

ED 023 546

RE 001 446

By -Fried, Marian; And Others

Developmental Reading in Social Studies; Civil War. A Guide for Teachers, Grade 8, Revised.

Sewanhaka Central High School District Number 2, Nassau County, N.Y.

Pub Date 65

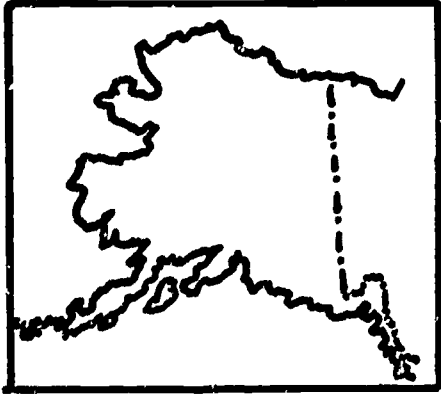
Note -79p.

EDRS Price MF -\$0.50 HC -\$4.05

Descriptors -American History, Civil War (United States), \*Content Reading, \*Developmental Reading, Factual Reading, \*Grade 8, Junior High Schools, Reading Instruction, Reading Level, Reading Programs, Reading Skills, \*Social Studies Units, Study Skills, \*Teaching Guides

This unit guide, fifth in a series of seven, is designed to provide eighth-grade social studies teachers with the material necessary for providing reading and study skills instruction while developing the facts, attitudes, and concepts of social studies. Information about the Civil War is found in two texts, Wilder and Ludlom, "This is America's Story," and Swartz and O'Connor, "Exploring American History." The former is designed for use with average classes; the latter, with modified. Each chapter of materials contains exercises dealing with general vocabulary building, specific social studies vocabulary, terms dealing with people, places, and things, and tests for these words. Other exercises deal with note taking, recall, and prereading skills such as use of the introduction, subchapter and chapter headings, and pictures. Combined questions applicable to both textbooks are also provided. (WB)

# Developmental Reading in Social Studies



## UNIT 5: Civil War

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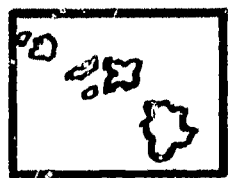
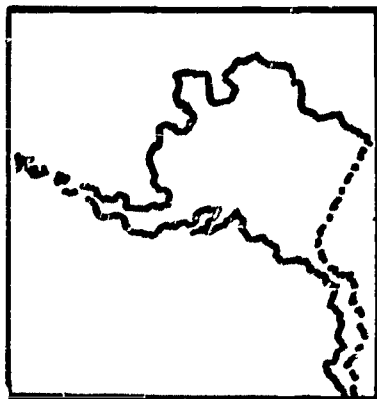
*a guide for teachers* **GRADE 8** *REVISED*

Sewanhaka  
CENTRAL HIGH SCHOOL DISTRICT NO. 2  
NASSAU COUNTY, NEW YORK

# Developmental Reading in Social Studies

REVISED

## UNIT 5: Civil War



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*a guide for teachers*

GRADE

8

**Sewanhaka**

**CENTRAL HIGH SCHOOL DISTRICT NO. 2**

**NASSAU COUNTY, NEW YORK**

**SUMMER 1965**

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## A C K O W L E D G M E N T S

This guide extends to our newly-adopted eighth-grade social studies texts the district's well-known program of developmental reading in the content areas. In publishing this guide, the district re-affirms its belief in the value of developmental reading for secondary school pupils.

This volume represents the cooperative efforts of many people of special talents whose contributions are acknowledged with appreciation.

Mrs. Marian Fried

For their authorship of the  
guide in the summer of 1965

Mr. Donald Laux

Miss Sara R. Levy

Miss Marilyn Macchia

Mr. Anthony Manzo

Mr. Lee Marcus

Mr. Dan Dramer

For supervising and organizing  
the project in its formative  
and developmental stages

District Curriculum Supervisor,  
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Mr. Ira Wilder

For suggestions on dividing  
the content into study units

Social Studies Coordinator  
and

Mr. William Wrigg

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For general supervision of  
the summer workshop

Assistant District Principal,  
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For supervision of the  
production of this guide

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For editing final copy and  
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vision of the production of  
this guide

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For preparing bibliographical  
material for the guide

Mrs. Ramona Bendin

For creation of the cover  
design and other art work

Miss Betty Lavin and the  
Typing and Production Staff

For technical production of  
the guide

It is expected that the junior high social studies chairmen, reading specialists, and junior high social studies departments of the several schools will implement this material in the social studies program. Teachers using this guide are urged to keep notes on their critical analysis of it. After a suitable trial period, the guide will be evaluated and appropriate action will be taken.

September 1, 1965

John W. Nicoll  
Principal of the District

## USE OF THE GUIDE

These reading exercises are for the Grade 8 Social Studies program.

The Units are arranged according to chapters in the two texts, Wilder and Ludlum, This is America's Story and Schwartz and O'Connor, Exploring American History.

A reading lesson has been prepared for each chapter in Exploring American History. To correspond with these, a similar unit has been prepared for This is America's Story.

At the conclusion of This is America's Story, you will find a review question that can be used for both texts.

### Unit Themes

- Unit I Discovery and Exploration and European Colonics in the New World
- Unit II Colonial Struggle for Independence
- Unit III How Our Nation Is Governed
- Unit IV Growth of the New Nation and the Westward Expansion
- Unit V Civil War and Sectionalism
- Unit VI Rise of Industry and Agriculture
- Unit VII U.S. Becomes a World Leader

Each of these seven units embraces several chapters of each of our two texts. The chart furnished as an appendix gives the details of this breakdown into units.

This series is based on three assumptions:

1. Teachers can not take for granted that pupils in junior high school are fully trained for the reading tasks they will encounter.
2. Secondary school pupils need continuing and sequential developmental reading instruction.
3. The subject area teacher is the one best qualified to implement reading and study skills in the various content areas.

The purpose of this volume is to provide eighth-grade social studies teachers with the material necessary for achieving the dual objectives of providing reading and study skills instruction while developing the facts, attitudes and concepts of social studies.

1. NATURE OF THE MATERIAL: all the pages in this volume are addressed directly to the pupil (except, of course, for these few prefatory remarks), and all can be requisitioned in any quantity desired.
2. ORDERING MATERIALS: Material should be requisitioned through your department chairman, who in turn, will order it from the I.M.C. Order all the material for an entire chapter at one time. Allow two weeks for delivery.
3. FORMAT: This material follows a consistent format. It is arranged by topics, and within each topic, it is arranged

(continued)

according to the two texts: materials relating to the Wilder book for average classes, and the Schwartz-O'Connor book for modified classes. The chapters from Wilder will appear first and the chapter from Schwartz-O'Connor in the second half of each book. Combined questions applicable to both books are placed at the end of Wilder.



TABLE OF CONTENTS

Unit V

THE CIVIL WAR

This is America's Story - Wilder

Chapters:

19. (pp. 373-392)  
The North and the South  
Come to Blows
20. (pp. 393-423 )  
The North and the  
South Fight a War  
and Are Reunited

Exploring American History

Schwartz - O'Connor  
Unit V  
Chapters 1-11  
(pp. 240-297)

HOW DID DIFFERENCES IN OUR WAY OF  
LIFE LEAD TO CIVIL WAR?

Covers the period from King Cotton  
to the New South.

WILDER, UNIT V, CHAPTER 15: COTTON BECOMES KING IN THE SOUTH

WORDS TO LEARN

Vocabulary

Social Studies Words

People, Places, Events, etc.

p.294  
typical

field hands  
overseer

p.295  
bale  
wharf  
spacious  
ancestors  
supervise

Mobile, Alabama;  
New Orleans, Louisiana

p.296  
blacksmiths  
chinked  
crude

descendants

Appalachian Mts.

p.297

p.298  
apt  
foreign

tariff

p.300  
Ornamental ironworks

Mississippi bayous

p.301  
criticize  
vigorously  
resent

freedmen  
abolitionist

Mason and Dixon Line  
John C. Calhoun

p. 302  
compete  
yield  
industrialized

sectionalism

p.290  
plantations  
indigo  
bolls  
mechanical

cotton gin

Eli Whitney,  
Carolina

p.292  
fertilizer

patent

Old South

p.293  
stoked  
underbrush  
girdling  
outranked

Cotton is King,  
Georgia,  
Cotton Kingdom

SS8

Unit V p. 1

290-303 W

WORDS USED IN CONTEXT

1. The overseer was responsible to the master for the management of the plantation in the South. Some overseers treated the fieldhands harshly.
2. The tariff placed on goods coming into our country protected home industries by making imported goods more expensive. The South felt this tariff benefited the Northeastern states.
3. The newcomers to the South staked their claims to lands by clearing the underbrush and by putting up identifying markers.
4. Varying geographical features are apt to produce different social, political and economic conditions. Each representative is apt to think in terms of bettering his own section.
5. The factory system which industrialized the North made slavery uneconomical and unpopular. The South, on the otherhand, was agricultural and had few factories, and so was not sympathetic with the industrialized North.
6. The Mason-Dixon Line running between Maryland and Virginia was the dividing line of the pro and anti-slavery forces. North of the Mason-Dixon Line no states permitted slavery.
7. Indigo was one of the three money crops of the old South. Indigo supplied the manufacturers of the North with the necessary dye for their materials.
8. The government endeavors to protect the inventor and his invention by giving him a patent. This patent prohibits others from using the inventor's ideas without written permission.
9. The abolitionists would not compromise on the issue of slavery. The abolitionists were the early propagandists of the Civil War.
10. The bayous along the Mississippi were insect-ridden swamps. The state of Louisiana is built on the many bayous or inlets of the Mississippi River.

QUESTIONS ON THE CHAPTER

From the title of Chapter 15, Cotton Becomes King in the South, we can assume that the chapter deals with:

- a. Eli Whitney's developing the first system of interchangeable parts
- b. The livelihood of the mountain whites was based on slavery
- c. The small farmers are the largest group in the South
- d. Southerners defend slavery
- e. The plantation owners were the political and social leaders of the deep South
- f. Cotton is the most important Southern Crop

Mark each answer choice above

- Det if too detailed
- Spec if too specific
- Genl if too general
- Irrel if it's irrelevant
- False if not correct
- Best if it's the best answer.

A quick pre-reading of the chapter introduction, the sub chapter and chapter check-ups, and the pictures, maps, charts and graphs, reveals that this chapter did not deal with:

- a. Plantation owners were leaders of the South
- b. "Cotton is King"
- c. Eli Whitney invented the cotton gin
- d. William Lloyd Garrison published The Liberator
- e. Small farmers were the largest group in the South.
- f. The cotton states of the Old South

QUESTIONS ON THE CHAPTER

From Your Reading--  
Categorize the following terms.

abolitionist  
nationalism  
industrialization  
slavery  
protective tariff

overseer  
plantations  
sectionalism  
free trade  
social classes

Northern Interests	Southern Interests

READING FOR CAUSE AND EFFECT

Directions Place the number from column one in front of the space in column two that best shows its effect.

- | <u>column one</u>                                    | <u>column two</u>   |
|--|---|
| 1. Eli Whitney invents the cotton gin.               | _____ a. South refuses to pay for internal improvements         |
| 2. Abolitionist leader takes law into his own hands. | _____ b. erosion of soil makes plantation owners seek new lands |
| 3. the factory system develops in the North.         | _____ c. John Brown's Raid                                      |
| 4. plantations use rivers to ship on their goods     | _____ d. price of a slave increased                             |
| 5. southern climate lends itself to 3 crops a year   | _____ e. Missouri Compromise                                    |
| 6. south dependant on one money crop                 | _____ f. "Cotton is King"                                       |
| 7. slavery becomes main issue of Western expansion   | _____ g. the North frees her slaves                             |

Vocabulary Tests

Write the letter of the meanings of the words in column II in the space in front of the words in column I.

Column I	Column II
<p>_____ 1. overseer</p> <p>_____ 2. patent</p> <p>_____ 3. tariff</p> <p>_____ 4. abolitionist</p> <p>_____ 5. plantation</p> <p>_____ 6. cotton kingdom</p> <p>_____ 7. erosion</p> <p>_____ 8. freedmen</p>	<p>a. a tax on imported goods</p> <p>b. a person who wished to do away with slavery</p> <p>c. the wearing or washing away of the soil</p> <p>d. one who supervises slaves</p> <p>e. a large farm or estate</p> <p>f. newly-settled lands of the south</p> <p>g. an official document granting a right or privilege; an official document giving sole rights to the inventor or producer of a product</p>

Write the words from Column I in the spaces below.

In the \_\_\_\_\_ on a large \_\_\_\_\_ of a Southern gentleman, it was necessary for him to hire an \_\_\_\_\_ to take care of the farm.

The \_\_\_\_\_ believed slavery must be eliminated.

The North wished a high protective \_\_\_\_\_ to keep European goods from competing against Northern manufacturing.

It was necessary for the inventor to get a \_\_\_\_\_ to protect his rights to his invention.

The wearing away of the earth because of wind, and water was known as \_\_\_\_\_.

WORD BUILDING

Directions: The words below have been broken down into prefix, root and suffix. Reassemble the words in the numbered spaces at the bottom and write a meaning for each word.

<u>prefix-meaning</u>	<u>root-meaning</u>	<u>suffix-meaning</u>
1. re--again	construct--build	ion--act of
2. a--on	mend--repair	ment--state of
3. se--apart	ced--move	
4. in--not	par--part	able--able to be
5. ex--from	tens--stretch	con--act of
6. im--into	port--carry	
7. ex--from	port--carry	
8. pro--for	tect--cover	ive--tending to
9. geo--earth	graph--picture	ic--pertaining to
10. dec--ten	ade--make	

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



WILDER, UNIT V, CHAPTER 19: THE NORTH AND THE SOUTH COME TO BLOWS

WORDS TO LEARN

<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events, etc.</u>
p.373 tragic		South Carolina
p.374 arguments previous accustomed		
p.375 request quarrel continuation <u>aroused</u> terror		<u>Missouri</u> <u>Compromise</u>
p.376 threat quantities prosperity loyal peaceably definite authority foremost oppression unjust <u>eloquently</u> argued galleries adopting majestic <u>dramatic</u>	<u>states' rights</u>	John C. Calhoun, Robert Hague, Daniel Webster
p.377	sectionalism	Henry Clay
p.378 stirring plea fragments dissevered discordant belligerent <u>feuds</u> drenched fraternal feeble ensign trophies luster polluted obscured	provist abolitionist	David Wilmot

(continued)

WILDER, UNIT V, CHAPTER. 19:THE NORTH AND THE SOUTH COME TO BLOWS

WORDS TO LEARN

Vocabulary

Social Studies Words

People, Places, Events, etc.

p.378 (con't)

interrogatory  
delusion  
folly  
sentiment  
immense  
beforehand

p.379

Kansas-Nebraska Act

p.380 furthermore

percentage  
outnumbered  
interfere  
outrage  
perplexing  
careers  
orator  
statesman  
skillful  
champion

Great Compromiser

p.381 determined  
opposed

Compromise 1850

Stephen A.Douglas,  
Illinois,  
William H.Seward,  
Alexander Stephens,  
Jefferson Davis,  
District of Columbia

p.382 debates  
frequent  
wrung  
influenced  
fugitive  
sheltered  
inflamed  
increasingly

compromise  
abolitionists  
antislavery  
conductors  
"station"

Uncle Tom's Cabin,  
Harriet Beecher Stowe,  
Underground Railroad,  
Fugitive Slave Law

p.383

1854 Kansas-Nebraska Act,  
Kansas Territory,  
Nebraska Territory,  
Missouri Compromise,  
John Brown

p.384 violence  
proslavery (anti)  
forbid  
defeat  
downhearted

1854 Republican Party,  
John C. Fremont,  
James Buchanan,  
1857 Dred Scott Case

WORDS TO LEARN

<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events, Etc.</u>
p.385 solemnly clad violates compel decision astounded especially contrast awkward confident	unconstitutional debate in spite of <u>popular sovereignty</u>	Supreme Court of the United States, Dred Scott, 1858 Lincoln-Douglas Debates, Illinois, senator
p.386 limit <u>conflict</u> avoided endure permanently armory roundhouse seizing dread	issues treason	1859 Raid on Harper's Ferry
p.387 fateful tense <u>climax</u> ballot remarkable amid flickering physical characteristics handicaps ability qualities	political parties <u>states' rights</u> candidate tariff politics abolitionist	Abraham Lincoln, Southern Democrats, John C. Breckinridge, Constitutional Union Party, John Bell
p.388 exist seek curiosity countrified crude lanky scholarly dignified convincing audience thunder of applause withdraw accent	court sessions	Cooper Union

WILDER, UNIT V, CHAPTER 19: THE NORTH AND THE SOUTH COME TO BLOWS

WORDS TO LEARN

<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events, etc.</u>
p.390 levied graduate energy dissatisfied momentous assail	tariffs plantation <u>oath of office</u> solemn oath	Concederacy, Kentucky, Indiana
p.391 chords hearth stove chorus preserve	reinforcements	Charleston, S. Carolina; Fort Sumter

WORDS IN CONTEXT

1. The slavery question aroused bitter feelings between the North and South. Uncle Tom's Cabin- aroused the abolitionists to violence.
2. One hundred years after the Civil War the question of states' rights vs. National supremacy is still being debated.
3. Daniel Webster's speech giving his ideas of national supremacy were eloquently presented in Congress. The late Adlai Stevenson also had the great gift of speaking with poise, assurance, and dignity, in an eloquent manner.
4. The feuds between the North and the South over slavery eventually divided not only the country but family ties. It was not unusual for brothers to feud over the problem and take opposite sides of the question.
5. Pro-slavery and anti-slavery forces contributed to the bloodshed and violence of "bleeding" Kansas. The pro-slavery group moving up from the South coming in contact with the anti-slavery group of the North created havoc in this border state.
6. Stephen Douglas, in his bid for public office advocated "Popular Sovereignty". This theory of popular sovereignty would destroy the existing compromises that contained slavery below 36° 30' line.
7. The conflict between the sections continued for four long years. Historians are still debating the issues of this conflict.
8. The South could not endure the continuous drain on her resources and manpower. The North with greater resources and manpower could endure this prolonged struggle.

WILDER, UNIT V, CHAPTER 19: THE NORTH AND THE SOUTH COME TO BLOWS

WORDS IN CONTEXT

9. The intense hatred reached its climax when the South fired on Fort Sumter. The culmination of all the years of compromise and appeasement ended with this climactic event.
10. The Wilmot Proviso provided for all of the Mexican Territory to enter the Union as free territory. This proviso was never enacted because of the opposition of the Southern forces.

QUESTIONS ON THE CHAPTER

A quick pre-reading of the chapter introduction, the sub-chapter and chapter check-ups, and the pictures, maps, charts and graphs, reveals that this chapter did not deal with:

- a. The Missouri Compromise
- b. Calhoun's theory of states' rights
- c. Webster's ideas on nationalism
- d. Compromise of 1850
- e. Harriet Tubman establishes the Underground Railroad
- f. Violence breaks out in Kansas

WILDER, UNIT V, CHAPTER 19: THE NORTH AND THE SOUTH COME TO BLOWS

From your Reading (Skill Interpretations)

sectionalism  
geographic  
secede  
slavery  
industrial  
climax

protective tariff  
conflict  
abolitionist  
free trade  
national supremacy  
extremists

union  
Dred Scott  
popular sovereignty  
debate  
nullification  
federal

Fill in the blanks from the above list.

1. \_\_\_\_\_ like John Brown, who led the raid on Harper's Ferry, caused a great deal of bitterness.
2. The disagreement between the North and the South reached its \_\_\_\_\_ when Fort Sumter was fired upon.
3. The southern states felt they had the right of \_\_\_\_\_ if they did not agree with a law made by the \_\_\_\_\_ government.
4. The Kansas-Nebraska Act advocated \_\_\_\_\_, which gave the people the choice of having or not having slavery in the territories.
5. The \_\_\_\_\_ believed slavery must be done away with in America.
6. The north wished a high \_\_\_\_\_ to help European goods from competing against northern manufacturing.
7. \_\_\_\_\_ developed because of different needs of the colonists, often due to their \_\_\_\_\_ location.
8. The \_\_\_\_\_ issue was one of the reasons the South desired to \_\_\_\_\_ from the Union.
9. The \_\_\_\_\_ between the North and South finally resulted in the Civil War.
10. A slave, \_\_\_\_\_ taken into free territory sued for his freedom. Judge Taney, in a famous decision, called the \_\_\_\_\_ decision, shocked the world with his surprising ruling.

WILDER, UNIT V, CHAPTER 19: THE NORTH AND THE SOUTH COME TO BLOWS

QUESTIONS ON THE CHAPTER

Reading for Cause and Effect

Next to the blank appearing before the cause stated in column one write the letter from column 2 which shows its effect.

- |   |  |
|---|--|
| <u>    </u> 1. Maine and Missouri apply for statehood.                  | a. Kansas-Nebraska Act                           |
| <u>    </u> 2. United States receives the Mexican Cession               | b. new fugitive slave law passed                 |
| <u>    </u> 3. California applies for statehood                         | c. Jefferson Davis elected president at Richmond |
| <u>    </u> 4. Underground Railroad helps slaves escape                 | d. John Brown hanged                             |
| <u>    </u> 5. Stephen A. Douglas advocates popular sovereignty         | e. Abraham Lincoln elected president             |
| <u>    </u> 6. South secedes from the union                             | f. Compromise of 1850                            |
| <u>    </u> 7. Abolitionists seize the federal arsenal at Harpers Ferry | g. Wilmot Proviso proposed                       |
| <u>    </u> 8. Democratic Party splits                                  | h. the Missouri Compromise of 1820               |

QUESTIONS ON THE CHAPTER

Skill: Interpretation

How did each of the following attempt to solve the question of slavery?

1. Thomas Jefferson and the Declaration of Independence, 1776

---

---

2. Northwest ordinance, 1787

---

---

3. Constitution of U. S., 1789

---

---

4. Missouri Compromise, 1820

---

---

5. Compromise of 1850

---

---

6. Personal Liberty Laws

---

---

7. Kansas-Nebraska Act, 1854

---

---

8. Dred Scott Decision, 1857

---

---



VOCABULARY TESTS

Place the letter in the definition in Column II in front of the word it defines in Column I.

column I	Column II
_____ 1. compromise	a. set aside
_____ 2. fugitive	b. loose organization of states under one government
_____ 3. abolitionist	c. having people of more than one race
_____ 4. free states	d. a run-away
_____ 5. sovereign	e. give and take
_____ 6. integrated	f. anti-slavery
_____ 7. nullify	h. supreme authority
_____ 8. confederation	g. one who forbids slavery

Write words from Column I in spaces below.

The \_\_\_\_\_ of the \_\_\_\_\_ states caused the South to demand a stronger \_\_\_\_\_ slave law.

In order to avoid open warfare the North and South made several \_\_\_\_\_ (s).

In 1860 the election of Lincoln threatened the sovereignty of the Solid South.

They seceded and formed a \_\_\_\_\_.

The South believed in their right to \_\_\_\_\_ a law which would eventually \_\_\_\_\_ their society.

Synonyms

Directions: From the word choices below each sentence, choose the word or phrase which means the same as the underlined word or phrase in the sentence. Underline your choice.

1. The supremacy of the North was proven by the results of the Civil War.  
(a) superiority (b) inferiority (c) equality
2. The conflict over slavery led the states to war.  
(a) agreement (b) disagreement (c) election
3. Many men felt puzzled as to where their loyalties lie--to their nation or to their state.  
(a) freedoms (b) allegiances (c) aims
4. Missouri, Kentucky, Delaware and Maryland were border states.  
(a) states farthest west (b) states between the deep South and the North (c) states that seceded.
5. The North had a varied economy when the Civil War began.  
(a) one industry (b) many industries (c) few industries
6. Until the Civil War suffrage had been denied to Negroes.  
(a) right to read (b) right to vote (c) right to drive
7. Segregation is still practiced in the South  
(a) toleration (b) discrimination (c) reformation
8. The Federal government is trying to integrate Southern schools.  
(a) make separate (b) join together (c) shut down
9. Lincoln and Douglas held a debate to bring their differences before the public.  
(a) conference (b) telecast (c) public argument

THE GETTYSBURG ADDRESS

November 19, 1863

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

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

But, in a larger sense, we can not dedicate--we can not consecrate--we can not hallow--this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here.

It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us--that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion --that we here highly resolved that these dead shall not have died in vain--that this nation, under God, shall have a new birth of freedom--and that government of the people, by the people, for the people, shall not perish from the earth.

WILDER, UNIT V, CHAPTER 19: THE NORTH AND THE SOUTH COME TO BLOWS

BY THE PRESIDENT OF THE UNITED

STATES OF AMERICA:

A Proclamation

Whereas on the 22d day of September, A. D. 1862, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"That on the 1st day of January, A.D. 1863, all persons held as slaves within any State or designated area of a State the people whereof shall then be in rebellion against the United States shall be then, thenceforward, a forever free; and the executive government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

"That the executive will on the 1st day of January aforesaid, by proclamation, designate the states and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State or the people thereof shall on that day be in good faith represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such States shall have participated shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State and the people thereof are not then in rebellion against the United States."

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 1st day of January, A.D. 1863, and in accordance with my purpose so to do, publicly proclaimed for the full period of one hundred days from the first day above mentioned, order and designate as the States and parts of States wherein the people thereof, respectively, are this day in rebellion against the United States the following, to wit:

Arkansas, Texas, Louisiana (except the parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James, Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St Martin, and Orleans, including the city of New Orleans), Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia (except the forty-eight counties designated as West Virginia, and also the counties of Berkeley, Accomac, Northhampton, Elizabeth City, York, Princess Anne, and Norfolk including the cities of Norfolk and Portsmouth), and which excepted parts are for the present left precisely as if this proclamation were not issued.

WILDER, UNIT V, CHAPTER 19: THE NORTH AND THE SOUTH COME TO BLOWS

And by virtue of the power and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States and parts of the States are, and henceforward shall be, free; and that the Executive Government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

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.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution upon military necessity, I invoke the considerate judgment of mankind and the gracious favor of Almighty God.

WILDER, UNIT V, CHAPTER 20: THE NORTH AND SOUTH FIGHT A WAR AND ARE REUNITED

WORDS TO LEARN

<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events, etc.</u>
p. 394	secedes <u>border states</u>	Fort Sumter
p. 395 forefathers	resources	
p. 396		<u>Robert E. Lee, Potomac River</u>
p. 398	<u>strategy</u> <u>blockade</u>	Washington, D.C.; <u>Manassas Junction</u> ; <u>Bull Run</u> , Richmond, Va.
p. 400 modest	admiral <u>unconditional surrender</u>	<u>David Farragut</u> ; <u>Ulysses S. Grant</u> ; <u>Shiloh, Tenn.</u> ; <u>Mississippi River</u> ; <u>Fort Henry, Tenn.</u> ; <u>Fort Donelson Tenn.</u>
p. 401 unvexed	<u>siege</u> <u>blockade runners</u>	<u>Vicksburg, Miss.</u> ; <u>Port Hudson, La.</u>
p. 402	ironclad	<u>"Monitor"</u> ; <u>"Merrimac"</u> ; <u>Hampton Roads, Va.</u> ; John Ericsson
p. 403		<u>George B. McClellan</u> ; <u>James Peninsula</u> ; <u>Antietam Creek Md.</u> ; <u>Fredricksburg, Va.</u> ; <u>Chancellorsville, Va.</u> ; <u>Seven Days' Battle</u> ; <u>Stonewall Jackson</u>
p. 404 ridge	documents	<u>Gettysburg, Pa.</u>

Words and phrases needed for the 'Gettysburg Address' include: fourscore; our fathers; conceived; dedicated; proposition; endure; consecrate; hallow; devotion; died in vain; government of the people, by the people, and for the people; perish

p. 406 desolate		<u>William T. Sherman</u> ; <u>Chattanooga, Tenn.</u> ; <u>Atlanta, Ga.</u> ; <u>Savannah, Ga.</u>
p. 407 valiant		<u>Wilderness</u> , <u>Appomattox Court House</u>
p. 408 mourned		
p. 409 brooded, paramount		

WILDER, UNIT V, CHAPTER 20: THE NORTH AND THE SOUTH FIGHT A WAR AND ARE REUNITED

WORDS TO LEARN

<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events, etc.</u>
p.410	<u>assassination</u>	<u>Emancipation Proclamation,</u> <u>Thirteenth Amendment,</u> <u>Ford's Theater,</u> <u>John Wilkes Booth</u>

Words and phrases needed for Lincoln's "oath of office" include: fervently, scrouge, malice, firmness, borne the battle, cherish

p.411	tyrants	<u>Jefferson Davis</u>
p.412 scanty thread bare	<u>reconstruction</u>	<u>Freedmen's Bureau,</u> <u>Andrew Johnson</u>
p.413	<u>carpetbaggers</u> <u>scalawags</u>	<u>Fourteenth Amendment,</u> <u>Fifteenth Amendment,</u> <u>Reconstruction Act</u>
p.414 spittoons overwhelmingly	legislatures	<u>Ku Klux Klan</u> <u>"Solid South"</u>
p.415	<u>tenant farmers</u> <u>sharecroppers</u> natural resources	
p.416		Birmingham, Ala.

WORDS USED IN CONTEXT

The border states had trouble deciding whether they wanted to join their northern or southern neighbors. Some of the border states allowed slave holding.

The northern strategy was to split the South. Lincoln and his generals planned the strategy.

General Grant got the nickname "Unconditional Surrender" Grant when he stated that he would not promise the Confederates anything in return for their surrendering. He demanded the South's unconditional surrender.

The siege of Ft. Sumter lasted until the northern soldiers who were there surrendered. During the siege, the defenders of Ft. Sumter had no way of obtaining food in the midst of the Confederate gunfire.

The most famous American documents are the Declaration of Independence and our Constitution. These documents are preserved and guarded in Washington, D.C.

WORDS USED IN CONTEXT

Lincoln hoped that the reconstruction of the South would be based on friendship. Instead, the Reconstruction Period became a terrible time for the South.

Carpetbaggers from up North threw their belongings into suitcases and headed south to take over the government after the war. The southerners hated the carpetbaggers.

Scalawags welcomed the northern soldiers who guarded the South after the war. Former Confederates hated the scalawags even more than they hated the carpetbaggers.

Many poor whites and freed slaves became tenant farmers (or sharecroppers). Sharecroppers did not own their own land, but worked as tenants on another man's land, paying the owner with a share of the crops they raised.



QUESTIONS ON THE CHAPTER

From the Survey (Skill: SQ3R)

I. From the title of Chapter 20, The North and the South Fight a War and Are Reunited, we can assume that the chapter deals with:

- a. The causes of the Civil War
- b. The Civil War
- c. The end of the Civil War
- d. The Civil War and its peace
- e. The horror of the Civil War
- f. The uselessness of the Civil War and all wars.

Mark each answer choice above:

- Det - if too detailed
- Spec - if too specific
- Genl - if too general
- Irrel - if it's irrelevant
- False - if not correct (all or part)
- Best - if it's the best answer

II. A quick, pre-reading of the chapter introduction, the sub-chapter and chapter check-ups, and the pictures, maps, charts and graphs, reveals that this chapter did not deal with:

- a. The advantages and disadvantages of each side.
- b. The fighting.
- c. The lives of people in the North and South during the war years.
- d. The South's plans for the North if the Confederacy won.
- e. Lincoln's plan for the South.
- f. What happened in the South after the Civil War.

From Your Reading: (Skill: Interpretation)

The war between the North and the South between 1861-65 is known by many names. Mark an "N" for a name that a northerner might use, an "S" for a southern name, and a "B" for a name which might be used by either side, or both sides!

- The Civil War . . . . . \_\_\_\_\_
- The War for Southern Independence . . . . . \_\_\_\_\_
- The War to Free the Slaves . . . . . \_\_\_\_\_
- The Brothers' War . . . . . \_\_\_\_\_
- The War Between the States . . . . . \_\_\_\_\_



READING FOR CAUSE AND EFFECT

In the sentence "I lost my carfare, so I had to walk home," we have a cause-and-effect relationship. Two ideas are combined: 1) I lost my carfare; 2) I had to walk home. The first idea (losing the money) was the cause of having to walk home (the effect).

- |  |  |
|--|--|
| _____ 1. The South needed to sell her cotton for manufactured goods from England.    | A. He is given command of all Union armies.  |
| _____ 2. The Emancipation Proclamation freed most slaves.                            | B. Sherman left behind him a black and desolate strip of country sixty miles wide.   |
| _____ 3. Grant cut the Confederacy in two at Vicksburg.                              | C. The North blockaded southern ports.   |
| _____ 4. Many Southerners still haven't forgiven him.                                | D. At Bull Run, the Confederates almost captured Washington.   |
| _____ 5. They became sharecroppers.  | E. English sympathy went toward the humane (kind) side.  |
| _____ 6. The <u>Solid South</u>  | F. Jefferson Davis said, "Next to the defeat of the Confederacy, the heaviest blow that fell upon the South was the assassination of Lincoln." |
| _____ 7. Wooden warships became a thing of the past.                                 | G. Freedmen could furnish nothing but their labor toward starting a farm.  |
| _____ 8. The North realized they must raise large armies and prepare for a long war. | H. Most of the congressmen who favored harsh treatment of the South were Republicans.  |
|  | I. Neither the <u>Monitor</u> nor the <u>Merrimac</u> was able to injure the other.  |

WILDER, UNIT V, CHAPTER 20: THE NORTH AND SOUTH FIGHT A WAR AND ARE REUNITED

SCHWARTZ, CHAPTERS 7-11: (Civil War: Beginning; Struggle; End; Reconstruction; New South)

ORGANIZATION THROUGH CONSTRUCTING A TABLE (Unaided Recall)

In each box of the table below, write in any information you have which shows an advantage or disadvantage for either side.

	NORTH	SOUTH
Population		
Number of factories		
Railroads		
Ships		
Organization of Government		
Superior Equipment		
Fighting on Home Ground		
Skillful Leaders		

Write the letter of the meanings of the word in Column II in the space in front of the word in Column I.

- | <u>Column I</u>                    | <u>Column II</u>   |
|------------------------------------|--|
| <u>    </u> 1. Gettysburg          | a. Northerners who went south after the war.   |
| <u>    </u> 2. Andrew Johnson      | b. Designer of the <u>Monitor</u> .  |
| <u>    </u> 3. William T. Sherman  | c. Scene of first fighting.  |
| <u>    </u> 4. John Ericsson       | d. President of the Confederacy.   |
| <u>    </u> 5. Carpetbaggers       | e. Northern admiral who defeated the Confederate fleet guarding New Orleans                          |
| <u>    </u> 6. Jefferson Davis     | f. Northern general who destroyed much of Georgia.   |
| <u>    </u> 7. George B. McClellan | g. Lincoln's vice president.   |
| <u>    </u> 8. Fort Sumter         | h. Northern general who unsuccessfully tried to capture Richmond by marching up the James Peninsula. |
| <u>    </u> 9. David Farragut      | i. Turning point of the war.   |
| <u>    </u> 10. Stonewall Jackson  | j. Southern general killed at Chancellorsville   |
|                                    | k. Man who shot Lincoln.   |

WILDER, UNIT V, CHAPTER TWENTY: THE NORTH AND SOUTH FIGHT A WAR AND ARE REUNITED

SCHWARTZ, UNIT V, CHAPTERS SEVEN--ELEVEN (Civil War: Beginning; Struggle; End; Reconstruction; New South).

VOCABULARY TESTS

Write the letter of the meanings of the words in Column II in the space in front of the words in Column I.

Column I

- 1. strategy
- 2. scalawags
- 3. unconditional
- 4. blockade
- 5. emancipation
- 6. ironclads
- 7. sharecroppers
- 8. assassination

Column II

- a. a murder
- b. plan of battle; plans for winning a war.
- c. without any bargaining or promises
- d. using a line of ships to control what goes into or out of a place
- e. liberation from slavery
- f. northerners who saw the South after the Civil War
- g. southern whites who cooperated with the North
- h. poor negroes or white men using another person's land in return for part of what they raise
- i. armored navel vessels

Write the words from Column I in the spaces below:

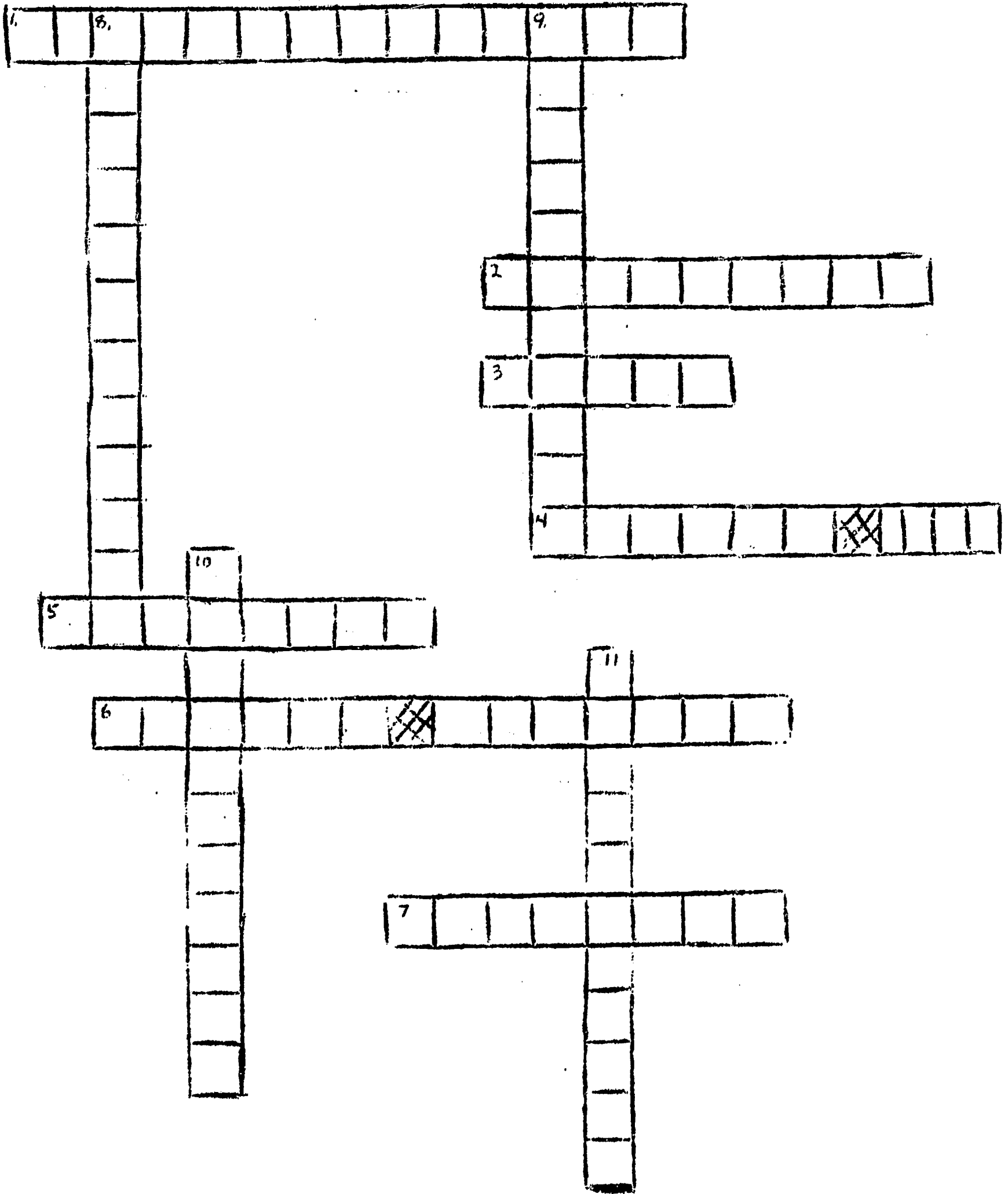
The northern \_\_\_\_\_ was to divide the South in two. It also included a plan to \_\_\_\_\_ southern ports so no cotton could get to England. The South built the "Merrimac" to sink the northern ships stationed along the coast. The "Monitor" fought the "Merrimac" in the first fight between two \_\_\_\_\_. Lincoln signed the \_\_\_\_\_ Proclamation which freed the slaves.

Grant insisted on \_\_\_\_\_ surrender.

After Lincoln's \_\_\_\_\_ by Booth many people took advantage of the South. The carpetbaggers and the \_\_\_\_\_ took over control of the southern states. Many Negroes who were too poor to own farms of their own became \_\_\_\_\_, giving part of their crops to white men who owned the land.

Word-Stick Puzzle

Directions: Complete the following word-stick puzzle.



Crossword Puzzle: Definitions

Across

1. Rebuilding
2. Southern whites who placed Negroes in political position
3. To change
4. Part of an estate rented to farmers in return for working the land.
5. Those men set free from slavery
6. Different means of making a living
7. Privilege to vote

Down

8. A Northerner who went south to exploit the south
9. To try a person for misconduct against the government
10. Separation
11. Bring together into a whole
12. The act or process of making a thing whole or entire

WORDS TO LEARN

Had Eli Whitney not been successful with his invention of the cotton gin, it is possible that slavery would have disappeared from the United States without a war. Slavery was not economically profitable to the Northern manufacturer because housing and living was more costly and the Negro was not educated to work in factories. In the South, until the machine was invented, there was no need for this surplus labor.

With the invention of the cotton gin, the need for slaves increased, and the price of slaves rose from \$200 to \$2,000.

Although Eli Whitney invented the cotton gin, other inventors stole his idea and he did not benefit financially from his patent.

NOTES ON THE READING

AIM: To Learn How the Cotton Gin Changed the Way of Life in the South.

1. What were the chief crops of the South in 1790? \_\_\_\_\_  
\_\_\_\_\_
2. How did Eli Whitney make cotton the leading crop? \_\_\_\_\_  
\_\_\_\_\_
3. a. What was the benefit of using water power instead of hand power? \_\_\_\_\_  
b. Why did Whitney not make money on his invention? (b.) \_\_\_\_\_  
\_\_\_\_\_
4. a. Why was cotton "King"? (a.) \_\_\_\_\_  
b. What was the result on the land? (b.) \_\_\_\_\_  
c. What effect did this have on the plantation owner? (c.) \_\_\_\_\_  
\_\_\_\_\_
5. Why did the price of slaves rise in the years 1798-1860? \_\_\_\_\_  
\_\_\_\_\_
6. Why didn't the South build her own factories? \_\_\_\_\_  
\_\_\_\_\_

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
a. indigo	_____ 1. machine to separate cotton fiber from seed
b. fibers	_____ 2. large bundles of merchandise wrapped for shipping or storage
c. cotton gin	_____ 3. main crop of the South
d. lint	_____ 4. plant from which blue dye is obtained
e. bales	_____ 5. substance made of threads
f. King Cotton	_____ 6. tiny bits of thread
g. erosion	_____ 7. buildings where manufacturing is done
h. average	_____ 8. thing owned
i. property	_____ 9. ordinary amount or rate
j. mills	_____ 10. wearing away of earth's surface

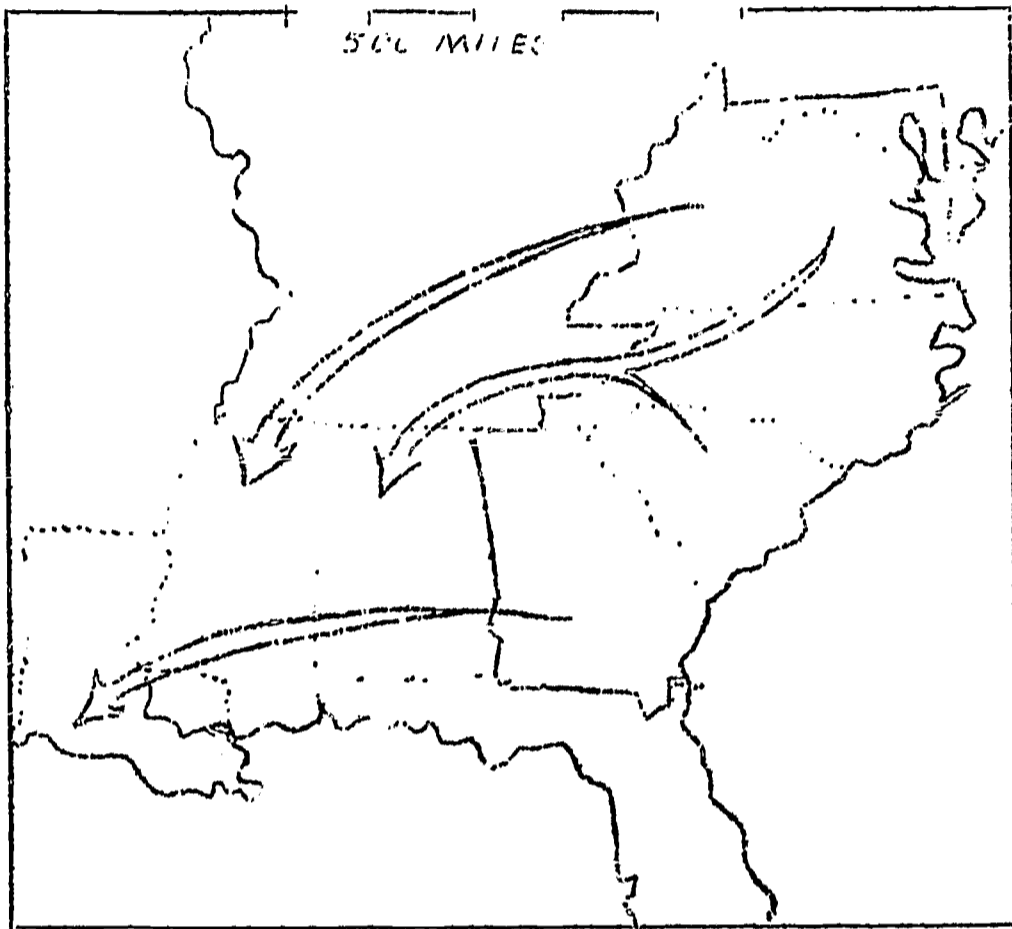
ORGANIZATION SEQUENCE

1. Map # 21 The Cotton Kingdom
  1. In what states was cotton King?
  2. Label the Mississippi River.
  3. Label the Gulf of Mexico.
  4. On the map on page 243, why has the author placed black arrows from Virginia to Mississippi?



SCHWARTZ-O'CONNOR, UNIT V, CHAPTER 1: OLD KING COTTON

Map #21 p. 243



WORDS TO LEARN

The Southern plantation system was really a copy of the old feudal system which existed during the middle ages. There are many comparisons that can be drawn between them. Both were agricultural economies, growing everything they needed to feed their people. They were both based on slave labor since it was very inexpensive to feed a slave or a serf. The slave and the serf were both considered the personal property of the plantation owner or the lord of the manor. In exchange for their food, clothing and shelter, they had to serve the master for as long as they lived. The serf, if necessary, had to go to war for his master.

The plantation and the manor were completely self-sufficient in providing for their own needs.

NOTES ON THE READING

AIM: To Understand How the People of the South Lived before 1860.

1. In 1860 how many Southern families owned as many as fifty or more slaves? \_\_\_\_\_

2. Describe a typical pre-Civil War plantation. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Why was the cost of housing and feeding a slave very inexpensive? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Why was the plantation owner anxious to keep his slaves healthy? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What was the job of a plantation overseer? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Explain the division of labor among the slaves on a plantation.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Name the five most important cotton shipping ports.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

8. How did the life of the small farmer in the South differ from that of the plantation owner? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

VOCABULARY TESTS

In the blank appearing before the word meaning in column II write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
a. overseer	_____ 1. religious songs
b. tenant farmer	_____ 2. person in charge of slaves on a plantation
c. plantation system	_____ 3. living chiefly by farming
d. division of labor	_____ 4. a man leasing or renting the land he works
e. spirituals	_____ 5. use of slave labor; an almost self-sufficient unit
f. agricultural	_____ 6. assigning special work to each group
g. slave quarters	_____ 7. a poor back area of a plantation set aside for <u>the Negro</u> households.
h. bales	_____ 8. a large bundle wrapped or bound for shipping or storage

ORGANIZATION (Sequence)

True or False:

Tell whether these statements are true or false. The underlined words make the statement true or false. If the statement is false, what words would you place in the statement to make it true? Rewrite each false statement.

1. All slaves were completely illiterate.
2. A slave's working day usually started at sunrise and ended at sunset.
3. The negro women and children were not used as field hands.
4. The slave was considered personal property.
5. The small farmers of the South were anti-slavery.
6. The plantation system closely resembled the manor system of feudal days.

WORDS TO LEARN

The Industrial Revolution came to the United States in spite of European nations' Navigation Laws and restrictions on inventions as well as inventors. Samuel Slater, dressed as a poor farmer, left England with the plans of a spinning machine and power loom completely memorized. The first factories were set up in New England, because its many streams offered good power as well as transportation. The factory system in the United States developed rapidly during the period of the War of 1812 because the nation was forced to depend on itself for manufactured products.

When the war ended and the factory system was well established in the United States, thousands of immigrants came to work. They lived together in crowded areas near the factories. They worked hard for very low pay, but with the hope of earning enough some day to move westward where the land was cheap and where they would not be dominated by the "captains of industry".

NOTES ON THE READING

AIM: To Learn How the Industrial Revolution Changed the Northeast into a Section of Trade and Manufacturing.

1. A. Name the 3 inventors of the late 1700's who were responsible for transferring home industry into a factory. A
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- B. Identify each with his invention; state the results of each. B
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
2. What changes in home life were brought about by the Industrial Revolution? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. A. What part did Samuel Slater have in advancing manufacturing in America? A \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- B. What restrictions did England have? B \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Why did the factory system begin in the Northeast? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Where were the factories located? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SCHWARTZ-O'CONNOR, UNIT V, CHAPTER 3: FACTORIES GROW IN THE NORTEAST

6. Why did the people of New England turn from the farm to the factory?

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---

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7. What changes were brought to the Northeast as a result of the Industrial Revolution?

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---

---

8. A Who worked in the factories?

A

---

---

---

B What salaries did they receive?

B

---

---

---

9. Who were the "Captains of Industry"?

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---

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VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

Column II

a. spinning jenny

b. loom

c. Industrial Revolution

d. vast

e. captains of industry

f. manufacture

g. factory

\_\_\_\_\_ 1. the era when newly-invented machines began replacing hand labor.

\_\_\_\_\_ 2. business leaders

\_\_\_\_\_ 3. making of goods either by hand or machine

\_\_\_\_\_ 4. a machine used for making of woolen or cotton yarn

\_\_\_\_\_ 5. building where things are manufactured

\_\_\_\_\_ 6. immense; tremendous

\_\_\_\_\_ 7. machine used for weaving thread into fabric or material





WORDS TO LEARN

Years before the first gun was fired at Fort Sumter, the United States had become a divided nation. The people of the nation had become "northerners", "southerners", or "westerners". As important issues had to be decided, they did not consider the benefit to the entire nation; they put their sectional interest above all others. It was as if an invisible wall had been built around the three geographical areas. Each of these sections brought forth statesman who spoke for them and presented their beliefs. These men were honest in their opinions and undoubtedly sincere in their beliefs, but too many of them were limited by their narrow sectional interests. Daniel Webster spoke for the North, while John C. Calhoun represented the South. Henry Clay, a westerner, tried to have these two giants settle the burning issues by compromising. The President of the United States was Andrew Jackson. When he took the oath of office he had vowed to protect and defend the entire nation. Andrew Jackson was not going to sit idly by and watch South Carolina dissolve her ties with the Union. President Jackson threatened that armed force would be used if necessary to keep the nation together. South Carolina knew that this was no empty threat. President Jackson meant business. This event took place in 1832. From then until 1860, by threats, compromises and conferences, the nation was kept together.

NOTES ON THE READING

AIM: To Learn How the North and South Differed over the Question of the Tariff.

1. Why did the War of 1812 compel the United States to become a manufacturing nation? \_\_\_\_\_  
\_\_\_\_\_
2. How would a "protective tariff" protect the American manufactures from foreign competition? \_\_\_\_\_  
A. \_\_\_\_\_  
B. \_\_\_\_\_
3. Why did the South believe that the tariff favored the North?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Why was the tariff of 1828 called the "Tariff of Abominations"?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SCHWARTZ-O'CONNOR, UNIT V, CHAPTER 4: A TARIFF DIVIDES A NATION

5. How would John C. Calhoun and Robert Hayne explain their theory of "States Rights"?

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6. How did Daniel Webster and Henry Clay defend the power of Congress to pass a tariff?

A.

---

---

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B.

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---

7. Why did South Carolina threaten to secede in 1832?

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---

8. How did President Jackson react to South Carolina's threat of secession?

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9. Compare the views of the North and the South on three vital issues.

a. SLAVERY --

---

---

---

b. NATIONAL SUPREMACY VERSUS STATES RIGHTS--

---

---

---

c. THE TARIFF--

---

---

---



VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
1. national supremacy	_____ A. the act of setting a law aside
2. abomination	_____ B. when a state leaves the Union
3. foreign	_____ C. a tax on imported goods
4. competition	_____ D. preference for the rights of states over the national government.
5. nullify	_____ E. rivalry; contest; effort to obtain something wanted by others
6. states' rights	_____ F. strange; alien
7. secede	_____ G. the idea that the nation is more powerful than the states
8. convention	_____ H. gathering; assembly; a political meeting
9. tariff	_____ I. a feeling of disgust, hate, loathing

ORGANIZATION

In the parentheses put the letter of the name or term which best fits the description.

- |                             |  |
|-----------------------------|--|
| 1.( ) nationalism           | A. the belief in states' rights  |
| 2.( ) sectionalism          | B. a settlement reached by mutual consent                                    |
| 3.( ) compromise            | C. the putting of the interests of the Union above those of any section      |
| 4.( ) Andrew Jackson        | D. "Old Hickory"   |
| 5.( ) Henry Clay            | E. "The Great Pacificator"   |
| 6.( ) Tariff of Abomination | F. admitted Maine to the Union as a free state and Missouri as a slave state |
| 7.( ) Missouri Compromise   | G. name given by Southerners to the bill of 1828 which raised the duties     |
| 8.( ) Robert Y. Hayne       | H. preservation of the Union and federal supremacy                           |
| 9.( ) Daniel Webster        | I. champion of states' rights and nullification                              |
| 10.( ) John C. Calhoun      | J. "Liberty and Union, now and forever, one and inseparable"                 |

SCHWARTZ-O'CONNOR, UNIT V, CHAPTER 5: SLAVERY CAUSES BITTER FEELINGS BETWEEN NORTH AND SOUTH

WORDS TO LEARN

Henry Clay came to be recognized as the "Great Compromiser". He was responsible for preventing open conflict between the North and the South as early as 1820 when he presented the Missouri Compromise. This compromise permitted Maine to enter the Union as a free state while Missouri entered as a slave state. In the future, however, all territory above the 36° 30' parallel, was closed to slavery, while south of this line slavery remained legal.

In spite of the efforts of such men as Henry Clay, feelings continued to run high about the slavery issue. William Lloyd Garrison, an ardent abolitionist, published a newspaper, "The Liberator", which was widely read in the North.

It is said that the book, "Uncle Tom's Cabin", written by Harriet Beecher Stowe, was a leading contributing cause to the Civil War. Although the author had never travelled in the South, she based her novel on hear say and tales she heard from run-away slaves at the underground railroad station.

Such propaganda not only angered the Northerner but often incited the Negro slave into revolting against the chains of slavery. It was the Civil War, however, and not compromise, that eventually freed the slave from bondage.

NOTES ON THE READING

AIMS: To Learn How the Addition of New Territory Led to Quarrels over Slavery.  
To Learn about the Abolitionists.  
To Understand How North and South Drifted Apart over Slavery.

1. Why was Missouri refused admission to the U.S. in 1819? \_\_\_\_\_  
\_\_\_\_\_
2. Who arranged a compromise that admitted both Maine and Missouri? \_\_\_\_\_  
\_\_\_\_\_
3. What were the provisions of the Missouri Compromise?
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
4. a. What was the name of the newspaper published in Boston that was against slavery? a. \_\_\_\_\_  
b. Who published it? b. \_\_\_\_\_  
c. What were the anti-slavery people called? c. \_\_\_\_\_  
\_\_\_\_\_

SCHWARTZ-O'CONNOR, UNIT V, CHAPTER 5: SLAVERY CAUSES BITTER FEELINGS BETWEEN NORTH AND SOUTH

5. a. Who was the author of Uncle Tom's Cabin? a. \_\_\_\_\_  
b. Who was the villain of the story? b. \_\_\_\_\_  
c. Who was the hero? c. \_\_\_\_\_  
d. What agreements did pro-slavery leaders offer for the continuation of slavery? d. \_\_\_\_\_
6. What event took place in Virginia in 1831 that caused great fear in the South? \_\_\_\_\_
7. a. Why did Congress pass the Fugitive Slave Law? \_\_\_\_\_  
b. How did the abolitionists try to avoid this law? \_\_\_\_\_



SCHWARTZ-O'CONNOR, UNIT V, CHAPTER 5: SLAVERY CAUSES BITTER FEELINGS BETWEEN NORTH AND SOUTH

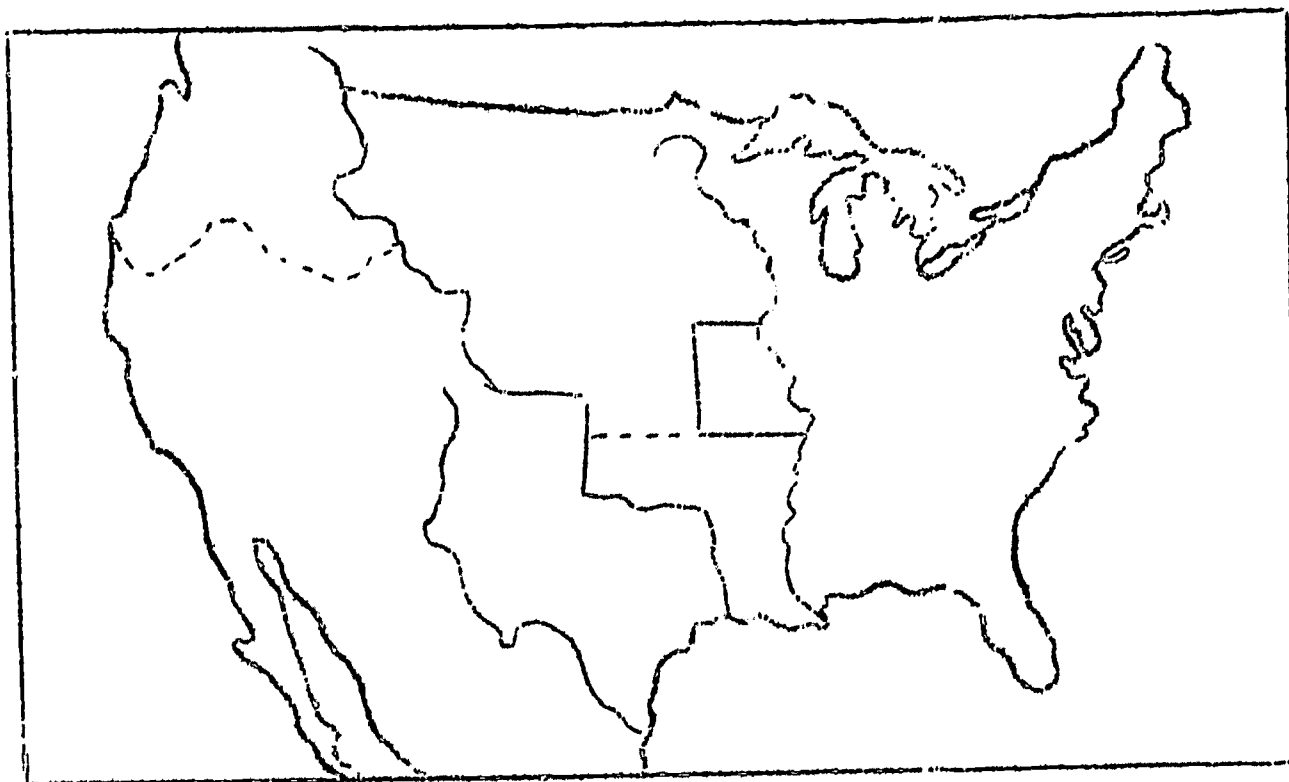
VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
a. representatives	_____ 1. do away with
b. admitted	_____ 2. _ersuade by argument or proof
c. request	_____ 3. person appointed to act or speak for others
d. compromise	_____ 4. act or state of rebelling
e. Liberator	_____ 5. a rising up
f. abolish	_____ 6. ask for
g. fugitive	_____ 7. to settle by each contestant giving up a part of what he demands
h. convince	_____ 8. permission to enter
i. revolt	_____ 9. abolitionist newspaper
j. uprising	_____ 10. runaway

ORGANIZATION

1820--



Label:

1. Missouri
2. 36° 30' line
3. closed to slavery
4. open to slavery
5. Maine
6. Mexico
7. Oregon

WORDS TO LEARN

The problem over slavery was not a new one to the United States. In 1619 the first Dutch slave ships had landed in Jamestown with a cargo of about sixty chained and broken Negroes from Africa. Most of these slaves had been sold into bondage by their own tribal chiefs. Tobacco raising and trading had become a very profitable industry in the Southern colonies and it was believed that the Negro coming from the hot climates of Africa would be well-suited to work in the hot, sun-drenched cotton fields of the South. In the decades following the inauguration of slavery into the United States, many compromises were made on this troublesome issue. The problem was re-examined every time a new territory applied for admission to the United States. The Northerners fought to contain slavery, if it had to be, and not permit it to spread. Whereas the Southern planters, having used up a good portion of the land in the "Old South" wanted to push and expand their property into the new territory. In this manner, the United States set up boundaries for slavery. The first Compromise of 1820 limited slavery to the 36° 30' line. But this Compromise was changed and nullified many times until a climax was reached in 1860. The years of hatred, distrust and frustration finally burst forth into a terrible holocaust--The Civil War.

NOTES ON THE READING

AIM: To Learn about the Events that Led Directly to the Outbreak of the Civil War.

1. Why was the Republic of Texas not admitted to the United States until 1845? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Why did the discovery of gold in California cause alarm in the Southern States? a. \_\_\_\_\_  
b. \_\_\_\_\_
3. Explain the three important sections of Clay's Compromise of 1850. 1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_
4. How did the provisions of the Kansas-Nebraska Act nullify or set aside the Missouri Compromise of 1820? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What was the platform of the newly-formed Republican Party? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



SCHWARTZ-O'CONNOR, UNIT V, CHAPTER 6: HOPE FOR PEACE FADES

6. On which slavery law did Dred Scott base his claim for freedom? \_\_\_\_\_  
\_\_\_\_\_
7. How did Supreme Court Justice Taney's verdict in the Dred Scott case affect the slavery issue? a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_
8. Who were the two candidates for the Senate in 1858? 1. \_\_\_\_\_  
2. \_\_\_\_\_
9. Compare the views of the two candidates on the slavery issue. a. \_\_\_\_\_  
b. \_\_\_\_\_
10. What part did John Brown play in further arousing the hatred of the Southerners towards the Abolitionists? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

Column II

a. prelude

b. decade

c. climax

d. extremists

e. political party

f. inaugural address

g. popular sovereignty

h. debate

- \_\_\_\_\_ 1. letting the people of an area decide an issue.
- \_\_\_\_\_ 2. the highest point or most exciting part
- \_\_\_\_\_ 3. an introduction or a beginning
- \_\_\_\_\_ 4. a period of ten years
- \_\_\_\_\_ 5. the discussion of a question or a problem
- \_\_\_\_\_ 6. radicals; too far on either side
- \_\_\_\_\_ 7. speech made when a President takes office
- \_\_\_\_\_ 8. a group of people who have the same ideas on government and candidates

ORGANIZATION

Reading Questions:

Directions: Fill in the blanks with the words taken from the list below.

inaugural address	Judge Taney	Stephan A. Douglas
extremists	Dred Scott	Harpers Ferry
decade	political party	Robert E. Lee
climax	popular sovereignty	

1. \_\_\_\_\_ like John Brown, who lead the raid on \_\_\_\_\_, Virginia, caused a great deal of bitterness. The United States Marines led by \_\_\_\_\_ captured him.
2. The \_\_\_\_\_ before the Civil War was filled with debate over the question of slavery.
3. Lincoln's \_\_\_\_\_ stressed the idea that the Union must not be divided.
4. The \_\_\_\_\_ that Lincoln belonged to was the Republican Party.
5. Abraham Lincoln and \_\_\_\_\_ were rival candidates for the United States Senate in 1858.
6. The disagreement between the North and South reached its \_\_\_\_\_ when Fort Sumter was fired upon.
7. Supreme Court Judge \_\_\_\_\_ in the famous \_\_\_\_\_ case, ruled that a slave was property and that he there-fore could not take a case to the Supreme Court.

WORDS TO LEARN

The candidate hoped he'd be elected as a Senator from South Carolina. He felt he'd make a good senator because he had worked at many different jobs and had learned a lot from each. As a clerk in a store, he'd learned to be pleasant to people on whom he'd waited, and to give them exactly what they'd wanted to buy. His work on a plantation had shown him what the southern farmers were like. One summer, he built a flatboat and floated a load of freight down the Mississippi River. When South Carolina seceded from the Union he had no doubts about what he should do. He never debated in his mind about whether to be loyal to the Union or the Confederacy. He believed the South was superior to the North. He became a candidate for Senator of the Confederate States, rather than the United States.

NOTES ON THE READING

AIM: To learn how the Civil War began.

1. What did the election of Lincoln have to do with the start of the Civil War?  
\_\_\_\_\_  
\_\_\_\_\_
2. What (4) things from Lincoln's background would make him a good president some day?  
a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_
3. What did Lincoln want to do about slavery:  
a. In the new territory a. \_\_\_\_\_  
b. In the southern states that b. \_\_\_\_\_  
already had slaves? \_\_\_\_\_
4. Why did slavery become a problem to Lincoln when he ran for president?  
\_\_\_\_\_  
\_\_\_\_\_
5. What did the southern states do when Lincoln was elected?  
\_\_\_\_\_  
\_\_\_\_\_
6. How did Jefferson Davis' background make him a good president for the Confederate States?  
.a \_\_\_\_\_  
b \_\_\_\_\_  
c \_\_\_\_\_  
d \_\_\_\_\_
7. The first act of war was:  
when? . . . . . \_\_\_\_\_  
by whom? . . . . . \_\_\_\_\_  
where? . . . . . \_\_\_\_\_  
at what? . . . . . \_\_\_\_\_



SCHWARTZ-O'CONNOR, UNIT V, CHAPTER 7: LINCOLN IS ELECTED. THE CIVIL WAR BEGINS!

AIM: To learn how each side was prepared for the war.

8. In what (6) ways was the North stronger than the South?
- a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
  - f. \_\_\_\_\_
9. What (2) advantages did the South have over the North?
- a. \_\_\_\_\_
  - b. \_\_\_\_\_
10. Why was Robert E. Lee chosen to lead the armies of Virginia?
- a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

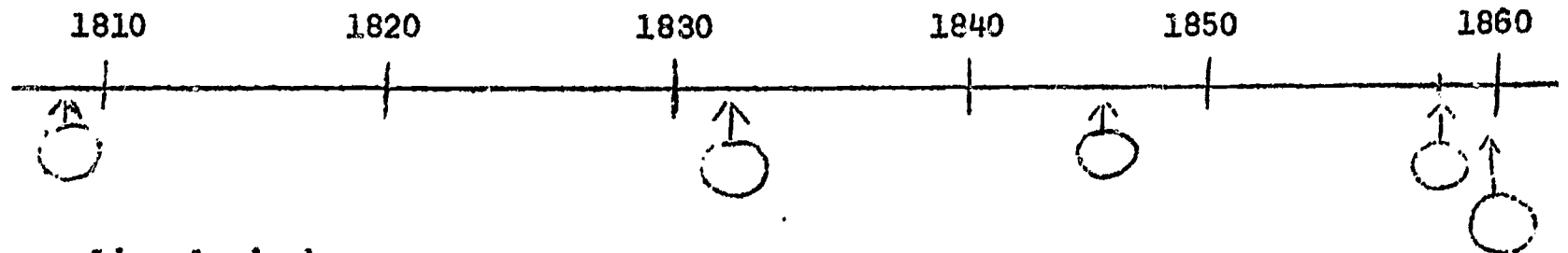
VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

- | Column I                             | Column II  |
|--------------------------------------|--|
| a. candidate                         | _____ 1. large farms usually growing only one crop   |
| b. clerk                             | _____ 2. a man who works in a small store selling, cleaning up, etc.   |
| c. Confederacy or Confederate States | _____ 3. to withdraw from; to break away from; to leave a group  |
| d. debate                            | _____ 4. a home-made boat used to float a load of freight down a river   |
| e. flatboat                          | _____ 5. better or more powerful   |
| f. plantations                       | _____ 6. someone who is trying to get people to vote him into a job  |
| g. secede                            | _____ 7. the name which the southern states gave their government when they broke away from the United States      |
| h. superior                          | _____ 8. a speech in which you argue for or against something.   |
| i. Union                             | _____ 9. the name the states gave themselves when they joined together under the Constitution of the United States |

ORGANIZATION (SEQUENCE [TIME LINE])

Draw a line connecting the events given below to the arrows on the time line indicating about when they happened.



- a. Lincoln is born
- b. Lincoln runs for President of the U.S.
- c. Lincoln debates Stephen Douglas
- d. Lincoln is elected to the House of Representatives
- e. Lincoln makes a flatboat trip down the Mississippi

WORDS TO LEARN

A smart general works with his military chiefs-of-staff to work out the entire strategy of a war before the battles start. Then each battle is part of the overall plan for winning the war. Men, materials and resources must be rationed and conserved to fit in with the overall plan. Only a country that is unlimited in its war supplies can afford to foolishly squander all of its resources on any one battle or action. A war must also be a carefully coordinated plan of action between the generals and the units of the army. In many instances the army and the navy must work together to complete an action successfully. It was unfortunate that President Lincoln, as commander-in-chief of the armed forces of the Union, could not get his generals to work as a unit. They made many costly and unnecessary errors. They were fortunate that the industrial resources of the North could sustain them.

General Lee, with his limited resources of men and materials had to be much more conservative in his planning. He worked very closely with his chiefs-of-staff in order to conserve his supplies.

NOTES ON THE READING

AIMS: To Learn about the Early Fighting in the Civil War.  
To Learn of the Battles for Control of the Mississippi.  
To Learn of the Attempts to Invade the North.

1. What were the results of the Battle of Bull Run?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
2. What strategy did the North plan to follow to defeat the South?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
3. Why did the North have to capture Fort Henry and Fort Donelson?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
4. What experiences in his early life trained U.S. Grant to assume the leadership of the Northern Armies?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
5. Why was a victory at Shiloh necessary for the Northern forces?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
6. What was the Union plan for capturing the City of Vicksburg?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
7. How did the Union blockade of Southern ports bring about the defeat of the South?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
8. How did John Ericsson's invention introduce a new era in naval warfare?  
\_\_\_\_\_  
\_\_\_\_\_
9. a. What was the result of Lee's attempt to invade the North?  
b. of McClellan's attempt to invade the South?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
10. a. What were the provisions of the Emancipation Proclamation?  
b. How was the Emancipation Proclamation received?
  1. In the North?  
2. In the South?  
3. In England?
    1. \_\_\_\_\_
    2. \_\_\_\_\_
    3. \_\_\_\_\_



VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

Column II

- |                       |       |  |
|-----------------------|-------|--|
| a. strategy           | _____ | 1. control of who and what goes into or out of a place by the use of an army or navy |
| b. blockade           |       |  |
| c. route              | _____ | 2. any supply that will meet a need, such as, water, coal, guns, men                 |
| d. fleet              |       |  |
| e. ironclad           | _____ | 3. plan of battle; tactics   |
| f. invade             | _____ | 4. covered with iron   |
| g. commander-in-chief | _____ | 5. group of warships under one command   |
| h. resource           | _____ | 6. force (out); put out  |
|                       | _____ | 7. enter with force or as an enemy; attack   |
|                       | _____ | 8. person who has complete command of the army and navy of a country                 |

MATCHING: RECALL OF DETAILS

WHO AM I?

Directions: From the list of famous men select the one that would best identify each statement.

John Ericsson	David C. Farragut
Robert Anderson	Ulysses S. Grant
William Tecumseh Sherman	Pierre G.T. Beauregard
Robert E. Lee	George B. Mc Clellan
Thomas J. Jackson	

1. I was a Southern general who was finally forced to surrender at Appomattox.
2. I was the Southern commander who attacked Fort Sumter.
3. I was the Union commander who defended Fort Sumter.
4. I was the Northern general who besieged and captured Vicksburg.
5. I was the naval commander who took New Orleans and Mobile.
6. I designed the Monitor.
7. I was nicknamed "Stonewall".
8. I was the most feared and hated Union general. I made a destructive march from Atlanta to the seacoast.
9. I was a very cautious Union general. I did not attack until ordered to do so by President Lincoln.

SCHWARTZ-O'CONNOR, UNIT V, CHAPTER 9: LEE MEETS GRANT, THE WAR ENDS.

When General Lee heard that Stonewall Jackson had been accidentally killed by one of his own men, it is said he felt as though he had been deprived of his right arm. The loss did not deter General Lee from trying to invade the North at Gettysburg. The superiority of Southern leadership was no match for the Northern strength in supplies and manpower. The Northern victory on July 4, 1763, was the turning point of the Civil War. The North had succeeded in pushing back the South. On the same day the North under Ulysses S. Grant had succeeded in taking Vicksburg, thereby controlling the Mississippi River. It was left to General Sherman now to divide the Confederacy in two. In his two-hundred mile drive through the South he was not satisfied with simple victory. He and his victory happy men destroyed every farm within a sixty mile radius. The name "Sherman" remains today, in the South, one of the most hated of surnames.

It was left to Ulysses S. Grant to show the South that all Northerners were not hateful. At the time of the Treaty at Appomattox, when Lee surrendered to Grant, the Northern soldier's band was not permitted to play. The Southern soldiers were permitted to keep one firearm for hunting, and their horses to help them on the farm. Grant, in all humility, did not accept the sword from General Lee.

NOTES ON THE READING

AIMS: To Learn How the Civil War Came to an End.  
To Learn How the War Affected the North and South.

1. a. What famous Southern general was killed in a battle which was a Southern victory? a. \_\_\_\_\_  
b. Where did this take place? b. \_\_\_\_\_  
c. What battle was the turning point of the Civil War? c. \_\_\_\_\_
  
2. a. What 2 victories for the North were won on July 4, 1863? a. 1. \_\_\_\_\_  
b. What was the importance of each of these victories? b. 2. \_\_\_\_\_  
2. \_\_\_\_\_
  
3. a. Who was the general in command of all the Union forces in 1864? a. \_\_\_\_\_  
b. What was his plan? b. \_\_\_\_\_  
c. What were his advantages? c. \_\_\_\_\_
  
4. a. What was the name of the Union General who captured the Shenandoah Valley? a. \_\_\_\_\_  
b. How did General William T. Sherman reach his goal? b. \_\_\_\_\_
  
5. a. Why was Lee forced to surrender to Grant in 1865? a. \_\_\_\_\_  
b. Where did the war end? b. \_\_\_\_\_
  
6. a. What does the term "draft" signify? a. \_\_\_\_\_  
b. What was a "bounty jumper"? b. \_\_\_\_\_
  
7. a. What part did Clara Barton play in the Civil War? a. \_\_\_\_\_  
b. What organization was founded by her? b. \_\_\_\_\_
  
8. What was the role of the negro during the Civil War in the : a. 1. \_\_\_\_\_  
1. North? 2. South: \_\_\_\_\_  
b. What document freed slaves in states which were in rebellion at the time? b. 2. \_\_\_\_\_  
\_\_\_\_\_

9. List some of the hardships faced by the South.

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
e. \_\_\_\_\_

10. Compare the above hardships of the South with conditions in the North.

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
e. \_\_\_\_\_

11. What caused America to be a stronger nation at the end of the Civil War?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

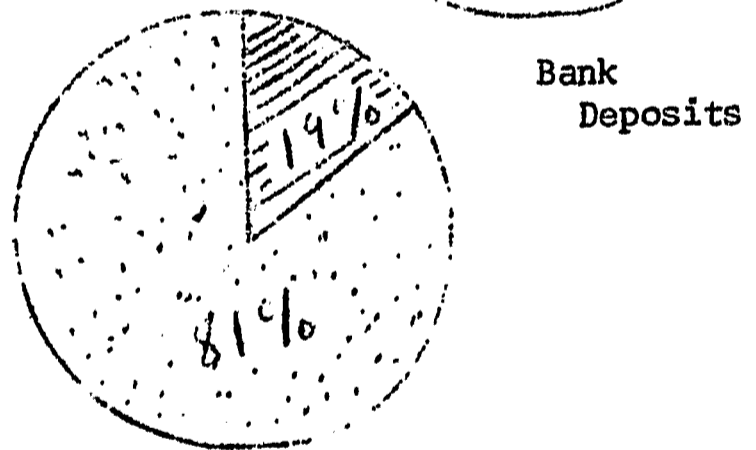
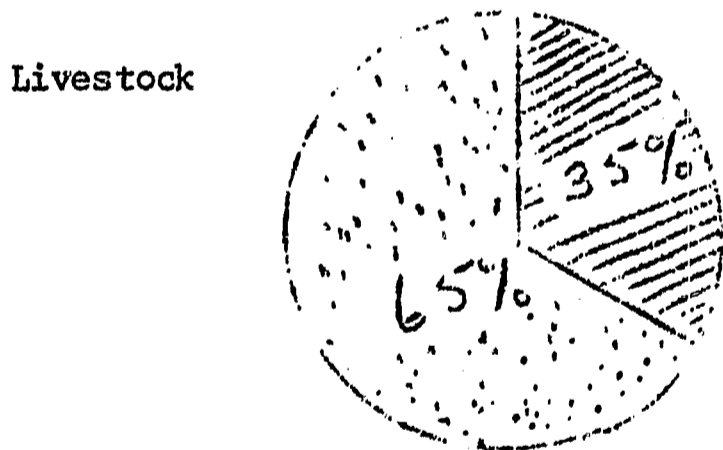
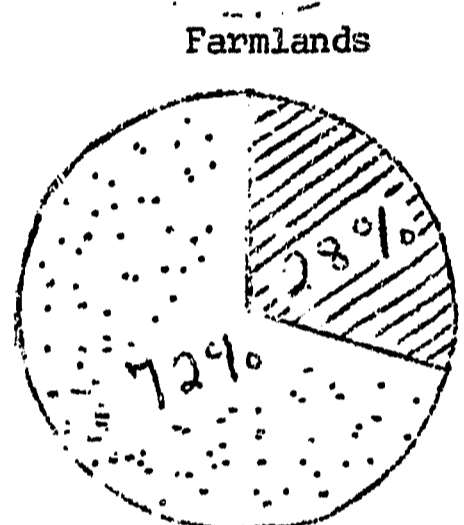
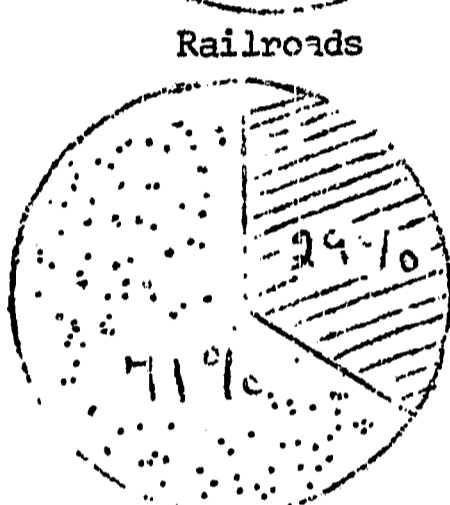
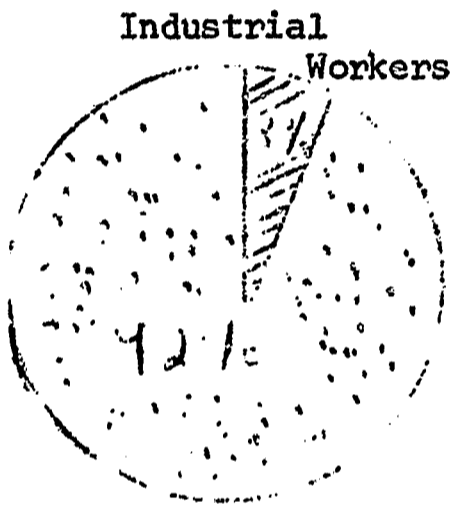
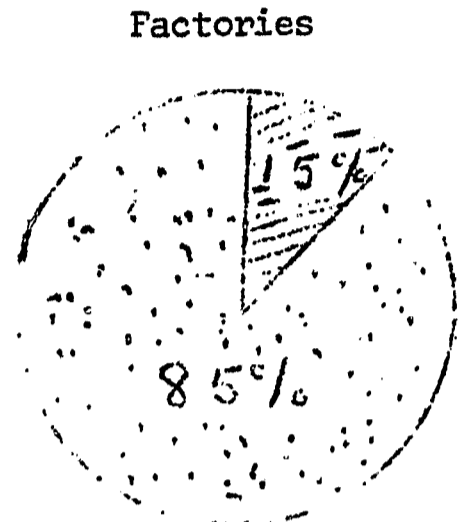
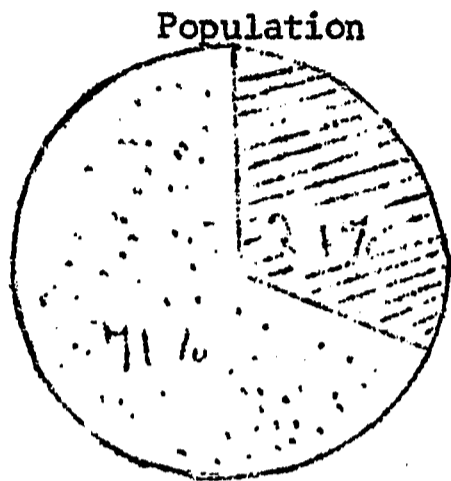
<u>Column I</u>	<u>Column II</u>
a. turning point	_____ 1. to choose for an office or position
b. bounty	_____ 2. calling men in a definite age group for military service and training
c. invasion	
d. appointed	_____ 3. duty in the army or navy
e. instrument	_____ 4. supplies
f. equipment	_____ 5. a reward
g. Deep South	_____ 6. enter military service of one's own free will
h. service	_____ 7. position gained which reverses the point of advantage
i. volunteer	_____ 8. Southern states bordering the Gulf of Mexico
j. draft	_____ 9. a large-scale attack
	_____ 10. tool or mechanical device

GRAPH & READING

RESOURCES OF THE UNION AND THE CONFEDERACY.

 Union

 Confederacy



Circle the letter of the correct choice.

- The graphs indicate that the Union's superiority was greatest in the area of
 

(a) wealth produced	(b) bank deposits
(c) industrial workers	(d) value of livestock
- According to the graphs, the amount of wealth produced was most closely related to
 

(a) value of farm lands	(b) industrial workers
(c) population	(d) bank deposits
- The Confederacy came closest to matching the Union in respect to
 

(a) financial resources	(b) factory production	(c) total wealth
(d) agriculture		

SCHWARTZ-O'CONNOR, UNIT V, CHAPTER 10: RESTORING THE SOUTHERN STATES TO THE UNION

WORDS TO LEARN

John Wilkes Booth, a disappointed, frustrated actor assassinated President Lincoln as he sat in Ford's Theatre with his wife. The war was ended but the hate lingered on.

Three amendments were added to the Constitution to protect the interests of the Negroes of the South. Because many Southerners were not in agreement with these ideas and were further angered by the abuses of the carpetbaggers and scalawags, they formed secret societies in an effort to frighten the Negroes and the carpetbaggers.

Only after a new generation grew up, did the Southern whites regain control of the government.

NOTES ON THE READING

AIM: To Learn How the Federal Government Planned to Treat the Confederate States after the War.

1. a. What was Lincoln's plan for the return of the Southern states to the Union? a. 1. \_\_\_\_\_  
2. \_\_\_\_\_  
b. How did Abraham Lincoln show he held no hatred against the South? b. \_\_\_\_\_  
\_\_\_\_\_
2. Who assassinated Abraham Lincoln? a. \_\_\_\_\_  
When? b. \_\_\_\_\_  
Why? c. \_\_\_\_\_
3. What problems faced Andrew Jackson? A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_  
D. \_\_\_\_\_  
E. \_\_\_\_\_
4. a. Why was Andrew Johnson impeached? a. \_\_\_\_\_  
b. was he guilty? b. \_\_\_\_\_
5. What were the reconstruction plans for the South? A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_  
D. \_\_\_\_\_  
E. \_\_\_\_\_



SCHWARTZ-O'CONNOR, UNIT V, CHAPTER 10: RESTORING THE SOUTHERN STATES TO THE UNION

6. a. What two groups of white men ruled the South following the War? a. 1. \_\_\_\_\_  
2. \_\_\_\_\_  
b. What was the extent of their influence? b. \_\_\_\_\_  
\_\_\_\_\_
7. How had the South changed by 1870? a. 1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_
8. a. What group of Southerners eventually won back control of the government? a. \_\_\_\_\_  
b. What was their objection to the existing government? b. 1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_
9. What (3) amendments were added to the Constitution following the Civil War? 1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
\_\_\_\_\_

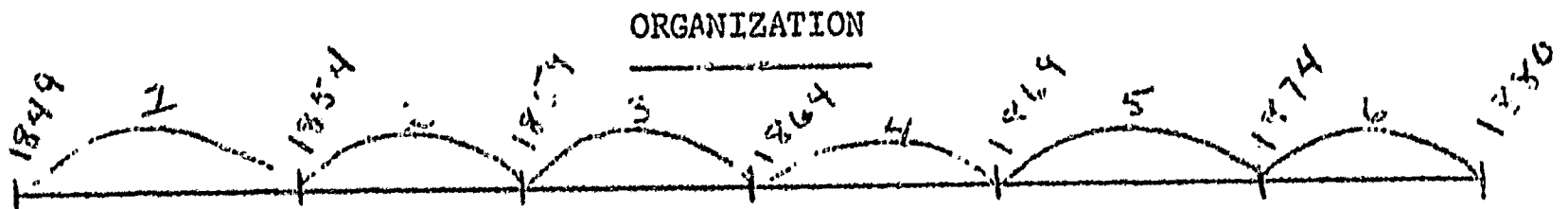


SCHWARTZ-O'CONNOR, UNIT V, CHAPTER 10: RESTORING THE SOUTHERN STATES TO THE UNION

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
a. amendment	_____ 1. Northerners who rushed South after the Civil War to get control of the government
b. carpetbaggers	_____ 2. act of accusing a public official of misconduct in office
c. organize	_____ 3. arrange; put into working order
d. malice	_____ 4. a change or addition to the Constitution
e. reconstruction	_____ 5. Southern whites who cooperated with the north for profit during the period of reconstruction
f. strive	_____ 6. work hard
g. scalawags	_____ 7. secret society of white people in the United States formed after the Civil War to regain and maintain their control.
h. Black Codes	_____ 8. the rebuilding of the South after the Civil War
i. impeach	_____ 9. laws which withheld rights from the Negroes
j. Ku Klux Klan	_____ 10. spite; wish to hurt others



- \_\_\_\_\_ 1. People first began to hear about the Ku Klux in period  
a. 2      b. 3      c. 4      d. 5
- \_\_\_\_\_ 2. The thirteenth Amendment was passed in      a. 2      b. 4  
c. 5      d. 6
- \_\_\_\_\_ 3. Abraham Lincoln was assassinated in      a. 2      b. 3      c. 4      d. 5
- \_\_\_\_\_ 4. All southern states returned to the union by  
a. 1      b. 2      c. 3      d. 5

WORDS TO LEARN

After a war, a country and its people must pick up the shattered pieces and try to create a new life. In the South they did not have enough of anything left to rebuild. They actually had to start to build a new country. In building a new country many of the old ideas and ways of life were abandoned for completely new systems. The biggest change took place in the life of the newly-freed Negro. With the expansion of public education, the Negro started to fight for his rights as a full-fledged citizen.

NOTES ON THE READING

AIM: To Learn of the Changes That Have Taken Place in the South since the Civil War.

1. What laws were passed by the Southern whites to keep the Negro from voting after the Civil War?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  
2. How did the white Southerners segregate the Negro population?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  
3. What was Booker T. Washington's contribution to improve the life of the Negro?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  
4. Why was the Republican Party defeated in all Southern elections until 1956?  
\_\_\_\_\_  
\_\_\_\_\_
  
5. Why did the plantation system break down after the Civil War?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  
6. Who were the share croppers? Tenant farmers?  
\_\_\_\_\_  
\_\_\_\_\_
  
7. What other crops were produced after the Civil War?
  - a. \_\_\_\_\_ b. \_\_\_\_\_
  - c. \_\_\_\_\_
  
8. Why is Birmingham, Alabama, known as the "Pittsburgh of the South"?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

Column II

- |                   |   |
|-------------------|---|
| a. poll tax       | _____ 1. a tax charged for the right to vote  |
| b. Jim Crow laws  | _____ 2. rebuilding   |
| c. integration    | _____ 3. one who paid for his land in money or crops  |
| d. segragation    | _____ 4. unifying groups  |
| e. tenant farmers | _____ 5. poor white men or negroes who worked for a landlord and gave him a share of the crop |
| f. sharecroppers  |   |
| g. Solid South    | _____ 6. the growth of factories and transportation in the South since 1865                   |
| h. reconstruction |   |
| i. New South      | _____ 7. states voting as a unit for one political party                                      |
|                   | _____ 8. the act of keeping apart   |
|                   | _____ 9. discrimination against Negroes   |

READING QUESTION

From your reading complete this outline in your notebook.

a. The "New South"

1. Agricultural changes after the Civil War.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

2. Industrial changes-- new industries that were introduced after the Civil War

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. Transportation--new methods of transportation that the south built after the war

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

4. Education--free public school system

a. Negro Educators

1. \_\_\_\_\_

2. \_\_\_\_\_

b. Supreme Court Decisions

1. \_\_\_\_\_

2. \_\_\_\_\_

c. Civil Rights Gains in Education

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Guide Topics Correlated With Texts

Wilder

This Is America's Story

Unit I Discovery and Exploration

- Chapter No.: Page No.
1. (pp. 16-35) The Old World Finds a New World Beyond Its Horizon
  2. (pp. 37-57) Europeans Learn More About the New World
  3. (pp. 58-79) Spain Establishes a Great Empire
  4. (pp. 80-99) Englishmen Establish Vigorous Colonies in North America
  5. (pp. 100-119) How Did People Live in the English Colonies
  6. (pp. 120-135) France Gains, Then Loses a Huge Empire in North America

Schwartz and O'Connor

Exploring American History

Chapter No. and Unit No. in S. & O.

- 1-13 (pp. 4-62) (How Was The New World Explored and Colonized?) - covers from Columbus to the establishment of the New England Colonies
- 1-8 (pp. 66-97) (How Did the Colonies Win their Freedom?) - covers from the establishment of the New England Colonies to the French And Indian Wars.

NOTE: Chapter 6 (pp. 86-90) is not included in Unit I but is included in Unit II

Unit II Colonial Struggle For Independence

7. (pp. 136-148) How Were the English Colonists Governed?
8. (pp. 149-164) The American Colonists Resist Strict Control by England
9. (pp. 165-189) The Thirteen English Colonies Win Their Independence

9-16 (pp.98-141) How Did The Colonies Win Their Freedom? - covers from the English tightening their restrictions to the end of the war

NOTE: Chapter 6 (pp. 86-90) included in this section

Unit III How Our Nation Is Governed

11. (pp. 212-226) The Thirteen States Create a Firm Union Under the Constitution
12. (pp. 227-242) The New Government Is Successfully Launched.

1-6 (pp. 142-170) How Is Our Nation Governed? covers from the Articles of Confederation to the problems of the new government under the Constitution

Guide Topics Correlated With Texts

Wilder

This Is America's Story

Unit IV Westward  
Expansion

- Chapter No.: Page No.
13. (pp. 243-263) The United States Gains the Respect of Other Nations
  14. (pp. 264-288) The Northeast Becomes the Center of Trade and Manufacturing
  15. (pp. 289-303) Cotton Becomes King in the South
  16. (pp. 304-318) Democracy Marches Westward with the Frontier
  17. (pp. 319-345) The Nation as a Whole Becomes More Democratic
  18. (pp. 346-372) The United States Gains More Land and Reaches from Sea to Sea
  21. (pp. 424-442) The Last Frontier in the West Is Settled

Unit V Civil  
War

19. (pp. 373-392) The North and South Come to Blows
20. (pp. 393-423) The North and the South Fight a War and Are Reunited

Unit VI Rise  
Of Industry and  
Agriculture

22. (pp. 442-467) The United States Becomes a Great Industrial Nation
23. (pp. 468-482) Growing Business & Industry Face and Solve New Problems
24. (pp. 483-505) New Methods of Farming Create New Problems
25. (pp. 506-524) The Machine Age Changes Life in Cities and on Farms

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Exploring American History

Chapter No. and Unit No. in S. & O.

- 1-14 (pp. 174-239) How Did The New Nation Grow In Size and Strength? - covers from the Northwest Territory, Oregon, Texas, California and the close of the frontier.

1-11 (pp. 240-297) How Did Differences In Our Way Of Life Lead To Civil War? - covers from king cotton to the New South

1-14 (pp. 298-359) How Did The United States Become A Leading Industrial Nation? - covers from conditions in industry and agriculture before the Civil War to the problems of the 1930's

Guide Topics Correlated With Texts

Wilder

This Is America's Story

Chapter No.: Page No.

26. (pp. 525-556) America Provides More Opportunities for More People

Unit VII U.S. Becomes a World Leader

- 27. (pp. 556-570) American Leaders Branch Out Along New Paths
- 28. (pp. 571-590) The United States Gains Possessions Overseas
- 29. (pp. 591-615) The United States Plays a Larger Part in World Affairs
- 30. (pp. 616-649) Our Country Meets Threats To Freedom and Works For World Peace
- 31. (pp. 650-676) The United States Looks to Its Neighbors in the Americas
- 32. (pp. 677-700) Americans Face The Challenge of a Modern World

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Chapter No. and Unit No. in S. & O.

1-16 (pp. 360-463) How Did The United States Become A Leader In World Affairs? - covers from the Spanish-American War to the problems confronting us in 1960