

# Basic US 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 Monday, March 9<sup>th</sup> (next Monday)

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

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

slave importation	Gen. George B. McClellan	total war
abolished	Gen. Robert E. Lee	Appomattox Court House
Middle Passage	Battle of Shiloh	Proclamation of Amnesty
Missouri/Maine	Battle of Antietam Creek	and Reconstruction
Compromise	Gen. Ambrose Burnside	Wade-Davis Bill
36°30'	abolitionist	Radical Republicans
Wilmot Proviso	William Lloyd Garrison	Freedmen's Bureau
popular sovereignty	Frederick Douglass	Oliver Otis Howard
Fugitive Slave Law	Underground Railroad	Lincoln's Assassination
Kansas-Nebraska At	passengers,	John Wilkes Booth
Stephen Douglas	conductors,	black codes
Bleeding Kansas	engineers, stations	Jim Crow laws
"Beecher's Bibles"	Harriet Tubman	sharecropping
John Brown	Harriet Beecher Stowe	tenant farming
Dred Scott	<i>Uncle Tom's Cabin</i>	13 <sup>th</sup> , 14 <sup>th</sup> , 15 <sup>th</sup>
Harper's Ferry	Sojourner Truth	Amendments
Election of 1860	Emancipation	disenfranchisement
Border States	Proclamation	understanding clause
Northern & Southern	Battle of Gettysburg	grandfather clause
advantages &	Joshua Chamberlain	poll tax
disadvantages	20 <sup>th</sup> Maine, Little Round	Eight Box Ballot Act
Fort Sumter	Top	Scalawags
naval blockade	Gettysburg Address	Carpetbaggers
Battle of Bull Run	Ulysses S. Grant	Compromise of 1877
Stonewall Jackson	General Sherman	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 Civil War events and how they affected individuals on both sides of the conflict.

**Task**

Your assignment will be to write letters from the point of view 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 slurs (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 Northern and Southern Advantages	April 12, 1861
Contents for second 2 letters:	Battle of Antietam (MD) Battle of Gettysburg (PA)	September 17, 1862 July 3, 1863
Contents for third 2 letters:	Emancipation Proclamation Lincoln’s Assassination	January 1, 1863 April 14, 1865
Contents of fourth 2 letters:	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:     Monday, March 9<sup>th</sup> (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			
Northern & Southern Advantages	<u>5</u>		
Battle of Bull Run	<u>5</u>		
Southern Perspective			
Northern & Southern Advantages	<u>5</u>		
Battle of Bull Run	<u>5</u>		
Content Area #2			
Northern Perspective			
Battle of Antietam (MD)	<u>5</u>		
Battle of Gettysburg (PA)	<u>5</u>		
Southern Perspective			
Battle of Antietam (MD)	<u>5</u>		
Battle of Gettysburg (PA)	<u>5</u>		
Content Area #3			
Northern Perspective			
Emancipation Proclamation	<u>5</u>		
Lincoln's Assassination	<u>5</u>		
Southern Perspective			
Emancipation Proclamation	<u>5</u>		
Lincoln's Assassination	<u>5</u>		
Content Area #4			
Northern Perspective			
Freedman's Bureau	<u>5</u>		
Southern life: sharecroppers, tenant farmers, scalawags, carpetbaggers	<u>5</u>		
Southern Perspective			
Freedman's Bureau	<u>5</u>		
Southern life: sharecroppers, tenant farmers, scalawags, carpetbaggers	<u>5</u>		
Format	(20 points)		
effort, attractiveness, neatness	<u>10</u>		
creative, colorful, neat, exhibits good effort	<u>10</u>		
Project Grade			_____