

# PrepUS History

## Unit 5 – The Civil War

### Study Guide

At the end of each unit you have the choice of taking a comprehensive exam or completing a project and a 20-question multiple-choice exam. The following study guide and project option is provided so you may make an informed decision on whether to take the exam or complete the project. The project must be handed in the day of the exam or you will be required to take the exam.

#### ***Suggestions for studying for your exam:***

1. Find a quiet place without distractions for you to study.
2. Reread the homework, handouts, and notes you completed on this unit.
3. Go through the list of information on the study guide (below), writing out an identification of each item.
4. Quiz yourself or have someone quiz you on the items at least once the night before the exam.
5. ***PLEASE TAKE NOTE:*** If you write out identifications of the items on your study guide, you will most likely earn a higher score on your exam and you may turn this in on the day of the exam to earn up to 5 extra credit points. (It must be turned in on the day of the exam to receive credit.) Both students who take the comprehensive exam and students who complete the project have the ability to complete the study guide for extra credit.
6. Your exam or due date for the project will be as follows:  
Black 5-6 Class: Monday, March 9th (next Monday)  
Orange 1-2 Class: Tuesday, March 10th (next Tuesday)

You should be able to identify/describe/explain the following:

#### *the map of the Union and Confederacy*

cotton's role in the Civil War  
Harriet Jacobs  
Nat Turner's rebellion  
slave importation abolished  
Middle Passage  
Missouri/Maine Compromise  
36°30'  
Mexican Session  
popular sovereignty  
Fugitive Slave Law  
Kansas-Nebraska Act  
Stephen Douglas  
transcontinental railroad  
Bleeding Kansas  
"Beecher's Bibles"  
John Brown  
Pottowatomie Creek  
Dred Scott  
Lincoln-Douglas debates  
Harper's Ferry  
Election of 1860  
Border States  
Northern & Southern advantages  
& disadvantages  
Fort Sumter  
Anaconda Plan  
naval blockade  
Peninsula Campaign  
Battle of Bull Run  
Confederate capital

the "Ninety-Day War"  
Stonewall Jackson  
Gen. George B. McClellan  
Gen. Robert E. Lee  
Battle of Shiloh  
Battle of Antietam Creek  
Battle of Fredericksburg  
Gen. Ambrose Burnside  
"Fighting Joe" Hooker  
abolitionist  
gradual emancipationist  
American Colonization Society  
William Lloyd Garrison  
Frederick Douglass  
Underground Railroad  
passengers, conductors,  
engineers, stations  
Harriet Tubman  
Harriet Beecher Stowe  
*Uncle Tom's Cabin*  
Sojourner Truth  
Emancipation Proclamation  
Battle of Chancellorsville  
Battle of Gettysburg  
Joshua Chamberlain  
20<sup>th</sup> Maine, Little Round Top  
Lion of the Round Top  
Gettysburg Address  
Ulysses S. Grant  
Vicksburg, MS

Sherman's March to the Sea  
total war  
Appomattox Court House  
Proclamation of Amnesty and  
Reconstruction  
Wade-Davis Bill  
Radical Republicans  
Freedmen's Bureau  
Oliver Otis Howard  
Lincoln's Assassination  
John Wilkes Booth  
black codes  
Jim Crow laws  
sharecropping  
tenant farming  
13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> Amendments  
disenfranchisement  
residency requirement  
understanding clause  
grandfather clause  
poll tax  
Eight Box Ballot Act  
Scalawags  
Carpetbaggers  
Election of 1876  
Hayes/Tilden  
Compromise of 1877  
Plessy v. Ferguson

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Project Option

**Introduction**

What would it have been like to have your family split apart by the Civil War? This project will give you the opportunity to write about national political events and how they affected individuals on both sides of the conflict.

**Task**

Your assignment will be to write letters from the perspective of both a Union and a Confederate supporter. These letters will contain information about the war and about the period of Reconstruction that followed the war. You will write from two different perspectives for each of the series of events (Union and Confederate). The letters should contain information about the events as well as how a supporter of either the Union or Confederacy would feel about them. The letters should also contain other thoughts, feelings, and ideas of the individual.

**Format**

Each letter must be legibly hand written with correct spelling and grammar including personal reactions to the assigned topics. The letters should be addressed, “Dear Mom” and include dates accurate to the time the letter would have been written. You may **NOT** use slang or racial epithets (even though they might have been in use at the time). In place of one content area (two letters) you may write a poem or draw a picture that addresses the required topics. Be sure to write a sentence or two to explain the picture or poem (maybe “this picture depicts the bodies at Gettysburg, thousands of soldiers died and afterwards we were so demoralized....”). You should be creative with the presentation of the letters: some may be wrinkled or appear blood stained or dirty, but please do not burn the edges (VERY messy for me!). If you wish, you may include more drawings or poems for extra credit.

**Criteria**

The letters should contain the writers’ personal reactions to the following events and issues:

Content for the first 2 letters:	the attack on Fort Sumter	April 12, 1861
	Northern and Southern Advantages	
	Battle of Bull Run (Richmond, VA)	July 21, 1861
Contents for second 2 letters:	Battle of Antietam (MD)	September 17, 1862
	Battle of Gettysburg (PA)	July 3, 1863
Contents for third 2 letters:	Emancipation Proclamation	January 1, 1863
	Lee Surrenders to Grant: Appomattox	April 9, 1865
	Lincoln’s Assassination	April 14, 1865
Contents of fourth 2 letters:	the two Reconstruction Plans	
	Freedman’s Bureau	
	Life in the South: sharecroppers, tenant farmers, scalawags, carpetbaggers, etc.	

**You must also hand in a rubric completed and signed by a proofreader**

Due Date:	Orange 1-2 Class:	Friday, March 6th (next Friday)
	Black 5-6 Class:	Monday, March 10th (next Monday)

*Please Note: If at any time you are confused about what you’re supposed to be doing, please be sure to ask me, whether that means finding me at school, emailing, or calling or texting me (653-7828)!*

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Project Rubric

Content	(80 points)	Possible Points	Points Earned
Content Area #1			
Northern Perspective			
the attack on Fort Sumter	4		
Northern & Southern Advantages	4		
Battle of Bull Run	4		
Southern Perspective			
the attack on Fort Sumter	4		
Northern & Southern Advantages	4		
Battle of Bull Run	4		
Content Area #2			
Northern Perspective			
Battle of Antietam (MD)	4		
Battle of Gettysburg (PA)	4		
Southern Perspective			
Battle of Antietam (MD)	4		
Battle of Gettysburg (PA)	4		
Content Area #3			
Northern Perspective			
Emancipation Proclamation	4		
Lee Surrenders: Appomattox	4		
Lincoln's Assassination	4		
Southern Perspective			
Emancipation Proclamation	4		
Lee Surrenders: Appomattox	4		
Lincoln's Assassination	4		
Content Area #4			
Northern Perspective			
Freedman's Bureau	4		
Southern life: sharecroppers, tenant farmers, scalawags, carpetbaggers	4		
Southern Perspective			
Freedman's Bureau	4		
Southern life: sharecroppers, tenant farmers, scalawags, carpetbaggers	4		
Format	(20 points)		
effort, attractiveness, neatness	10		
creative, colorful, neat, exhibits good effort	10		
Project Grade			