothes, and cooking for soldiers. There were women spies on both sides of the war who provided valuable information. Women were not allowed to fight as soldiers, but an estimated 400 managed to join and fight by disguising themselves as men. Women worked extremely hard providing for their families during the war while their husbands, older sons, and fathers were away at war.



Children

Children were not immune to the events occurring around them during the Civil War. Even though the Union army required soldiers to be at least 18 years old, many were younger. Drummer and bugle boys completed chores around army campsites. Drummers were used for communication on the battlefield. Different commands like "retreat" or "attack" were signaled by different drum rolls. Some fast runners were used as messengers to communicate important information between commanders. Other children served in army camps by washing dishes, fixing meals, and setting up camps when they moved. Young boys were not supposed to fight, but often once a battle started, they joined in. Johnny Clem became famous at age 13 when he put down his drum during the Battle of Shiloh, picked up a gun, and shot a colonel in the Confederate army. Many children were wounded or killed during the war. A lot of kids still attended school during the Civil War. Much of what they learned was propaganda supporting their side of the war. Children often participated in fairs and exhibitions, where they sold handmade socks and mittens to raise money for troops.

Life in the South

During the Civil War, life in the South was more difficult than life in the North because of the Union blockade. Ships were prevented from reaching southern ports, leading to food and supply shortages. Most of the war occurred in the South, so families lived in constant fear of being overrun by an army. Union General Sherman burned and destroyed much of the land and farms on his march from Atlanta to Savannah.

Name _____

Civil War Daily Life

Multiple Choice: Choose the best answer.



1. Which of the following best completes the analogy below?

Factory Owners: North :: _____ : South

- A. Farmers
- B. Plantation Owners
- C. Slaves
- D. Soldiers

2. Which statement about Civil War soldiers is NOT true?

- A. Rich men could pay to avoid being drafted.
- B. Most soldiers were poor men who wanted to escape everyday life.
- C. All soldiers were 18 years old and above.
- D. Young boys often served as drummers on the battlefield.

3. Which of the following is an accurate statement about women in the Civil War?

- A. Many women served as soldiers legally.
- B. Women were not allowed on Civil War camps or battlefields.
- C. Most women did not work outside the home during the Civil War.
- D. Women did all they could to provide for their families during the Civil War.

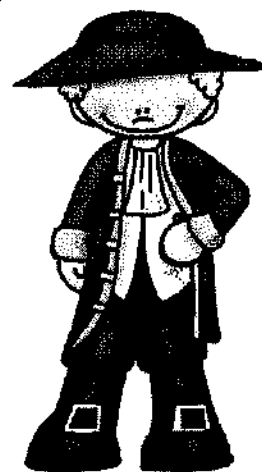
4. Why were drummers important on the battlefield?

- A. They kept soldiers in line.
- B. They communicated orders through drumming.
- C. They distracted the enemy soldiers.
- D. They provided warnings of enemy soldiers.

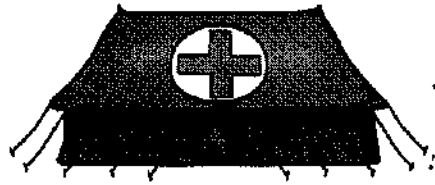
5. Which of the following is NOT a way that life was more difficult in the South during the Civil War?

- A. Southerners had slaves to do their hard work.
- B. Most of the fighting of the Civil War occurred in the South.
- C. Southerners did not have as many food and supplies due to the Union blockade.
- D. Union soldiers destroyed much of the property in their path.

6. Why did Johnny Clem become famous during the Civil War?
- A. He was a powerful general of Union troops.
 - B. He was a drummer who shot and killed a Confederate colonel.
 - C. He was the youngest person to be killed during battle.
 - D. He saved General Sherman in the Battle of Shiloh.
7. Which is an accurate statement about children during the Civil War?
- A. They were sheltered by the realities of war by their parents.
 - B. They were drafted into war at as young as thirteen.
 - C. They worked at soldier camps doing many chores.
 - D. They often still attended school.
8. Which best completes the analogy below?
South : _____ :: North :: \$300
- A. \$200
 - B. Land owner
 - C. Pay someone else
 - D. Own at least 20 slaves
9. With which statement would the author mostly agree?
- A. Life during the Civil War was more difficult for Northerners than Southerners
 - B. The Confederacy should have been compensated for their loss of property.
 - C. Life was difficult during the Civil War for the people who lived in the war-torn nation.
 - D. Most people who fought in the Civil War did not do so voluntarily.
10. Which sentence best supports the central idea of the selection?
- A. Most of the war occurred in the South, so families lived in constant fear of being overrun by an army.
 - B. American life during the 1800s was already difficult for many people without having a war with which to contend.
 - C. Children were not immune to the events occurring around them during the Civil War.
 - D. Women were forced to take on new jobs since most of the male population was away at war.



CIVIL WAR MEDICINE

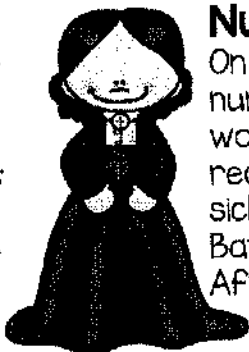


Hospitals

Hospitals during the Civil War were nothing like hospitals today. They were usually set up in barns or homes near battlefields, quickly becoming dirty and full of disease and suffering. There was not always enough room for all the wounded, so some soldiers were lined up on the ground outside the hospital. In the North, hospital ships and railroad cars were set up to transport injured Union soldiers. Some men refused to be transferred, preferring to attempt to recover from their wounds at the camps.

Doctors

Civil War doctors had very little training, and what they did have was not very good. Doctors did not know how disease spread, so they did not wash their hands or clean their medical instruments between surgeries. Due to their ignorance, some doctors unintentionally hurt patients.



Nurses

On both sides, thousands of women volunteered or were recruited as nurses in hospitals. They spent their time assisting doctors, dressing wounds, and helping feed wounded soldiers. A woman named Clara Barton received permission to travel with the Union army in 1862 to care for the sick. Working for three years, Clara earned the nickname "Angel of the Battlefield." She encouraged other women to volunteer to nurse soldiers. After the war, Clara established the American Red Cross and served as the president of the organization for 23 years.

Infections and Disease

The largest concern for wounded soldiers during the Civil War was infection due to the poor sanitary conditions. Wounds became terribly infected, but there were no antibiotics, like Penicillin, at this time. Therefore, soldiers often became sick and died from infections. Around 620,000 soldiers died in the Civil War, but most did not die on the battlefield. Around 400,000 died from diseases like dysentery, typhoid, measles, malaria, and tuberculosis. Soldiers helped reduce disease as the war went on by cleaning their hands before they ate.

Ambulance Corps

To transport men from the battlefield to field hospitals, a system of stretcher-bearers was created. They carried the injured to a wagon ambulance, which then took the wounded to hospitals. The Ambulance Corp became a regular army unit who received training, allowing them to save many lives.

Treatments

The only real treatment for wounds during the Civil War was amputation. Doctors cut off wounded arm, legs, or fingers. Doctors became proficient at amputation during the Civil War, since it was the main type of surgery they performed. Doctors used chloroform or ether as anesthesia to sedate patients prior to amputation. Around 75% of soldiers survived the operation.

Name _____

Civil War Medicine

Identify: Use the word bank to identify each description.

1. _____ Ambulance Corps	A. Traveled with the Union Army, established Red Cross
2. _____ nurses	B. Performed amputations on injured soldiers
3. _____ Clara Barton	C. Transported men from the battlefield to
4. _____ doctors	D. Assisted doctors, dressed wounds, cared for injured

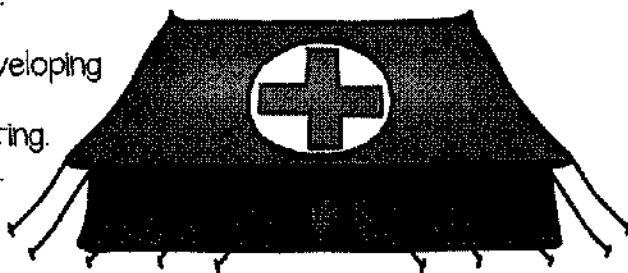
Multiple Choice: Choose the best answer.

5. Which of the following is NOT an accurate statement about Civil War medicine?

- A. Hospitals were often dirty and overcrowded.
- B. Doctors were knowledgeable, but unable to keep up with the injured.
- C. Nurses helped care for injured soldiers throughout the war.
- D. Most soldiers died from infection or disease.

6. How did soldiers decrease their chance of developing diseases as the war progressed?

- A. They began to wash their hands prior to eating.
- B. They began hanging their linens out each day.
- C. They began bathing daily.
- D. They began boiling their water.



7. Which of the following is NOT a disease mentioned that soldiers often developed during the Civil War?

- A. Dysentery
- B. Typhoid
- C. Chicken Pox
- D. Measles

8. What is the main reason doctors turned to amputation to care for the wounded during the Civil War?

- A. Amputation was the quickest form of surgery.
- B. Doctors were overwhelmed with injured soldiers.
- C. Doctors were not knowledgeable at the time.
- D. Amputation was the only real form of treatment at the time.

9. "Due to their ignorance, some doctors unintentionally hurt patients." What is the best meaning of ignorance in the previous quote?

- A. Lack of knowledge or information
- B. Lack of sympathy
- C. Wealth of knowledge or information
- D. Concern for one's well-being

10. Which of the following is NOT true about Clara Barton?

- A. She served as a nurse for three years.
- B. She established the Red Cross after the war.
- C. She was well respected among soldiers.
- D. She mainly treated Confederate soldiers.

11. What medicine was used to sedate injured soldiers prior to surgery during the Civil War?

- A. Penicillin
- B. Laughing Gas
- C. Chloroform
- D. Aspirin

CIVIL WAR TECHNOLOGY

Several weapons and technologies were developed during the Civil War, changing the future of war including battlefield tactics and the way wars were fought.

Muskets and Rifles

Soldiers usually fought with older style guns, called muskets, at the start of the Civil War. These guns had smooth bores, the inside of the barrel, making them inaccurate for distances longer than around 40 yards. They took a long time to reload and were unreliable, sometimes not firing. It was not far into the war when many soldiers became armed with rifles, which have shallow spiral grooves cut into the barrel to make the bullet spin. This feature made rifles more accurate than muskets. As the war continued, there were advancements including more reliable firing mechanisms and repeating rifles, giving Union troops a distinctive advantage over the South near the end of the war.



Swords, Knives, and Bayonets

Soldiers sometimes encountered hand-to-hand combat during the Civil War. This type of fighting did not give them time to load their rifles, forcing them to use their bayonet, a knife-like spike attached to the end of their rifle. Officers usually had swords or pistols they used in close combat.



Cannons

Both the North and South used cannons during the Civil War. They were best for destroying enemy fortifications. They fired either a large solid cannon ball or several smaller iron balls. Some cannons could destroy fortifications from up to 1000 yards away. A French-designed cannon, known as the Napoleon, was the most popular cannon on both sides. It usually took a crew of four soldiers to operate.



Submarines and Ironclads

Improvements in naval warfare included ironclads and submarines during the Civil War. Ironclad ships protected by steel or iron armor plates were used for the first time during the Civil War. They were close to impossible to sink with traditional weapons and changed the way ships were used in battle. Submarines were introduced to naval warfare during the Civil War. The Confederate submarine, the *H.L. Hunley*, was the first submarine to sink an enemy ship when they sunk the Union ship, the *USS Housatonic*, on February 17, 1864. Confederate torpedoes destroyed dozens of Union ships, while Union torpedoes only sank six Confederate vessels.

Balloons

The Union used hot-air balloons during the Civil War to fly above enemy troops to determine their movements, numbers, and locations. The South figured out ways to combat balloonists, including camouflage and ways of shooting them down. They also tried to make their own balloons, but were not as successful as the North.

Telegraph

The invention of the telegraph changed how wars were fought. President Lincoln was able to communicate with Union military leaders in real time. Updated information on enemy troop strengths and battle results gave them advantages over the South, who did not have this same communication infrastructure.

Railroad

Railroads allowed armies to move large numbers of troops long distances quickly during the Civil War. The more advanced industry in the North gave the Union an advantage in transportation since there were more railroad tracks in the North than the South.

Name _____

CIVIL WAR TECHNOLOGY

Matching: Match each term with its description.

1. _____ cannons	A. Spike attached to the end of the gun
2. _____ swords	B. More accurate gun used during the Civil War
3. _____ musket	C. Allowed troops to be moved in mass quickly
4. _____ submarine	D. Officers had these to use in hand-to-hand combat
5. _____ Ironclad	E. Naval vessel with steel or iron armor plates
6. _____ rifle	F. Gun used at the beginning of the Civil War
7. _____ telegraph	G. Naval vessel used during the Civil War to torpedo ships
8. _____ bayonet	H. Used to destroy fortifications during the Civil War
9. _____ railroads	I. Used during the Civil War to get aerial views of battles
10. _____ balloons	J. Technology that allowed for immediate communication

Multiple Choice: Choose the best answer.

11. Which of the following was NOT an advantage the Union had in the Civil War?

- A. They had hot-air balloons to help them determine movements, numbers, and locations.
- B. They had more railroads to move their troops quicker and in larger quantities.
- C. They had more repeating rifles that allowed them to shoot quicker.
- D. They had superior submarines and sunk more ships than their enemy.

12. Why were swords, knives, and bayonets occasionally necessary during the Civil War?

- A. Sometimes it was all soldiers had available to them.
- B. Sometimes they did not have time to reload their guns.
- C. Sometimes soldiers had to defend themselves against their own men.
- D. Sometimes soldiers had to defend themselves against wildlife.

13. Which of the following best completes the analogy:

Smooth : Muskets :: _____ : Rifles

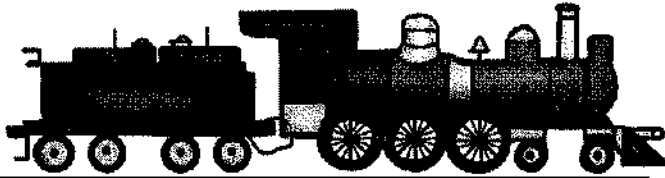
- A. Rough
- B. Spiral
- C. Narrow
- D. Repetitive



14. With which statement would the author most likely agree?

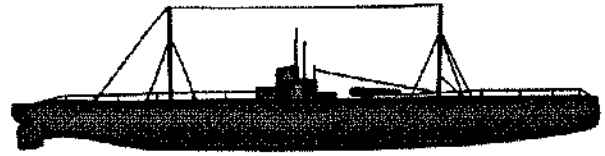
- A. Much of the technology developed in the Civil War was used in future conflicts.
- B. Weapons and technology did not change much from the Revolutionary War to the Civil War.
- C. The Confederacy had superior weapons and technology in the Civil War.
- D. Without rifles, the Union would not have won the Civil War.

Identify: Label each picture and tell how it was used during the Civil War.



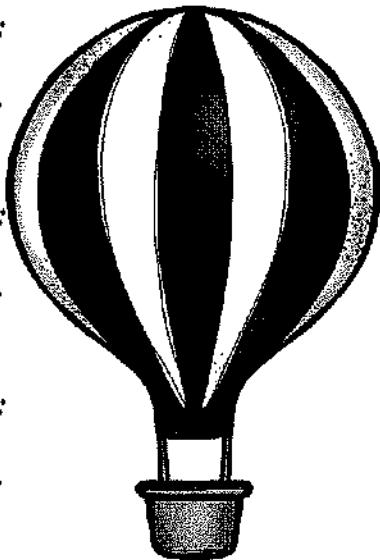
Technology:

How it was used in the Civil War:



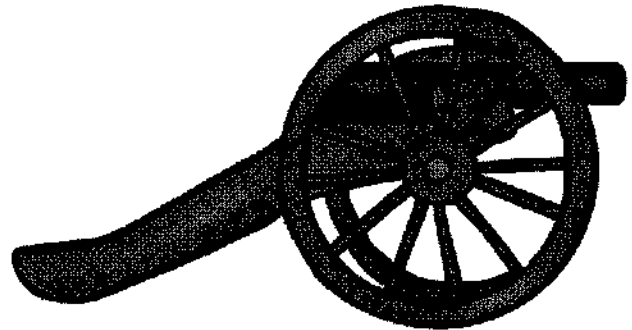
Technology:

How It was used in the Civil War:



Technology:

How it was used in the Civil War:



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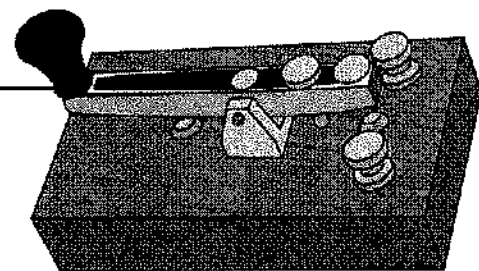
Technology:

How it was used in the Civil War:



Technology:

How it was used in the Civil War:



Technology:

How it was used in the Civil War:

CIVIL WAR UNIFORMS

In a war, battles are chaotic and it can get confusing to know who is on which side. The best way for soldiers to tell is by wearing different uniforms. Sometimes Civil War sides are referred to as the "blue" and "grey." Northern Union armies wore navy blue, while Southern Confederate troops wore grey. However, uniforms were not always the same at the beginning of the war.

Confederate States

Neither side felt the Civil War would be a major conflict when it initially started, so they were not very prepared. Uniforms for armies were not ready when war first broke out. Uniforms were provided to the soldiers by the states and local cities at first, so the materials, colors, and styles were all different. The Union attempted to get all their soldiers to wear navy blue, but they often ran out of blue cloth, forcing them to use grey. Inconsistency in uniforms led to confusion on the battlefield, causing some soldiers to get shot by their own side.

Union Uniforms

The Union Army settled on rules for an official uniform in 1862. Union soldiers wore a dark blue wool coat with light blue trousers and a dark cap, known as a forage cap. Brass letters decorated their caps to show with which regiment they belonged. They wore a belt to carry their cartridge box that held ammunition. Their shoes, called brogans, typically went up to their ankles. Union coats usually had bright buttons to indicate rank or what state they represented. Piping and badges also revealed soldier rank. Uniforms were made of wool, which was very hot in the summer, leading to exhaustion on long marches. Soldiers carried a bag for rations, a canteen, a blanket, and a tent, if they had one.



Confederate Uniforms

The Confederate Army did not decide on their official uniform until 1863. Their uniforms were less standard than Union uniforms. Confederate soldiers wore their own clothes into battle at the beginning of the war. Later they settled on a gray uniform with a waist length coat, sometimes trimmed with green or yellow, and light blue trousers. Some soldiers also wore vests. Confederate soldiers' uniforms were a blend of wool and cotton, similar to a "jean" material. Many Confederate soldiers did not have adequate uniforms due to a lack of material and money. They wore several combinations of what they could find or steal. Fortunate soldiers received packages from home with a white shirt and cotton underwear. Some men were unable to change their underwear for months! When their uniforms fell into tatters they wore whatever they could

find. Confederate soldiers had poorly made shoes that often required repair and many soldiers went without shoes at all.

Other Equipment

Soldiers were forced to carry everything they needed for combat with them at all times. This included a basic load of ammunition, food, water, and first-aid gear. Soldiers carried a haversack over their shoulder to carry their belongings. Union haversacks were much better in quality than Confederate bags. Soldiers carried a canteen covered with cotton and wool to keep water cooler. Each soldier carried a tin cup for their coffee, a metal plate, fork, knife, and spoon. Some had frying pans to cook their salt pork or hardtack. With a full cartridge box, three days of rations, a rifle-musket, and extra clothing, a typical soldier's load was around fifty pounds. Soldiers quickly learned to take only what they needed to lighten their loads. Often roadways were littered with cast off overcoats, blankets, extra clothing, and tents. Quartermaster wagons went around and collected these along the way. Soldiers were prepared whether they would be fighting, training, or marching.

Name _____

Civil War Uniforms

Matching: Match each term with its description.

1. _____ shoes	A. Confederate uniforms may be trimmed with this color
2. _____ brass	B. Main color worn by Confederate troops
3. _____ wool	C. Bag used to carry soldiers' belonging
4. _____ blue	D. Union uniforms were made from this material
5. _____ brogans	E. Confederate soldiers had poorly made ones
6. _____ haversack	F. Main color worn by Union troops
7. _____ grey	G. Union shoes that went up to their ankles
8. _____ yellow	H. Letters used to decorate hats to show regiment



Multiple Choice: Choose the best answer.

9. What is the main reason uniforms are necessary in war?
 - A. To make soldiers look intimidating in battle.
 - B. To prevent spies from sneaking onto other sides.
 - C. To clearly identify for which side soldiers are fighting.
 - D. To identify rank of soldiers in battle.
10. What is the reason the North and South did not have uniforms ready at the start of war?
 - A. The war started faster than expected.
 - B. They did not think the war would last very long.
 - C. There was a shortage on material.
 - D. They did not expect to actually have a war.
11. Which of the following is an accurate statement about uniforms during the Civil War?
 - A. Northern soldiers were often better equipped and dressed than Southern soldiers.
 - B. For the most part, Confederate soldiers wore similar uniforms at the beginning.
 - C. Uniforms were replaced every three months by the Confederacy and Union.
 - D. Confederate troops usually wore blue, while Union troops usually wore grey.
12. Why did Union soldiers sometimes wear grey?
 - A. To spy on Confederate soldiers.
 - B. They sometimes ran out of blue material.
 - C. To trick the Confederate soldiers.
 - D. To sneak up on Confederate soldiers.
13. Why were some roads filled with blankets, coats, extra clothing, and tents?
 - A. Volunteers put them out for soldiers to pick up along the way.
 - B. They sometimes had extra and felt others could use them.
 - C. Marching soldiers discarded them to lighten their load.
 - D. Marching soldiers left them for other divisions as they marched.
14. "Many Confederate soldiers did not have adequate uniforms due to a lack of material and money." What is the best meaning of adequate in the previous quote?
 - A. Proper
 - B. Excellent
 - C. Terrible
 - D. Impressive
15. What is the main text structure used in the article?
 - A. Cause and Effect
 - B. Compare and Contrast
 - C. Chronological
 - D. Description

The Battle of Gettysburg

The Battle of Gettysburg took place on July 1st to 3rd, 1863 in and near the town of Gettysburg, Pennsylvania. It was one of the most important battles of the Civil War for the North. The Battle of Gettysburg was a major turning point of the war.

Generals

Robert E. Lee invaded the North and was trying to defeat the Union Army once and for all. However, the Union Army held him off and sent him retreating. The Confederate Army was led by General Robert E. Lee, along with General Longstreet and General Pickett. The Union Army was led by General George Meade.

Battle Starts

The Battle of Gettysburg took place over three days. On the first day, the armies were still coming together. The Confederates outnumbered the Union, causing them to retreat through the town of Gettysburg to the south side of town. General Lee wanted his men to continue the attack and finish off the Union troops. However, his men delayed and the Union had the opportunity to dig in and set up their defenses.

Second Day

By the second day, the armies from both sides were at full force. The Union had around 94,000 soldiers and the Confederates around 72,000. Lee attacked and fierce fighting ensued and continued throughout the day with both sides taking heavy losses. The Union lines held.

Third Day

On the third day, General Lee decided to make an all or nothing attack. He felt if he could win this battle, the South would win the war. He sent General Pickett, with 12,500 men, on a direct charge at the heart of the Union Army. This famous attack is known as Pickett's Charge. Pickett's men were defeated with over half of them injured or killed. General Lee and the Confederate Army retreated.



Results

The Battle of Gettysburg was the deadliest battle of the Civil War. There were around 46,000 casualties, including nearly 8,000 deaths. General Meade and the Union Army were exhausted and had many casualties and deaths of their own to deal with. They did not go after Lee's Army. President Lincoln was disappointed that Meade did not pursue General Lee as he felt the entire Confederate Army could have been defeated and the war ended that day.



Gettysburg Address

Later that year, on November 1, 1863, President Lincoln attended the dedication of the Soldier's National Cemetery in Gettysburg, Pennsylvania. His speech was short and lasted only two minutes. Not much was thought of the speech at the time, but today it is considered one of the greatest speeches.

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Name _____

THE BATTLE OF GETTYSBURG

Complete the chart using the information in the article.

Location	
Dates	
Generals	Union: Confederate:
Outcome	

Name_____

The Battle of Gettysburg

True or False?: Place a check in the correct column.

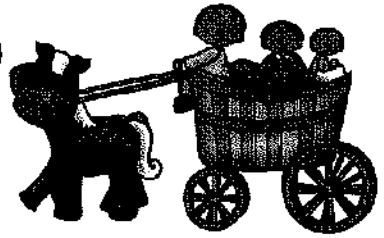
STATEMENT	T	F
1. Both the Union and Confederacy suffered heavy losses at Gettysburg.		
2. Robert E. Lee led the Union troops in the Battle of Gettysburg.		
3. The Union troops were forced to retreat to Gettysburg on the first day.		
4. The Battle of Gettysburg took place over three days.		
5. The Battle of Gettysburg took place in Virginia.		
6. Pickett's charge was successful and the Union troops were defeated.		
7. General Lee's men delayed, which allowed Union troops to dig in.		
8. Abraham Lincoln was pleased with the ending of the Battle of Gettysburg.		
9. The Battle of Gettysburg was a major turning point of the war.		
10. President Lincoln gave his Gettysburg Address prior to the battle.		

Identify: Use the word bank to identify each term/person described below.

Pennsylvania	Union	Pickett
Lee	Meade	Lincoln
Three	Gettysburg Address	July

11.	Head general of the Union troops at the Battle of Gettysburg
12.	This Confederate General led troops on a direct charge on the third day of the Battle of Gettysburg
13.	State where the Battle of Gettysburg occurred.
14.	President Lincoln gave this speech on November 1, 1863
15.	Head general of the Confederate troops at the Battle of Gettysburg
16.	This side won the Battle of Gettysburg
17.	Month when the battle occurred
18.	Was disappointed Union troops did not pursue Lee's army after the battle
19.	Days the battle lasted

THE UNDERGROUND RAILROAD



Definition

The Underground Railroad's name can be deceiving because it was not usually underground and was not an actual railroad. The name comes from the way people escaped. The "underground" part is likely named for its secrecy and the "railroad" part comes from the way it transported people. The Underground Railroad was a network of people, homes, and hideouts used by slaves in the southern United States to escape to freedom in the Northern United States or Canada. It ran from around 1810 to the 1860s, peaking before the Civil War.

Terminology

Railroad terms were used to describe the parts of the Underground Railroad. Conductors led slaves along the routes. Slaves were often referred to as passengers or cargo. Homes and hideouts along the way were known as stations or depots. Stockholders were people who helped by giving money or food along the way.

People

All types of people worked as conductors and provided safe places for escaped slaves along their route. A former slave, Harriet Tubman, escaped using the Underground Railroad and returned to help more than 300 slaves escape in 19 trips. She was so wanted by slave owners they offered a reward of \$40,000 for her capture, an enormous amount of money at the time! There were many white people against slavery who helped, including Quakers from the north.

Traveling the Underground Railroad

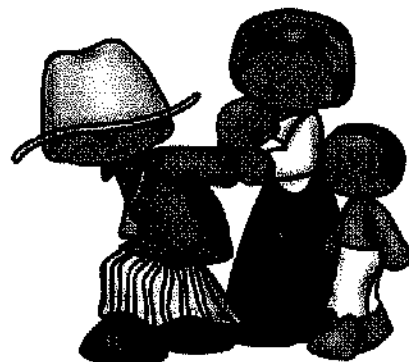
The trip along the Underground Railroad was dangerous and difficult. Slaves usually traveled by foot during the night. They carefully snuck from one station to another with fear of being caught. Stations were typically 10-20 miles apart. Occasionally they had to stay at one station for an extended time until the next station was safe.

Danger

Traveling on the Underground Railroad was extremely dangerous for the slaves trying to escape and those who helped them. At the time, it was against the law to help escaped slaves. Many conductors risked execution in southern states for assisting slaves in their escape.

Successes

No one knows for sure how many slaves escaped since they lived in secrecy. An estimated 100,000 plus slaves escaped over the course of the Underground Railroad. Around 30,000 of those escaped during the peak years prior to the Civil War.



Fugitive Slave Act

The Fugitive Slave Act was passed in the United States in 1850, making a law that runaway slaves who were found in free states must be returned to their southern owners. This law made the Underground Railroad even more difficult and dangerous. Slaves had to be transported all the way to Canada in order to be safe from future capture. Canada was known as the "Promised Land" by slaves. The most common escape route was to the south, but some slaves did escape to Mexico or Florida.

Abolitionists

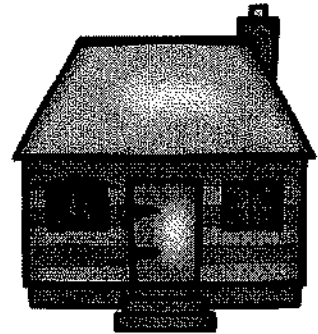
People who thought slavery should be illegal and current slaves should be set free were called abolitionists. The movement started in the 17th century with the Quakers, who felt slavery was un-Christian. Many lived in Pennsylvania, the first state to abolish slavery in 1780. Levi Coffin, a famous Quaker, is hailed as a hero and "President of the Underground Railroad" for helping around thousands of slaves gain their freedom on the Underground Railroad. His home had the nickname, "Grand Central Station." In 1865, the Civil War ended and slavery was abolished by the 13th Amendment to the Constitution.

Reasons to Escape

- *Slaves had no legal rights.
- *Slaves were seen as property and could be bought and sold at auctions
- *To leave a plantation, a slave must have a travel pass
- *Slaves were not allowed to legally marry; instead they had mock marriage ceremonies called "Jumping the Broom"
- *Slaves had no legal rights over their children or partners, who could be bought and sold at will
- *Slaves did not have freedom of religion
- *Slaves were not educated- very few were able to read and write
- *Slaves worked from sunrise to sunset with no pay
- *Owners punished slaves as they saw fit, including whipping and mutilation

Name _____

The Underground Railroad



Identify: Use the word bank to label each description.

Stations	Canada	Harriet Tubman
Conductors	Levi Coffin	Fugitive Slave Act
Abolitionist	Stockholders	Passengers

1.	Law stating any escaped slave found in the North should be returned to his/her southern owner
2.	People who gave money and supplies along the Underground Railroad
3.	This was known as the "Promised Land" to slaves
4.	Person who was against slavery and fought for it to be illegal
5.	Hideouts or homes along the Underground Railroad
6.	Famous Quaker who helped thousands of slaves escape
7.	People who led escaped slaves along the routes
8.	Escaped slave who returned to the South to help many other slaves escape
9.	Escaped slaves on the Underground Railroad

Multiple Choice: Choose the best answer from the choices provided.

10) What is the most likely reason Harriet Tubman had such a high reward for her capture?

- A. Her slave owner wanted her back to work on his plantation.
- B. She was a strong-willed abolitionist.
- C. She helped hundreds of slaves escape.
- D. She spoke out strongly against slavery.



11) Why was Levi Coffin's home nicknamed "Grand Central Station?"

- A. He allowed many slaves to live with him.
- B. Thousands of slaves went through his home on their escape to freedom.
- C. He held abolitionist meetings in his home regularly.
- D. Most "conductors" from the Underground Railroad met at his house regularly.

12) Why did the Fugitive Slave Act make the Underground Railroad even more difficult?

- A. Instead of just escaping to the North, slaves now had to get all the way to Canada.
- B. Abolitionists were no longer willing to suffer the consequences of getting caught assisting slaves.
- C. Many of the routes along the Underground Railroad were closed.
- D. Harriet Tubman was arrested and executed for her role in the Underground Railroad.

13) Why is it difficult to know the exact number of slaves who escaped using the Underground Railroad?

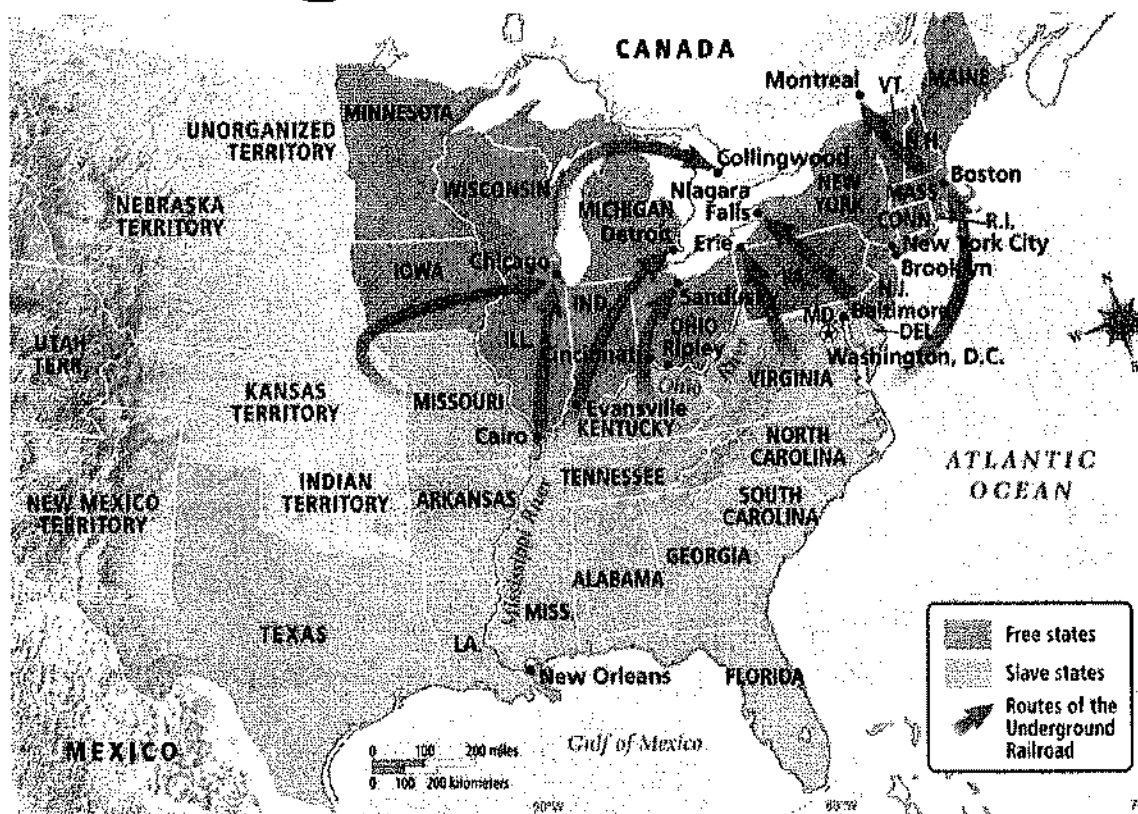
- A. Slaves did not know how to read or write.
- B. People would not talk about helping slaves.
- C. Slaves escaped in secrecy, so no one knows exactly how many escaped successfully.
- D. Slaves were scared to let people in the North and Canada know they were runaways.

14) Which of the following is NOT an accurate statement about slavery?

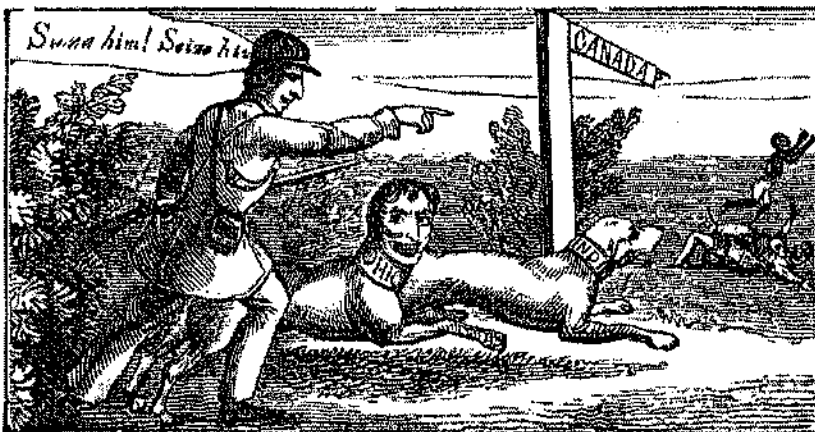
- A. Slaves were considered property and were bought and sold at their owner's will.
- B. Slave owners were forced to keep slave families together by law.
- C. Slaves were not allowed to legally marry, so they had a ceremony called "Jumping the Broom."
- D. Slaves were not paid for their work, even though they were expected to work from sunrise to sunset.

Name _____

Underground Railroad



- 15) Which of the following is NOT a slave state that bordered free states?
- A. Virginia B. Missouri C. Tennessee D. Kentucky
- 16) Why would Cairo, Illinois be an important city to the Underground Railroad?
- A. It bordered Canada.
B. It bordered Indiana.
C. It was the first free city on the Mississippi River.
D. It was a major city on the Mississippi River.
- 17) Which of the following is an accurate statement about the map?
- A. There were no Underground Railroad routes that went through Iowa.
B. Some slaves escaped to the north by boat.
C. The Great Lakes did not play a role in the Underground Railroad.
D. Many slaves escaped to New York City where they blended in well.
- 18) What role did the Great Lakes play in the Underground Railroad?
- A. Some slaves escaped to Canada by traveling through the Great Lakes.
B. Once slaves made it to the Great Lakes, they were free.
C. The Great Lakes separated slave states from free states.
D. The Great Lakes bordered slave states.



19) What type of document is featured?

- A. Newspaper Article
- B. Political Cartoon
- C. Photograph
- D. Quote

20) What is mainly being referenced in the document?

- A. The Fugitive Slave Act
- B. The Underground Railroad
- C. Abolitionist Movement
- D. Jumping the Broom

21) What is the main reason there is a sign for Canada in the document?

- A. Canada is where slave hunters went to search for escaped slaves.
- B. Slaves escaped to Canada because slavery was illegal there.
- C. Slaves in the North would be captured and returned to their owners.
- D. Slave owners put up rewards for slaves found in the North.

25 DOLLARS REWARD.



The subscribers will give for the apprehension and return of a colored man, named THORNTON, who absconded from our employ on the 3d or 4th of July, inst. Said Thornton is about 5 feet, 9 or 10 inches high; stout made, and of a yellow complexion; light eyes, and of good address; had on when he left, a blue cloth coat and pantaloons, boots, and a black hat.

July 7

WURTS & REINHARD.

22) What is the purpose of the document above?

- A. To explain there will be an anti-slavery meeting.
- B. To announce a reward for an escaped slave.
- C. To announce the Fugitive Slave Act.
- D. To announce a route on the Underground Railroad.

23) Based on its context in the document, what does the word "absconded" likely mean?

- A. Stole
- B. Set Free
- C. Committed a crime
- D. Fled

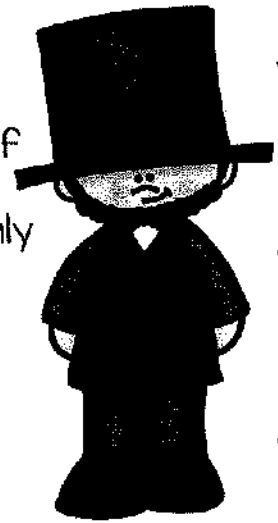
24) How long did the slave owner wait to report Thornton?

- A. Two Days
- B. Three or Four Days
- C. One Week
- D. Two Weeks

The Emancipation Proclamation

What Was It?

The Emancipation Proclamation was an order given on January 1, 1863 by Abraham Lincoln to free slaves. However, the slaves were not immediately free. Only about 50,000 of the 4 million slaves in America were immediately set free. The Emancipation Proclamation had some limitations. It only freed the slaves in the Confederate States who were not under Union control. There were some areas and border states where slavery was still legal, but were part of the Union. The slaves in these states were not immediately set free until the Union was able to defeat the Confederacy.



Freedom

The Emancipation Proclamation eventually set millions of slaves free and made it clear that in the near future all slaves should, and would, be set free. The Emancipation also allowed for black men to fight in the Union Army. Around 200,000 black soldiers fought on the side of the Union Army, helping the North win the war and expanding the area of freedom as they marched through the South.

Timing

Lincoln waited until 1863 to give the Emancipation Proclamation because he felt like he needed a major victory in the Civil War to have the full support behind it. If he issued the order without public support, it might fail. He wanted to be sure it was successful and seen as a major moral victory for the North. When the Union Army turned back Robert E. Lee and the Confederates at the Battle of Antietam on September 17, 1862, Lincoln knew it was time to make the announcement.

13th Amendment

The initial announcement that the Emancipation Proclamation order was coming was given a few days later on September 22, 1862 as an executive order. It was not fully law per the Constitution yet, but it did pave the way for the Thirteenth Amendment, outlawing slavery. The advantage of the Proclamation was that it could happen quickly. The Thirteenth Amendment took a few more years to get passed by Congress and implemented. On December 6, 1865 the Thirteenth Amendment was adopted and became part of the United States Constitution. The original document was five pages long and is currently located at the National Archives in Washington D.C.

Name _____

The Emancipation Proclamation

January 1, 1863

By Abraham Lincoln

Summarize each part of the Emancipation Proclamation in your own words.

That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free...

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three...

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defense, and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

Name _____

The Emancipation Proclamation

True or False?: Place a check in the correct column.

Statement	T	F
1. Lincoln gave the Emancipation Proclamation following Gettysburg.		
2. The Thirteenth Amendment outlawed slavery.		
3. About 500,000 black soldiers fought for the Union in the Civil War.		
4. All slaves were immediately freed by the Emancipation Proclamation.		
5. About 2 million slaves existed in America during the Proclamation.		
6. Only slaves in states who were not under Union control were freed.		
7. Lincoln gave the Emancipation Proclamation after victory at Antietam.		
8. The Emancipation Proclamation allowed black men to fight in the war.		
9. The Emancipation Proclamation paved the way for the 13 th Amendment.		
10. Lincoln announced the Emancipation Proclamation in 1861.		

Short Answer: Answer each question.

11. Why do you think black men were willing to fight for the Union Army?
12. Why did Lincoln wait until 1863 to give the Emancipation Proclamation?
13. What is the 13th Amendment?
14. Where can you view the Emancipation Proclamation today?



Name _____

POINT OF VIEW: Describe how each type of person may have felt when they hear the news of the Emancipation Proclamation and why.

**Plantation
Owner**



**Slave Living in
Alabama**



**Union
Soldier**



**Confederate
Soldier**



SHERMAN'S MARCH TO THE SEA

General Sherman's march through the state of Georgia from Atlanta to Savannah was one of the most devastating blows to the South in the American Civil War. He took control of Atlanta, a major railroad hub, and Savannah, a major sea port. In addition, he destroyed the land between Atlanta and Savannah. He laid everything in his path to waste.



BACKGROUND

Prior to General Sherman's famous march, he led 100,000 men into the southern city of Atlanta. He defeated Confederate General John Hood at the Battle of Atlanta on July 22, 1864. He had a lot more soldiers than General Hood, who only had 51,000. General Sherman finally gained control of the city of Atlanta on September 2, 1864.



MARCH

After General Sherman established control of Atlanta, he decided to march to Savannah, Georgia and take control of the sea port there. He was well into enemy territory and did not have supply lines back to the north. This was considered a risky march, but Sherman decided to live off the land. He took from farmers and livestock along the way to feed his army. General Sherman decided he could

hurt the Confederacy even further by destroying cotton gins, lumber mills, and other industries that helped the Confederate economy. His army burned, looted, and destroyed most of what was in their path during the march. This was a deep blow to the Southern people. Sherman divided his army in four different forces on the march, spreading out the destruction and providing his troops more area to get food and supplies. It also confused the Confederate Army so they were not sure exactly to which city he was marching.

SAVANNAH

When Sherman arrived in Savannah, the small Confederate force there fled and the mayor of Savannah surrendered with little fight. Sherman wrote a letter to President Lincoln telling him he had captured Savannah as a Christmas gift to the president.

Name_____

SHERMAN'S MARCH TO THE SEA

Complete the chart using the information in the article.

Location	
Dates	
Generals	Union: Confederate:
Outcome	

Name _____

SHERMAN'S MARCH TO THE SEA

IDENTIFY: Use the word bank to identify each term/person described below.

Lincoln	Atlanta	Railroads
Georgia	Savannah	Hood

1.	Sherman's March ended in this city
2.	Atlanta was a major hub for this
3.	State Sherman marched through
4.	Confederate General defeated by Sherman
5.	Gifted Savannah by Sherman
6.	Sherman's March started in this city

MULTIPLE CHOICE: Choose the best answer.

7) How did Sherman's troops survive during the march?

- A. The North sent supplies through railroads.
- B. They stayed with Northerner sympathizers in the South.
- C. They stole from farmers and killed livestock.
- D. They had wagons that traveled with them with food.

8) Which of the following was NOT destroyed by Sherman's troops?

- A. Cotton Gins
- B. Lumber Mills
- C. Land
- D. Union camps

9) Which of the following is NOT a reason Sherman divided up his troops into four different forces?

- A. To gain more troops along the way
- B. To provide troops more area to get food and supplies
- C. To confuse the Confederate Army
- D. To spread out the destruction

10) Why did Sherman choose to march to Savannah?

- A. It was a major railroad hub
- B. It was a major sea port
- C. It was the capitol of the South
- D. It was the capitol of Georgia

Name_____

SHERMAN'S MARCH TO THE SEA

Complete the chart using the information in the article.

Location	
Dates	
Generals	Union: Confederate:
Outcome	

THE SURRENDER OF THE SOUTH

General Robert E. Lee surrendered to Union General Ulysses S. Grant in Appomattox, Virginia on April 9, 1865, signaling the end of the Civil War.

Retreat



The Union Army started marching back through Virginia in early 1865, pushing back Confederate forces. General Robert E. Lee and the Confederate Army abandoned the Confederate's capital of Richmond and retreated south to North Carolina in hopes of uniting with more troops. The Union Army quickly cut off their retreat though and they were forced to stop in Appomattox, Virginia. Grant and the Union Army surrounded the Confederates, who were outnumbered, low on supplies, and many soldiers had deserted. General Lee weighed his odds and felt he had no choice but to surrender.

Surrender

Generals Lee and Grant met on April 9, 1865 to discuss the surrender of Lee's Confederate Army at the McLean house in Appomattox. Grant was respectful of Lee and they had a small talk prior to determine the terms of the surrender. Grant had already discussed terms with President Lincoln, who wanted peace in the Union and felt he needed to treat Confederate soldiers with respect so they would not rebel again. The terms of the surrender were generous. Confederate soldiers were forced to turn in their rifles, but could return home immediately and keep their horses or mules. They were also provided food, as many were extremely hungry. Lee and the Confederate Army were crushed to surrender, but there was no disputing the fairness with which the North treated them.

Lincoln Assassinated

Only ten days after Lee's surrender, Union President Abraham Lincoln was shot and killed by John Wilkes Booth at Ford's Theatre. Vice President Andrew Johnson succeeded him as the President of the United States.



Confederate Soldiers

Many other Confederate soldiers and armies throughout the South had not yet surrendered, but when they learned of Lee's surrender, many knew the war was over. On April 16, 1865 General Joseph Johnston surrendered his army to General Sherman. Many other officers surrendered as well. General Stand Watie was the last Confederate general to surrender on June 23, 1865.

Jefferson Davis

Confederate President Jefferson Davis held the last meeting of his cabinet on May 5, 1865. This dissolved, or ended, the Confederate government officially. Davis attempted to escape, but soon captured and spent the next two years in prison. Union propaganda said Davis attempted to escape disguised as a woman. This was not completely true, as he was wearing only his wife's shawl, but newspapers ran with it, publishing political cartoons showing Davis in dresses.



End of the Civil War

Andrew Johnson signed a document stating the American Civil War was over on August 20, 1866, and all of America was at peace.

Name _____

SURRENDER OF THE SOUTH

Cause and Effect: Match each cause with its effect.

1. _____ Jefferson Davis attempted to escape, but was captured	A. General Johnston surrendered to General Sherman
2. _____ John Wilkes Booth assassinated President Lincoln	B. The terms of the surrender were very generous
3. _____ Johnson signed a document declaring war was officially over	C. He spent two years in prison and was made fun of by Northern papers
4. _____ Lee and Confederate troops were surrounded at Appomattox	D. Andrew Johnson succeeded Lincoln as the President of the United States
5. _____ Other Confederate generals heard of Lee's surrender	E. The United States was at peace once again
6. _____ President Lincoln did not want the Confederacy to rebel again	F. Lee had no choice but to surrender given the circumstances

Multiple Choice: Choose the best answer.

7. Which event occurred first, according to the selection?

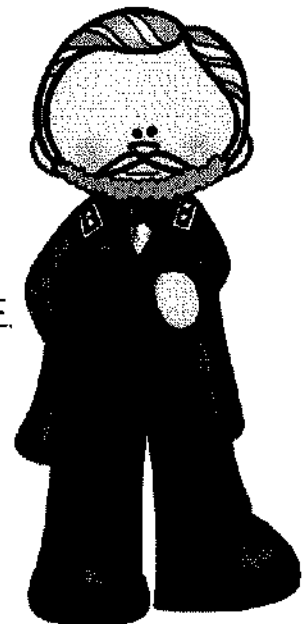
- A. Abraham Lincoln was assassinated by John Wilkes Booth.
- B. Robert E. Lee surrendered to Ulysses S. Grant.
- C. Jefferson Davis attempted to escape, but was captured.
- D. Robert E. Lee and the Confederate Army retreated south.

8. What is the main reason Lincoln was generous in his terms of Lee's surrender?

- A. He felt badly for the South.
- B. He and Lee were good friends.
- C. He did not want the South to revolt again.
- D. He wanted to make sure they would not be powerful again.

9. Which of the following is NOT a reason General Robert E. Lee felt he had no choice but to surrender to General Ulysses S. Grant?

- A. The Union had his troops surrounded.
- B. They were running low on supplies.
- C. Many soldiers were deserting his army.
- D. The Union threatened to kill him if he didn't.



10. Why was Confederate President Jefferson Davis the center of political cartoons after his capture?

- A. He attempted to escape to another country to avoid prison time.
- B. He was accused of dressing like a woman to escape.
- C. He was accused of turning his back on the Union.
- D. He was almost successful in his escape, but captured at the last moment.

11. Which of the following is in the correct order chronologically?

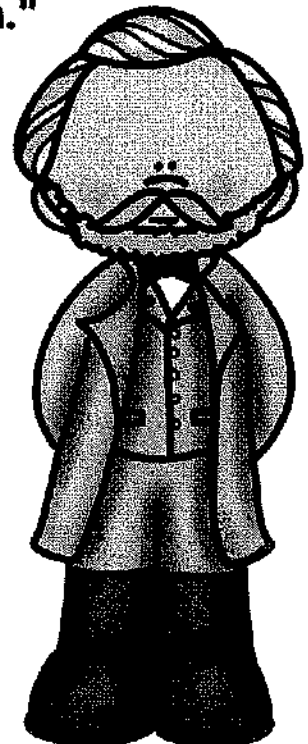
- A. Retreat of Lee and troops, Surrender of Lee, Assassination of Abraham Lincoln, Surrender of Johnston
- B. Surrender of Lee, Retreat of Lee and troops, Surrender of Johnston, Surrender of Johnston
- C. Assassination of Abraham Lincoln, Retreat of Lee and troops, Surrender of Lee, Surrender of Johnston
- D. Surrender of Johnston, Retreat of Lee and troops, Surrender of Lee, Assassination of Abraham Lincoln

"I have fought against the people of the North because I believed they were seeking to wrest from the South its dearest rights. But I have never cherished toward them bitter or vindictive feelings, and I have never seen the day when I did not pray for them."

-Robert E. Lee

12. Based on the quote above, what was Lee's feelings about the North?

- A. He fostered a great hate for the people of the North.
- B. He was indifferent to the people of the North.
- C. He did not hold ill-will toward Northerners, but believed they were trying to take away rights.
- D. He felt Northerners were trying to take away Southerners rights, and therefore hated them passionately.



CIVIL WAR RECONSTRUCTION

Post Civil-War

After the Civil War, much of the Southern United States was destroyed. Many farms and plantations were completely burned down and crops demolished. The Confederate money most southerners had was now worthless. Local governments were in disarray. The South had to be rebuilt, a period known as Reconstruction lasting from 1865 to 1877. Reconstruction sought to help the South rejoin the Union. Federal troops were stationed in many parts of the South to ensure rules were followed and new uprisings did not occur. Many Americans felt the South should be punished for attempting to secede from the Union. Others wanted to forgive the South to allow their nation to heal and reunite.

Lincoln's Plan

President Abraham Lincoln planned to be lenient with the South to make it easier for southern states to rejoin the Union. He claimed any Southerner who took an oath to the Union would be given a pardon. To be readmitted to the Union, a state only had to have the support of 10% of its voters. Any state readmitted to the Union was required to make slavery illegal. President Lincoln never implemented his plan though because he was assassinated. Andrew Johnson became the president and wanted to be even more lenient on the South than Lincoln. Congress disagreed though and passed harsher laws for southern states. Johnson granted pardons to many Confederate leaders. He vetoed several Reconstruction laws passed by Congress, earning him the nickname the "Veto President."



Black Codes

To get around laws passed by Congress, many southern states passed Black Codes. These prevented black people from voting, attending school, owning land, or even getting jobs. Naturally, these laws caused conflict between the North and South as they attempted to reunite after the Civil War. To fight the Black Codes, the federal government set up Freedman's Bureaus to create schools for black children to attend.

Constitutional Amendments

Three amendments were added to the United States Constitution to help Reconstruction efforts and protect the rights of all people. The 13th Amendment outlawed slavery. The 14th Amendment stated black people were citizens of the United States and protected equally by the law. Lastly, the 15th Amendment gave all male citizens the right to vote, regardless of race.

Rejoining

In 1865 new governments began forming in the South. Tennessee was the first state to be readmitted to the Union in 1866. The last state, Georgia, rejoined in 1870. To be readmitted, states were required to ratify the new amendments to the Constitution. The Union helped the South a lot during Reconstruction by rebuilding roads, getting farms running again, and building schools for the poor and black children. Slowly the southern economy started to recover.

Carpetbaggers

Some northerners moved to the South during Reconstruction in an attempt to make money off the rebuilding. They were referred to as carpetbaggers because they sometimes carried their belongings in luggage called carpetbags. Southerners did not like Northerners trying to move in to profit from their troubles.

Reconstruction Ends

Reconstruction ended officially under President Rutherford B. Hayes in 1877. He removed federal troops from the South and allowed state governments to take over. Many of the changes to equal rights were immediately reversed.

Name _____

CIVIL WAR RECONSTRUCTION

Identify: Use the word bank to identify each description.

carpetbaggers	amendments	Black Codes
Tennessee	Abraham Lincoln	Georgia
Andrew Johnson	Rutherford B. Hayes	Freedman's Bureau
1.	First state to rejoin the Union	
2.	Northerners who moved to the South to profit	
3.	Organization set up by the federal government	
4.	President at the end of the Civil War; assassinated	
5.	Three were added to the U.S. Constitution	
6.	Reconstruction officially ended under this President	
7.	President who took over for Lincoln; vetoed a lot	
8.	Last state to rejoin the Union	
9.	Laws passed to stifle progress of black people	

Multiple Choice: Choose the best answer.

10. Which is NOT an accurate statement about the South after the Civil War?

- A. Much of the South was destroyed by the war.
- B. Southern states were punished harshly by the federal government.
- C. Federal troops were stationed in the South after the war.
- D. Confederate money was now worthless.

11. The fact that Abraham Lincoln only planned to require 10% of voters' support to rejoin the Union says what about him?

- A. He planned to ensure that most citizens of southern states were supportive before rejoining the Union.
- B. He planned to harshly punish Southern states and tax them heavily.
- C. He planned to be lenient on Southern states and desperately wanted all southern states to quickly rejoin the Union.
- D. He planned to be strict and regimented with the southern states so they would not rebel again.

12. What was the main purpose of having federal troops stationed in southern states after the Civil War?

- A. To quell any potential uprisings and maintain order.
- B. To quell any fights between northerners and southerners.
- C. To prevent carpetbaggers from profiting from the South's misfortune.
- D. To put a stop to Black Codes.

13. Which of the following best completes the analogy?

13th Amendment : Abolished Slavery :: 14th Amendment : _____

- A. All black people could now vote
- B. Black people had equal protection under the law
- C. Abolishment of the Black Codes.
- D. Gave black men the right to vote