



Calkins Road Middle School

BLUE TEAM

SOCIAL STUDIES

PART 1 ~ Chapters 12-15

Tentative Plan/Format for Independent STUDY for upcoming CHAPTERS/TOPICS for Social Studies*





<input checked="" type="checkbox"/>	TASK- to be completed in this order for each chapter
	Complete Teacher Generated Chapter Outlines for a given Chapter
	Use my website for supplemental resources to enrich learning- prioritize LINKS with a “*” - my plan is to update the contents of each of the chapters and add “*” ‘s if needed
	Use a separate sheet of lined paper to answer the questions on the Chapter Study Sheet
	***Do all of the above for one chapter, before moving to the next chapter.

* As a precaution, I am sending home this information for upcoming chapters/topics. Please do not be alarmed, I am only doing it as a back-up plan, so students have a pre-printed resource available at home (to use with the American History textbook) in the event schools are closed for any given amount of time. If we in fact miss school, I plan to be in communication via e-mail to both parents and students with more information in regards to direction, pacing, etc.

CHAPTER 12 & 13



Westward Expansion

ESSENTIAL QUESTIONS	VOCABULARY	HISTORIAL SKILLS
<p>CH.12</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain why some supported Indian Removal <input type="checkbox"/> Explain how the Indian Removal Act was unjust <input type="checkbox"/> Explain hardships of the Trail of Tears <p>CH.13</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe HOW people made the trip west. <input type="checkbox"/> What motivated people to move west? What groups of people made the trip? <input type="checkbox"/> How was the following land acquired? <ul style="list-style-type: none"> - Oregon Territory - Oregon Country - Mexican Cession - Texas Annexation - Louisiana Purchase (review) - Gadsden Purchase <input type="checkbox"/> Explain the meaning of the famous quote, "Remember the Alamo". Explain when it was used, and the meaning of it. <input type="checkbox"/> What events led to the Texas Revolution? And why did some Americans hesitate to annex Texas? <input type="checkbox"/> How did the beliefs of James Polk impact America's desire for Manifest Destiny? <input type="checkbox"/> Describe the CAUSES and EFFECTS of the Mexican War. <input type="checkbox"/> Describe the California Gold Rush using several details. <input type="checkbox"/> How were Native living in the West impacted by the concept of Manifest Destiny? 	<p>Essential Vocabulary. Can you define them in your own words, and tell me how it relates to the topic of this chapter?</p> <p>CH.12</p> <ul style="list-style-type: none"> <input type="checkbox"/> Andrew Jackson <input type="checkbox"/> Indian Removal Act <input type="checkbox"/> Trail of Tears <input type="checkbox"/> Cherokee natives <p>CH.13</p> <ul style="list-style-type: none"> <input type="checkbox"/> mountain men <input type="checkbox"/> Sante Fe Trail <input type="checkbox"/> Oregon Trail <input type="checkbox"/> Mormon <input type="checkbox"/> Brigham Young <input type="checkbox"/> land speculators <input type="checkbox"/> Stephen F. Austin <input type="checkbox"/> Sam Houston <input type="checkbox"/> Antonio Lopez de Santa Anna <input type="checkbox"/> annex <input type="checkbox"/> Battle of the Alamo <input type="checkbox"/> Lone Star Republic <input type="checkbox"/> James K. Polk <input type="checkbox"/> manifest destiny <input type="checkbox"/> Bear Flag Republic <input type="checkbox"/> Mexican Cession <input type="checkbox"/> Treaty of Guadalupe Hidalgo (parts of it) <input type="checkbox"/> forty-niner <input type="checkbox"/> California gold rush <input type="checkbox"/> migration 	<p> <u>Geography</u> </p> <p>☆ Key Locations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> United States Expansion Map (1607-1853) - cover of packet <p>☆ Migration Patterns:</p> <ul style="list-style-type: none"> -westward <p> <u>THINK like a HISTORIAN...</u> </p> <p>Social scientists make inferences and generalizations about various types of information and draw conclusions from a variety of sources.</p> <p>★ After learning about how we acquired each piece of land from a foreign country, think about the deal from their perspective. <i>Do you think they were happy with the deal? Provide evidence from what we learned to support your answer.</i></p>

Natives should ASSIMILATE...
explain:

Natives should move further west...
explain:

Why did Jackson want Natives to move west?

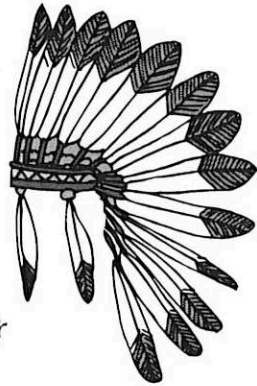


Jackson pushes the Indian Removal Act



Trail of Tears

-the harsh, forced journey of the _____ from their
homeland, westward, to Indian Territory.

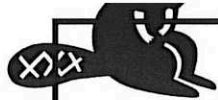


Explain the effects of the Indian Removal Act? _____

HOW DID SOME NATIVES RESISTANCE RELOCATION?

Example ONE (& explain)

Example TWO (& explain)



Mountain Men

Mormons/ Brigham Young

*Describe the types of
people who
Moved West*

Land Speculators



Others

**NUMBER OF PEOPLE WHO TRAVELED
WEST BETWEEN 1841- 1867, PG.422**

400,000

300,000

200,000

100,000

COMPLETE THE
FOLLOWING ON THE
MAP BELOW...

LABEL & TRACE THE
FOLLOWING PLACES/TRAILS:

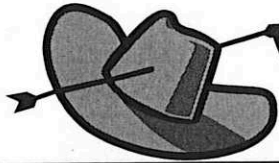
KEY

- Santa Fe Trail (purple)
- Oregon Trail (green)
- Mormon Trail (blue)
- ☐ Label: Salt Lake City, Utah

Who originally lived in Texas: _____

How did American settlers cause problems in Texas?

- ◎ Under Spanish rule _____, with other Americans were allowed to start a colony there.
- ◎ Mexico gain their independence from _____
- ◎ _____ traveled to Mexico to see if the new government would let him start an _____ colony.
- ◎ The Mexican government agreed if _____, which led to _____ families settling there.



Why did tensions rise between the Mexican government and the Americans in Texas?



TEXANS REVOLT AGAINST MEXICO

What events led to Texan's independence?

What happened at the "Alamo"? *



*Famous Quote " R_____ the _____

WAR FOR TEXAN INDEPENDENCE



Last Battle: _____ Nickname for Texas: _____

What was the U.S. answer when Texas asked to be "annexed" (added) to the U.S.? Why?

clear/obvious

going to happen

Manifest Destiny



OREGON Territory

- who else occupied it? _____
- U.S. President: _____
- Slogan/Threat: " _____ "

How the U.S. ended up with it...

TEXAS

Which country claimed it?

What events led to war with Mexico?

Describe the territory the U.S.
gained from Mexico?

Treaty OF

GUADALUPE HIDALGO

CALIFORNIA VOCAB TERMS



Forty-niners:

California Gold Rush:



WHAT TYPE OF PEOPLE LIVED IN CALIFORNIA BEFORE THE GOLD RUSH?



WHAT STARTED THE CALIFORNIA GOLD RUSH?



What types of people did the forty-niners include?

HARDSHIPS of the Life of a Miner

CAUSE

Thousands of people rush to California in search of gold.

EFFECT/ Impact

After James Marshall's discovery...

How were Native Americans affected by foreign settlers?



Why did California's application of statehood created problems for the U.S.?

EXTRA RESOURCES

for this CHAPTER...

United States of America : Map Activity



Directions: Please review the Key before you begin, and carefully complete each of the four steps below.

STEP ONE: Neatly Write the Full NAMES on each of the states. Also, label ☐ Canada ☐ Mexico ☐ Cuba ☐ Washington DC

STEP TWO: Label the following bodies of water: ☐ Pacific and Atlantic Ocean ☐ Gulf of Mexico ☐ Mississippi River ☐ Each Great Lakes

By the 1820s, many Cherokees had adopted some of the cultural patterns of the white settlers as well. The settlers introduced new crops and farming techniques. Some Cherokee farms grew into small plantations, worked by African slaves. Cherokees built gristmills, sawmills, and blacksmith shops. They encouraged missionaries to set up schools to educate their children in the English language. They used a syllabary (characters representing syllables) developed by Sequoyah (a Cherokee) to encourage literacy as well. In the midst of the many changes that followed contact with the Europeans, the Cherokee worked to retain their cultural identity operating "on a basis of harmony, consensus, and community with a distaste for hierarchy and individual power."¹



.....
In 1822, the treasurer of the American Board of Commissioners for Foreign Missions reported on some of the changes that had been made:

It used to be said, a few years since, with the greatest of confidence, and is sometimes repeated even now, that "Indians can never acquire the habit of labour." Facts abundantly disprove this opinion. Some Indians not only provide an abundant supply of food for their families, by the labour of their own hands, but have a surplus of several hundred bushels of corn, with which they procure clothing, furniture, and foreign articles of luxury.²

.....

Two leaders played central roles in the destiny of the Cherokee. Both had fought alongside Andrew Jackson in a war against a faction of the Creek Nation which became known as the Creek War (1813-1814). Both had used what they learned from the whites to become slave holders and rich men. Both were descended from Anglo-Americans who moved into Indian Territory to trade and ended up marrying Indian women and having families. Both were fiercely committed to the welfare of the Cherokee people.

Major Ridge and John Ross shared a vision of a strong Cherokee Nation that could maintain its separate culture and still coexist with its white neighbors. In 1825, they worked together to create a new national capitol for their tribe, at New Echota in Georgia. In 1827, they proposed a written constitution that would put the tribe on an equal footing with the whites in terms of self government. The constitution, which was adopted by the Cherokee National Council, was modeled on that of the United States. Both men were powerful speakers and well able to articulate their opposition to the constant pressure from settlers and the federal government to relocate to the west. Ridge had first made a name for himself opposing a Cherokee proposal for removal in 1807. In 1824 John Ross, on a delegation to Washington, D.C. wrote:

"We appeal to the magnanimity of the American Congress for justice, and the protection of the rights, liberties, and lives, of the Cherokee people. We claim it from the United States, by the strongest obligations, which imposes it upon them by treaties; and we expect it from them under that memorable declaration, "that all men are created equal."

popular song in Georgia at the time included this refrain:

All I ask in this creation
Is a pretty little wife and a big plantation
Way up yonder in the Cherokee Nation.⁵

Directions: Instead of answering the questions below in the traditional way, instead, highlight the excerpt from the reading that is either the answer, or the information you would use to answer the question. Be sure to use a pencil or a pen to label the question number in the margin.

1. In what ways did the Cherokees adopt aspects of white culture? What did they do to protect Cherokee culture?
2. What did Major Ridge and John Ross have in common? What were their plans for the Cherokee Nation? Do you think these changes would protect the tribe's land? Why or why not?
3. Why did some Cherokees oppose these changes? If you were a Cherokee, which group do you think you would agree with? Why?
4. Why do you think John Ross, who was only one-eighth Cherokee and who was raised and educated in the white community, might have identified so strongly with his Indian heritage?
5. Read John Ross's letter to Congress carefully. What is its tone and what points does he make? Even though he was a slave holder, he appeals to the words of the Declaration of Independence. Do you think this strengthens his argument? Do you think it is an effective appeal? Why or why not?

This reading is based on Benjamin Levy, "John Ross House" (Walker County, Georgia), National Historic Landmark documentation, Washington, D.C.: U.S. Department of the Interior, National Park Service, 1973; Benjamin Levy, "Major Ridge House" (Floyd County, Georgia), National Historic Landmark documentation, Washington, D.C.: U.S. Department of the Interior, National Park Service, 1973; and John Ehle's Trail of Tears: The Rise and Fall of the Cherokee Nation (New York: Doubleday, 1988).

1802 Georgia ceded some of its western land to the United States; the U.S. government, in exchange, promised to purchase for Georgia all of the Indian lands remaining within the state. However, the Federal Government could only buy land through treaty.

1808- First major Cherokee migration to land west of the Mississippi.
1810

1820s Cherokees became the most "civilized" of the five "Civilized Tribes" (Creeks, Chickasaw, Seminole, Choctaw and Cherokee).

The Cherokee had a newspaper and many had converted to Christianity; they adopted a Constitution; they had farms and owned slaves.

1828 Andrew Jackson elected President and declares his support for removal.

1828 Georgia extended its state power over Cherokee Nation and nullified (makes illegal) Cherokee law.

1832 Cherokee won their case in *Worcester v. Georgia*. U.S. Supreme Court upheld Cherokee sovereignty in Georgia.

Andrew Jackson ignored the ruling.

1836 Treaty of New Echota signed; provided for removal of Cherokees to land west of the Mississippi.

Chief John Ross led 15,000 in protesting the treaty.

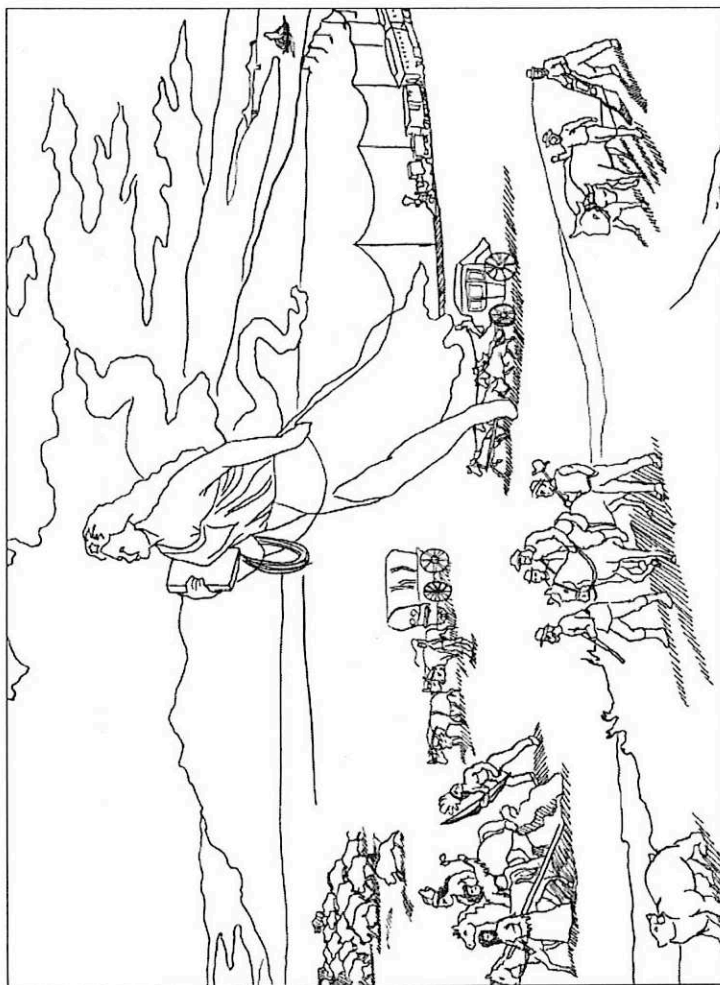
Only 2,000 Cherokee agreed to migrate voluntarily.

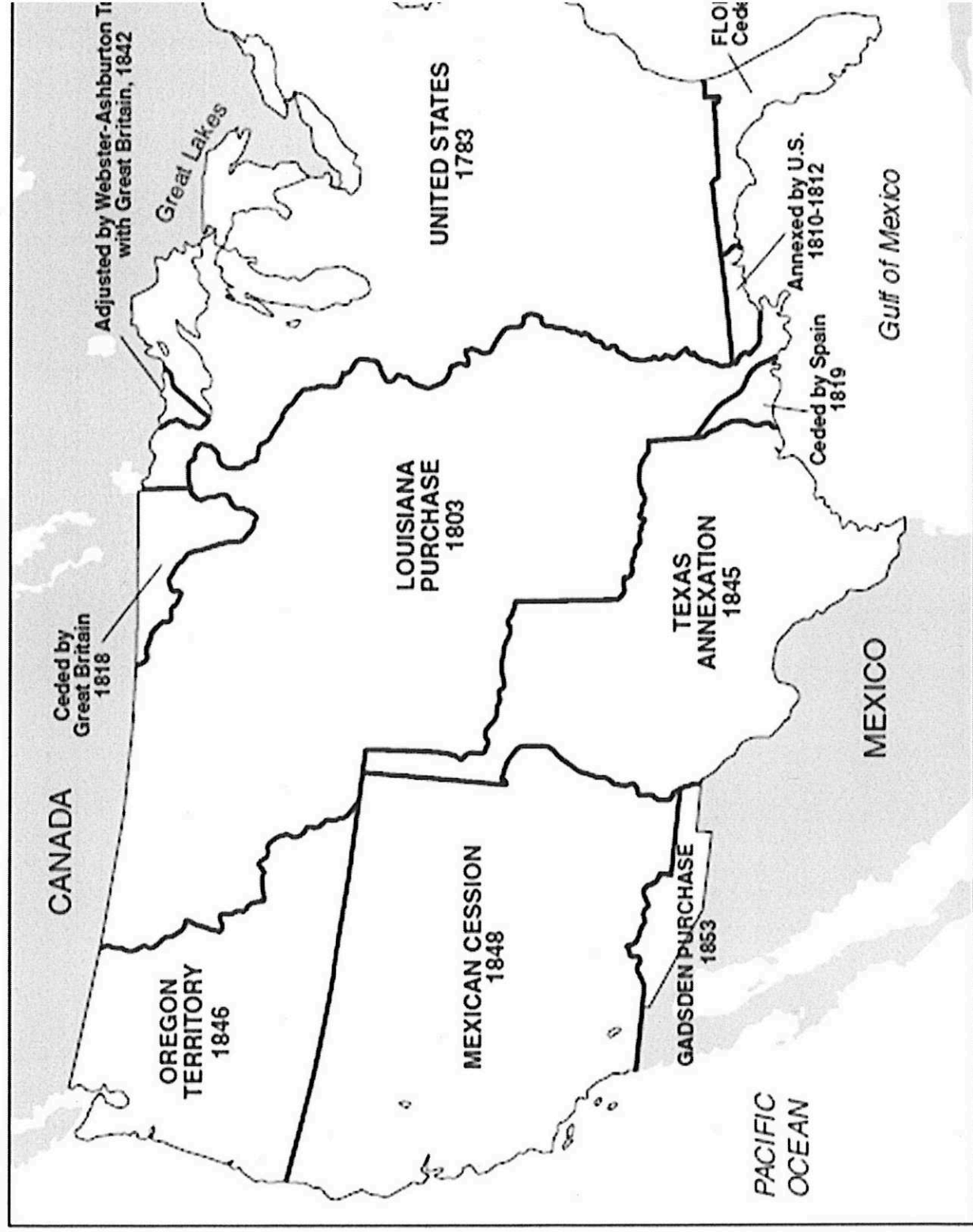
1838 U.S. government sent in 7,000 troops, who forced the Cherokees out at bayonet point. 4,000 Cherokee people died of cold, hunger, and disease on their way to the western lands.

1839 Execution of Major Ridge, John Ridge, and Elias Boudinot for their role in the Treaty of New Echota.

Indian Removal







Source: Robert A. Divine et al., *America: Past and Present*, Scott, Foresman

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AGE OF REFORM

WHAT IS WRONG WITH AMERICA?

NAME: _____ Period: _____

*If lost, please return to B57

- ☐ EQ 2- temperance movement
- ☐ EQ 3- abolition movement
- ☐ EQ 4- suffrage movement
- ☐ EQ 5- prison reform
- ☐ EQ 6- education reform
- ☐ EQ 7- How did the reform movements drive a larger wedge between sections of our country?
- ☐ EQ 8- As our country developed and flourished, what differences grew between the north and the south which would foster anger between both sections?

- ☐ EQ 9 - What role did the following abolitionists play in sectional feelings between the North and South? - John Brown – Fredrick Douglass
– Harriet Tubman - William Lloyd Garrison
- ☐ EQ 10 - Explain the different Compromises - Missouri Compromise – Compromise 1850 -Kansas/Nebraska Act (Don't just off parts, explain how N/S felt about each part)
- ☐ EQ 11 - Explain how the Compromise of 1850 arose out of territorial expansion and population growth.
- ☐ EQ 12 - Why did the election of Abraham Lincoln seem to increase sectional tensions in the prewar period?
- ☐ EQ 13 - In his 1858 Illinois Senatorial Campaign speech, Abraham Lincoln said "...a house divided against itself cannot stand..." What did he mean? Do you agree with Lincoln? Why or why not?

☐ EQ 15 - Explain why European countries could be conflicted regarding the outbreak of the Civil War.

☐ EQ 16 - Explain why the South felt they had the legal right to own slaves. Why did it appear that Northerners were unable to understand this logic?

☐ EQ 17 - What was the justification of the verdict of the Dred Scott Case?

☐ EQ 18 - Consider all the events that led to the firing on Fort Sumter. In your opinion, which event signaled that the Civil War was inevitable? Support your opinion with facts, examples, and details.

- ☐ (A) prison reform
- ☐ (B) mentally ill
- ☐ (C) prejudice
- ☐ (D) temperance movement
- ☐ (E) Horace Mann
- ☐ (F) Dorothea Dix
- ☐ (G) abolition/ abolitionists
- ☐ (H) Frederick Douglass
- ☐ (I) Sojourner Truth
- ☐ (J) Underground Railroad
- ☐ (K) Harriet Tubman
- ☐ (L) Elizabeth Cady Stanton
- ☐ (M) Seneca Falls Convention
- ☐ (N) suffrage movement/suffragists

★★★CH.15★★★

- ☐ (O) Second Middle Passage
- ☐ (OO) sectionalism

- (P) additional abolitionists
 - John Brown
 - William Lloyd Garrison
 - Frederick Douglass
 - Harriet Beecher Stowe

- ☐ (Q) Uncle Tom's Cabin
- ☐ (R) Missouri Compromise
- ☐ (S) Compromise of 1850
- ☐ (T) Kansas- Nebraska Act
- ☐ (U) Fugitive Slave Act

- ☐ (V) popular sovereignty
- ☐ (W) Republican Party
- ☐ (X) Dred Scott v. Sandford
- ☐ (Y) Abraham Lincoln
- ☐ (Z) Confederate States of America (CSA)

- ☐ (AA) Jefferson Davis
- ☐ (BB) secede
- ☐ (CC) states' rights

Nice to know...

- ☐ Stephen Douglas
- ☐ Harpers Ferry
- ☐ William Lloyd Garrison

REASONS FOR PEOPLE TO COME TO AMERICA

Push factor- _____

Pull factor- _____

examples

- ★
- ★
- ★
- ★

examples

- ★
- ★
- ★
- ★

LIFE IN AMERICA FOR IMMIGRANTS

What part of the country experienced a huge spike in population due to the arrival of immigrants?

Living Conditions for Immigrants

Prejudice faced by Immigrants

REFORM MOVEMENTS

	TEMPERANCE	WORKERS RIGHTS	EDUCATION	MENTALLY ILL
Describe Problem				
Leaders of Movement				
Accomplishments				

Chapter 14: Section 3
Abolition and Women's Rights
Pages 464-471

Reforming more of America's Problems...

ABOLITIONISTS MOVEMENT

Goal- movement fought for _____

METHODS USED TO FIGHT SLAVERY

- ⊙
- ⊙
- ⊙
- ⊙

Leaders in the Movement

RAILROAD?

WHAT WAS THE UNDERGROUND

SUFFRAGE MOVEMENT

Goal- movement fought for _____

METHODS USED

- ⊙
- ⊙
- ⊙

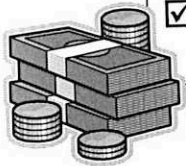
Leaders in the Movement

⊙ Susan B. Anthony

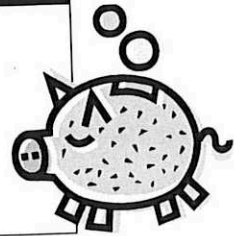
WHAT HAPPENED AT THE SENECA FALLS
CONVENTION, WHICH TOOK PLACE IN NY?

Place a torch  next to Seneca Falls, Fredrick Douglass and Susan B. Anthony. What do these people have in common?

Compare & Contrast



Northern Economy	Southern Economy
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



Viewpoints on Slavery

PRO-Slavery	Word Splash	Anti-Slavery
	<p>Place the names below where they belong. You may write a name on both sides if you wish.</p> <p> <input type="checkbox"/> abolitionists <input type="checkbox"/> rich plantation owner <input type="checkbox"/> poor southern farmer <input type="checkbox"/> African slave <input type="checkbox"/> Northern factory worker <input type="checkbox"/> Alexis de Tocqueville </p>	

Missouri Compromise- go back to page. 382

As new states applied for statehood, sectional tensions began to further divide the North & South as the big question came up... Would the new state enter the union (US) as a _____ state, or a _____ state? Why is this such a big deal?

Problem before compromise...



Terms of Compromise:

Suggested by: _____

Description: _____

Compromise of 1850

Description: _____

Fugitive Slave Act

Description: _____

Harriet Beecher Stowe

Description: _____

Kansas-Nebraska Act

Description: _____

Bleeding Kansas

Description: _____

Define politics: _____
(in your own words)

TWO POLITICAL PARTIES FORM...

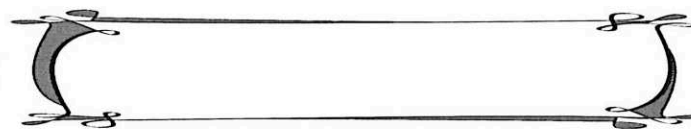
Recreate the diagram on page 492, including the info.

Executive Branch



American Party or the
" - Party"

Result of the 1856 Election:



Effects (What did it tell us about America back then)

Judicial Branch

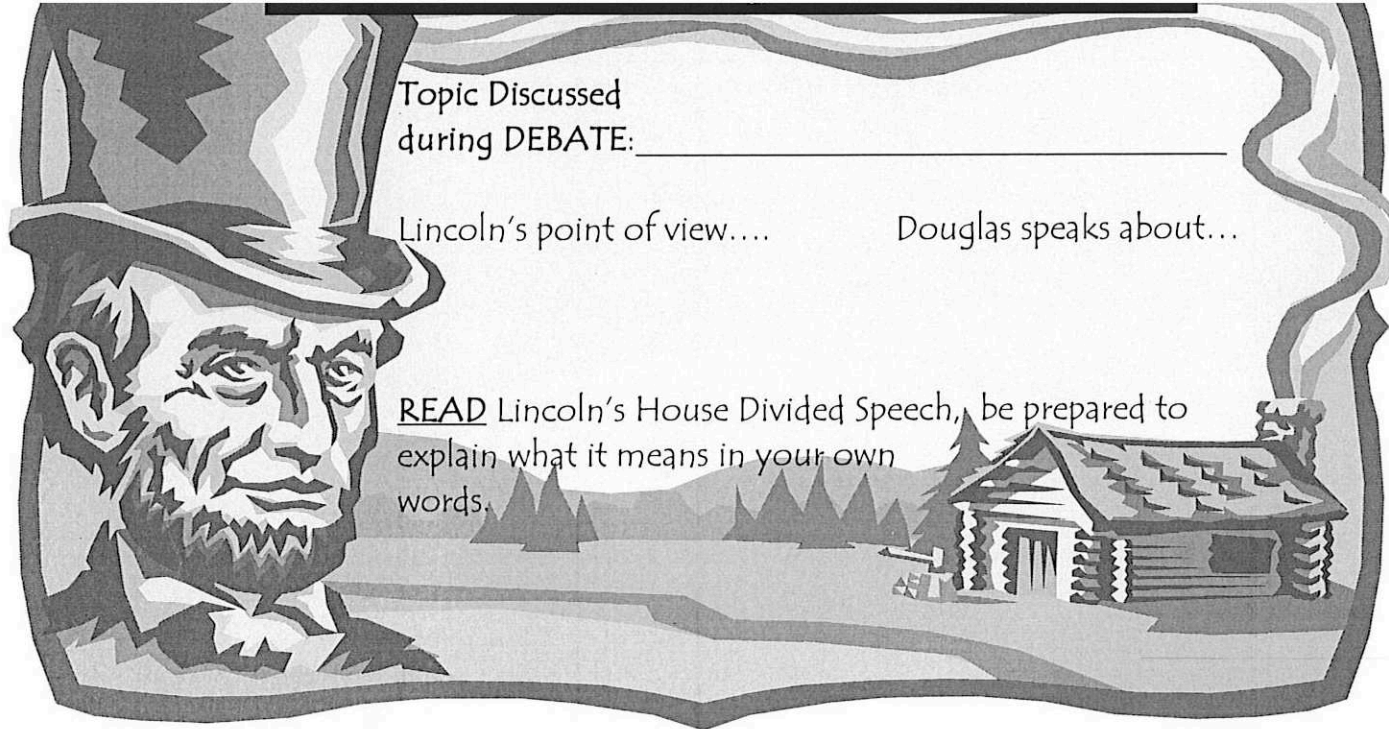


Dred Scott v. Stanford

Why did Dred Scott think
he should be free?

Verdict:

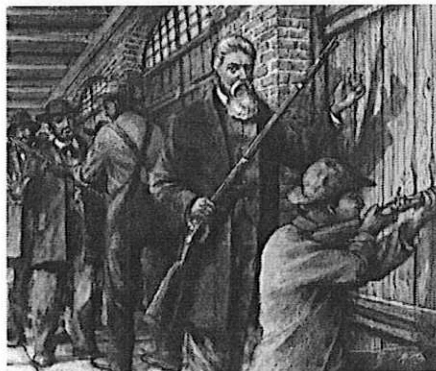
Historical Importance:



John Brown's Raid on Harpers Ferry

When:

What happened:



Where:

John Brown's Goal:

Result/Effects:

Election of 1860

Pres. Candidate	Lincoln	Douglas	Breckinridge	Bell
Political Party				
Views on Slavery				

If elected, Lincoln promised not to end _____, but many Southerners did not trust him, and saw his victory as a _____ to their way of _____.

*Southern States
SECEDE
from the Union
(U.S.)*

Define SECEDE: _____

Justification: _____

First state to secede: _____

Date: _____

Southern States form the

C _____ S _____ of A _____



President: _____ States included: _____

Difference between the U.S. Constitution & CSA Constitution: _____

How did the Union react/respond?

Look over the chart on page 503. Based on the last paragraph, make a prediction about what will happened at one of the forts mentioned in the paragraph.

**EXTRA
RESOURCES**
for this CHAPTER...

→			
What is the problem?			
names			
GOAL			
METHODS			
<p>HOMEWORK = THREE BOXES BELOW.</p> <p>will need to use a computer and complete some research. Give details of how improvements were made in each area as time progressed. This could be an accomplishment of an individual reformer, or sometime related to another group/dividual who pushed forward change.</p>			
PROGRESS	HW late 1776- 1865	HW late 1776- 1865	HW late 1776- 1865

What can you remember?

WORD SPASH ~ sort the words above

Tidewater manufacturing plantations Backcountry whaling
Mayflower Compact Constitutional Convention House of Burgesses
Jamestown Puritans & Pilgrims slavery first public education
Cash crops (tobacco, rice, indigo) Most Tolerant Colony
Middle Passages shipbuilding

Abolitionists

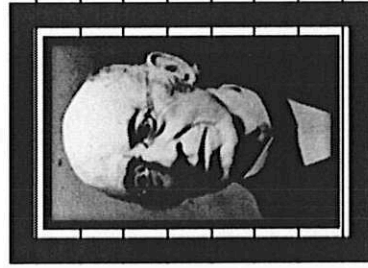
Directions: For each of the abolitionists below, research and take note on the and any of accomplishments relating to their quest to end slavery.

Definition of Abolitionists: _____

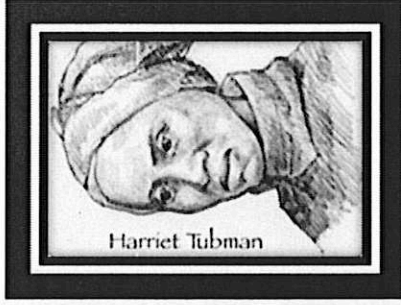
Fredrick Douglass



William Lloyd Garrison



Harriet Tubman



nickname: _____

Why? _____

define: Underground Railroad _____

Goal: _____

Accomplishments: _____

*John Brown

*Harriet Beecher Stowe

Underground RAILROAD

PICTURE:

HISTORY IMPACT:

-WHY IS THIS WORD IMPORTANT
WHEN LEARNING ABOUT HISTORY?

Mission 2 Flight to Freedom

It's 1848. You are Lucy King, a 14-year-old enslaved in Kentucky. Will you find a path to freedom?

PLAY ▶

WATCH THE TRAILER ▶

GO to the Website:

<http://www.mission-us.org/>

SELECT "MISSION 2"

Username:

Password:

enslavement (slow downs, non-cooperation, petty theft, sabotage).	sabotage rebellion
Slavery broke up families, family members were sold to different plantations and regions.	"Deep South" auction block
Escaping was difficult and dangerous. Slave owners had an elaborate system for surveillance and capture of runaways, including professional slave catchers,	bounty patrol slave pass literacy
night patrollers, trained dogs, and posted advertisements.	
The Underground Railroad, a network of free blacks and white supporters, was present in southern cities to assist runaway slaves with information, safe houses, and leads to contacts in the North.	Underground Railroad conductor station cargo
Free black and white communities in the North could provide refuge for escaped slaves, but legal and social discrimination limited opportunities for all African Americans.	discrimination freedom papers free black
The anti-slavery movement in free states was comprised of African Americans and white abolitionists, including women, as well as other groups like the Free Soilers and Colonization groups. There were different strategies and debates within the movement.	Abolitionist Free Soil, Free Slavery reformer Colonization emancipation
The Fugitive Slave Law said that slaves were property that had to be returned to masters-- escaped slaves no longer had safety in the North and those who helped them evade slavery could be arrested.	fugitive Compromise of 1850 vigilant slave power

- Identify the multiple reasons why slaves ran away and why so few managed to successfully escape
- Connect the actions of individual slaves to the larger anti-slavery movement
- Identify ways that the Fugitive Slave Law impacted runaways, free blacks and many white residents and changed attitudes in the North

	Uncle Tom's Cabin	Bleeding Kansas	Fugitive Slave Act

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CIVIL WAR

Name: _____ Period: _____

* if lost, please return to B57- Mrs. Dermody

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specific battles.

☐ EQ 2- In your opinion, which side had a stronger reason for going to war? Defend your opinion with facts, examples and details.

☐ EQ 3- Explain how one side's advantages becomes the other side's disadvantages. Be sure to detail how specific advantages/ disadvantages impact the outcome of a war.

☐ EQ 4- Explain the strategic purpose of the following •Emancipation Proclamation •Sherman's use of TOTAL WAR

☐ EQ 5- Describe how the presence of the BORDER STATES impacted the war.

☐ EQ 6- Is it possible to prepare a military for guaranteed victory? Why or why not? Provide evidence from the battle of Bull Run to support your opinion.

☐ EQ 7- Explain the following statement: *"A military is only as good as its civilian force."*

☐ EQ 8- Detail and explain why the Civil War is called a "war of attrition."

☐ EQ 9- Explain why Gettysburg is considered the "beginning of the end" for Robert E. Lee and the Confederacy.

☐ EQ 10- What was the ULTIMATE goal of the Gettysburg Address?

☐ EQ 11- Explain the following statement: *"Killing technology far surpassed medical technology."*

Connection to the present-

☐ EQ 12- How does our country deal with sectional issues now? Do you think it is effective? Has a state threatened to secede after 1865? How about in the 2000s?

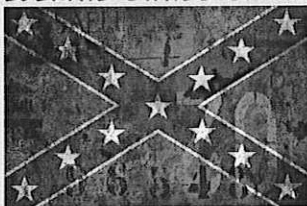
in your own words, and tell me how it relates to the topic of this chapter?

- ☐ (A) Abraham Lincoln
- ☐ (B) Robert E Lee
- ☐ (C) Ulysses S. Grant
- ☐ (D) Jefferson Davis
- ☐ (E) "Stonewall" Thomas Jackson
- ☐ (F) 54th of Massachusetts
- ☐ (G) Anaconda Plan

- ☐ (H) border states
- ☐ (I) Fort Sumter
- ☐ (J) Manassas :Battle of Bull Run
- ☐ (K) Battle of Antietam
- ☐ (L) Emancipation Proclamation

- ☐ (M) emancipate
- ☐ (N) Commander-in-chief
- ☐ (O) Battle of Gettysburg
- ☐ (P) Gettysburg Address
- ☐ (Q) Siege of Vicksburg
- ☐ (R) total war
- ☐ (S) Sherman's March to the Sea
- ☐ (T) Appomattox Court House
- ☐ (U) John Wilkes Booth
- ☐ (V) 13th Amendment
- ☐

CONFEDERATE STATES OF AMERICA



GENERALS: ROBERT E. LEE
STONEWALL JACKSON

LEADERS

PRESIDENTS
ABE LINCOLN VS.
JEFFERSON DAVIS

UNION



GENERALS: ULYSSES S. GRANT
MCCLELLAN, SHERMAN



What did Lincoln do about this fort in Confederate Territory?

☆ Difficult decision:

☆ Decided to:

☆ First shots fired by:

☆ Lincoln's response:





THE TWO SIDES...		See map on pg 512	
	C.S.A.	Union	
	Confederate states of America	United States of America	
	<ul style="list-style-type: none">• T• L• A• M• F• G• S• N• V• T• A	<u>Non-Slave Holding</u>	
		<div>Total plus 5 Border states</div>	
		<u>Slave holding (Border States)</u>	
		(Miss) M	
		(Dela) D	
		(Married) M	
		(Ken) K	
		(West) W	
	11 Confederate States Total	24 Union States Total	

A

O
N

.



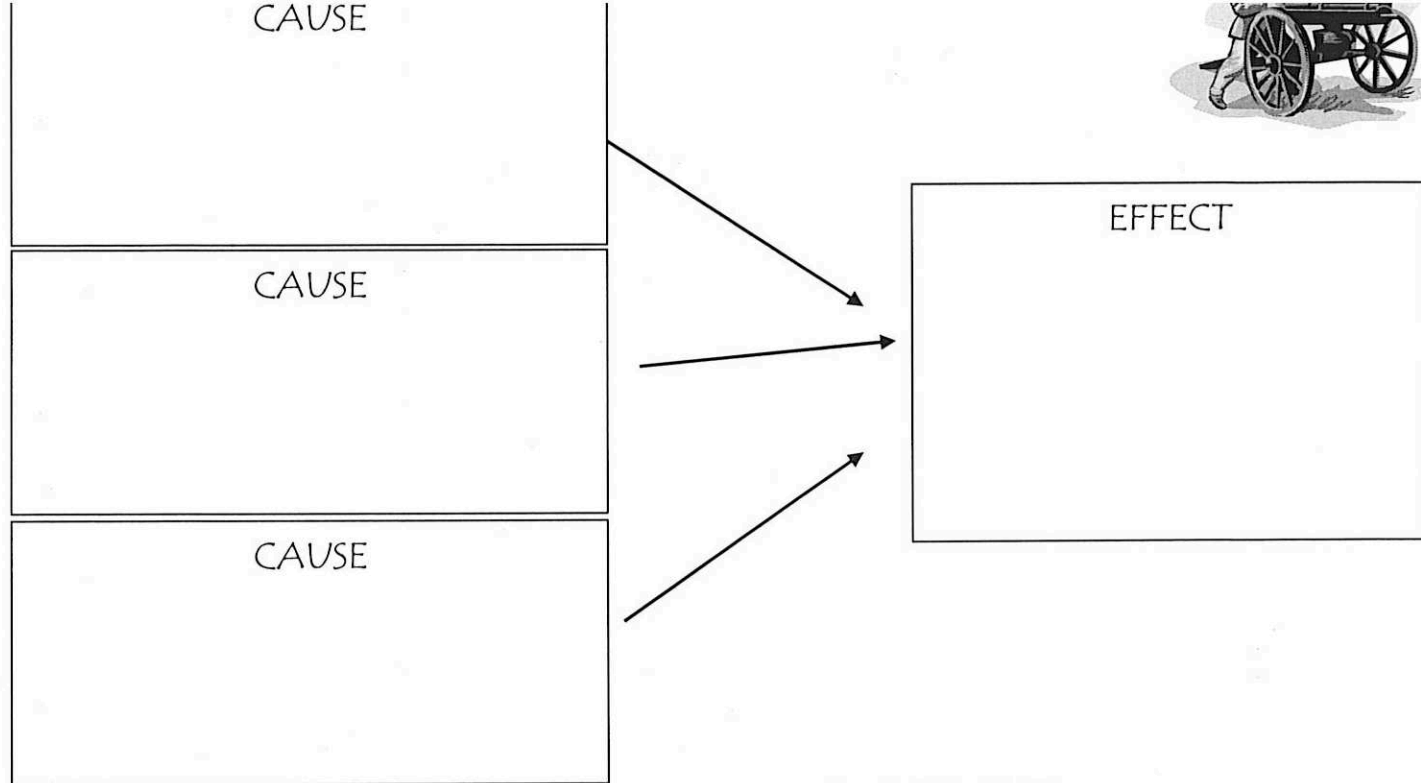
 CSA Strengths 	 Union Strengths 
<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••

The Battle of Bull Run (1st official battle)

Why was the Union surprised by the outcome of Bull Run?

Lessons learned at Bull Run:

-
-
-



ADVANCES IN TECHNOLOGY AND

The primitive medical technology = _____ casualties

Give 3 examples that describe poor hygiene faced by soldiers

- 1.
- 2.
- 3.



Changes in military technology

Weapons →

Ships →

UNION GOALS/ STRATEGY



- ☐ Naval _____ of the coastline
 - No supplies in or out
- ☐ Taking control of the _____ River
 - Split the Confederacy into two
- ☐ Capturing _____, VA CSA Capital

GRANT opens up the South: Battle of Shiloh

Significant Details:

- 1 out of _____ Union Soldiers died
- 1 out of _____ Confederate Soldiers died**
- Scene on the battle field:

Who Won?

- ☐ Union
- ☐ CSA

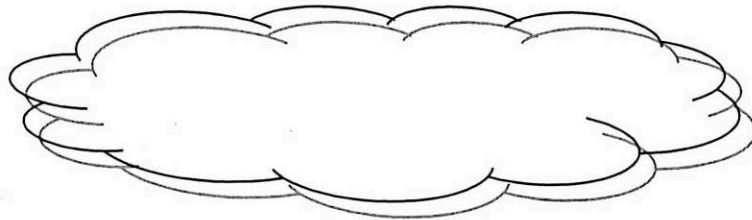
Impact/ Significance?

**You will need to do math!

*Make sure you check off a box above

The Fall of New Orleans

Why was the fall of New Orleans such a huge blow to the South?



What **two** Confederate Victories gave the Confederacy the confidence to change their strategy?



• Get support from _____

Battle of Antietam	Confederate Blunder (Mistake)	Who won? <input type="checkbox"/> Union <input type="checkbox"/> CSA <input type="checkbox"/> Draw (tie)
	Said to be the “_____ day in American history”	Union Blunder?



Look At Chart on PAGE 528- Read over the chart and answer the Question below

In the first two years of war, which side seemed closer to achieving its strategic goals?

Chapter 17 Section 1

The Emancipation Proclamation

Pages 537- 542

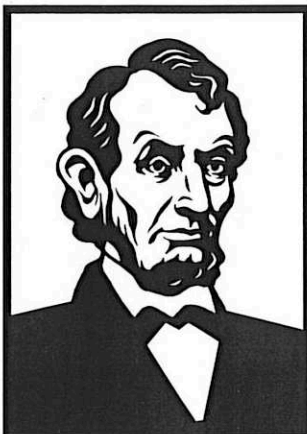
Why did Lincoln hesitate to abolish slavery?

•

Emancipation Proclamation:

Cause and Effect

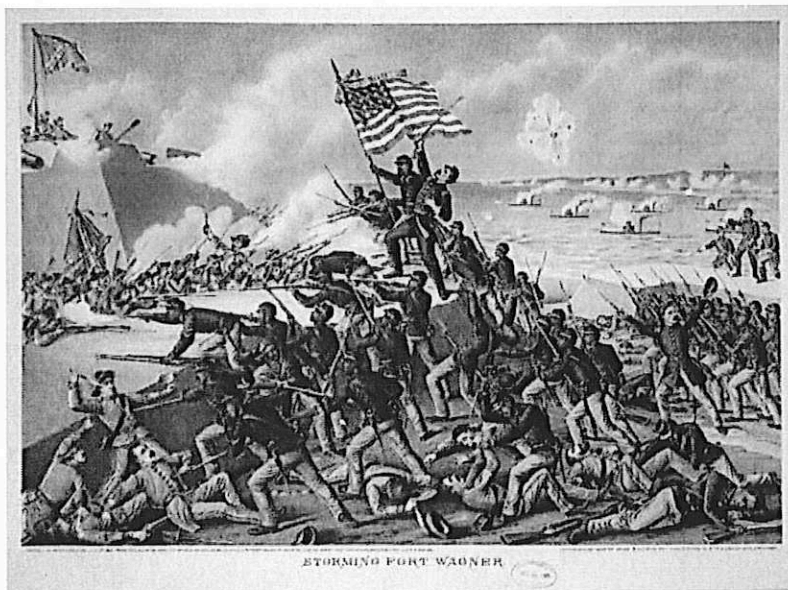
Emancipation
Proclamation



Effect on War Aims:

Effect on African Americans:

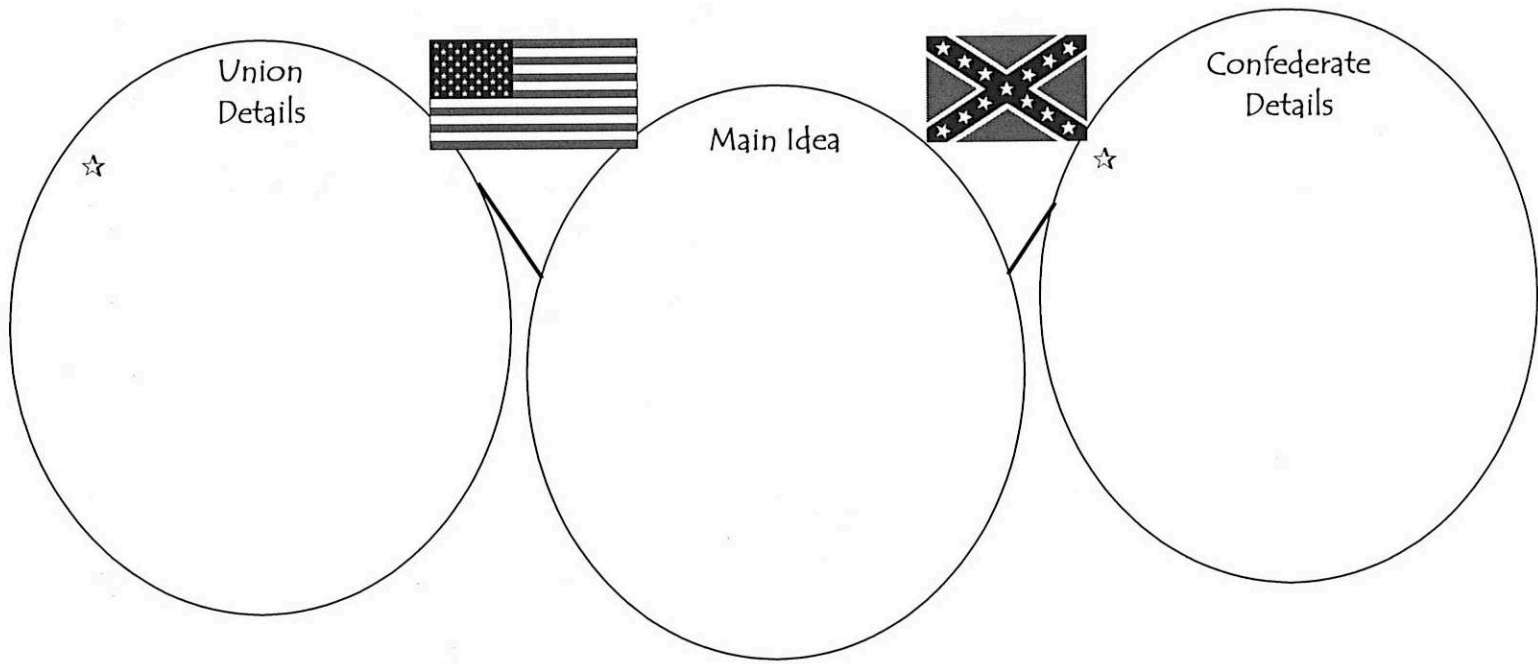
Effect on Southern Economy:



Who were the 54th of Massachusetts?

What additional punishments did African Americans face compared to white union soldiers?

Using the reading strategy on the bottom of page, 542 complete the diagram. To begin, fill in the main idea statement on page 542.



CHANGES CAUSED BY THE WAR

Economic	Social (Everyday life)
<p>Inflation-</p> <p>Income tax-</p> <p>Greenbacks-</p>	<p>Food shortages-</p> <p>Women</p> <p>Society (pg 547)</p>



Chapter 17 Section 3
The North Wins
 Pages 549- 557

KEY UNION VICTORIES

Gettysburg	Vicksburg
Location:	Location:
Lee hoped...	
Battle Details •	Battle Details •
•	•
Significance of Union Victory-	Significance of Union Victory-



THE TURNING POINTS OF THE WAR

Fill in the Blanks:

_____ appointed Commander of the entire Union Army in March 1864.

General Sherman captured and burned the city of _____, and in his famous "march to the sea" waged _____ when his troops destroyed everything that supplied the enemy.

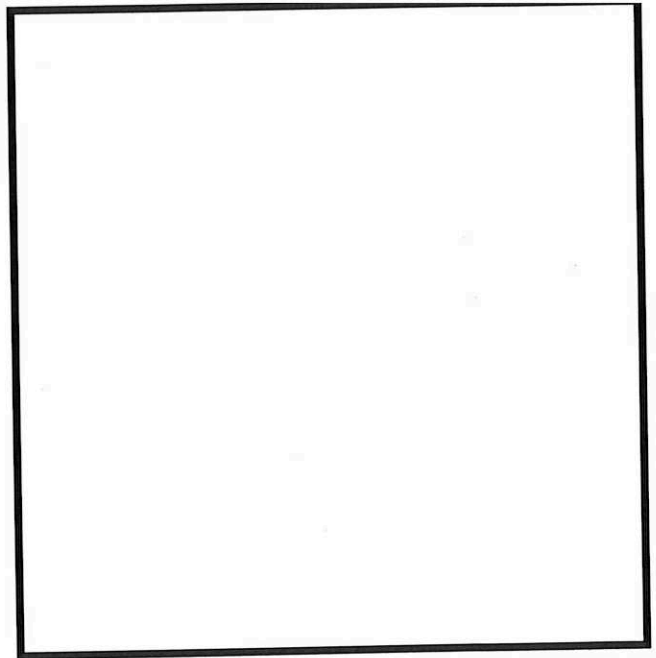
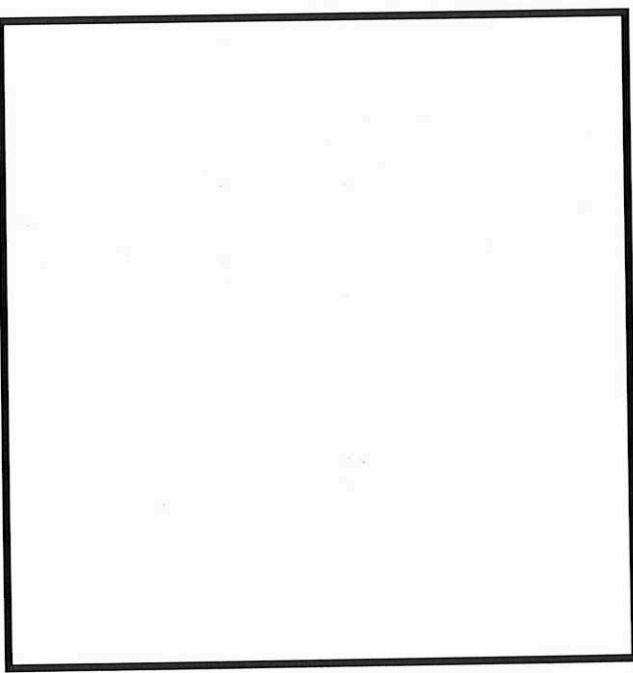
Examples

- _____
- _____



Explain Grant's strategy for ending the war

Lee Surrendered at _____ Date: _____



LINCOLN'S ASSASSINATION

Location: _____

His attacker: _____

Date: _____ day after Lee
surrendered at Appomattox Courthouse

Check out the "Connect to the essential question" chart on page 561. In your opinion, name the change in each category below that had the biggest impact on American life.

Political: _____

Social: _____

Economic: _____

Warfare: _____

Thirteenth Amendment: _____

**EXTRA
RESOURCES**
for this CHAPTER...

CIVIL WAR BATTLE CHART

Battle*including first shots fired and surrender	Location	Why is this battle important?	Win for which Significance/Impact o
<i>Fort Sumter</i>			
<i>Bull Run</i>			
<i>Vicksburg</i>			
<i>Gettysburg</i>			
<i>Appomattox Courthouse</i>			

Abraham Lincoln, On June 16, 1858, at the Illinois Republican convention, Abraham Lincoln kicked off his bid for the US Senate with a speech that would be nicknamed the "House Divided" speech.

Mr. President and Gentlemen of the Convention:

If we could first know where we are and whither we are tending, we could better judge what to do and how to do it.

We are now far into the fifth year since a policy was initiated with the avowed object and confident promise of putting an end to slavery agitation.

Under the operation of that policy, that agitation has not only not ceased but has constantly augmented.

In my opinion, it will not cease until a crisis shall have been reached and passed.

"A house divided against itself cannot stand."

I believe this government cannot endure, permanently, half slave and half free.

I do not expect the Union to be dissolved; I do not expect the house to fall; but I do expect it will cease to be divided.

It will become all one thing, or all the other.

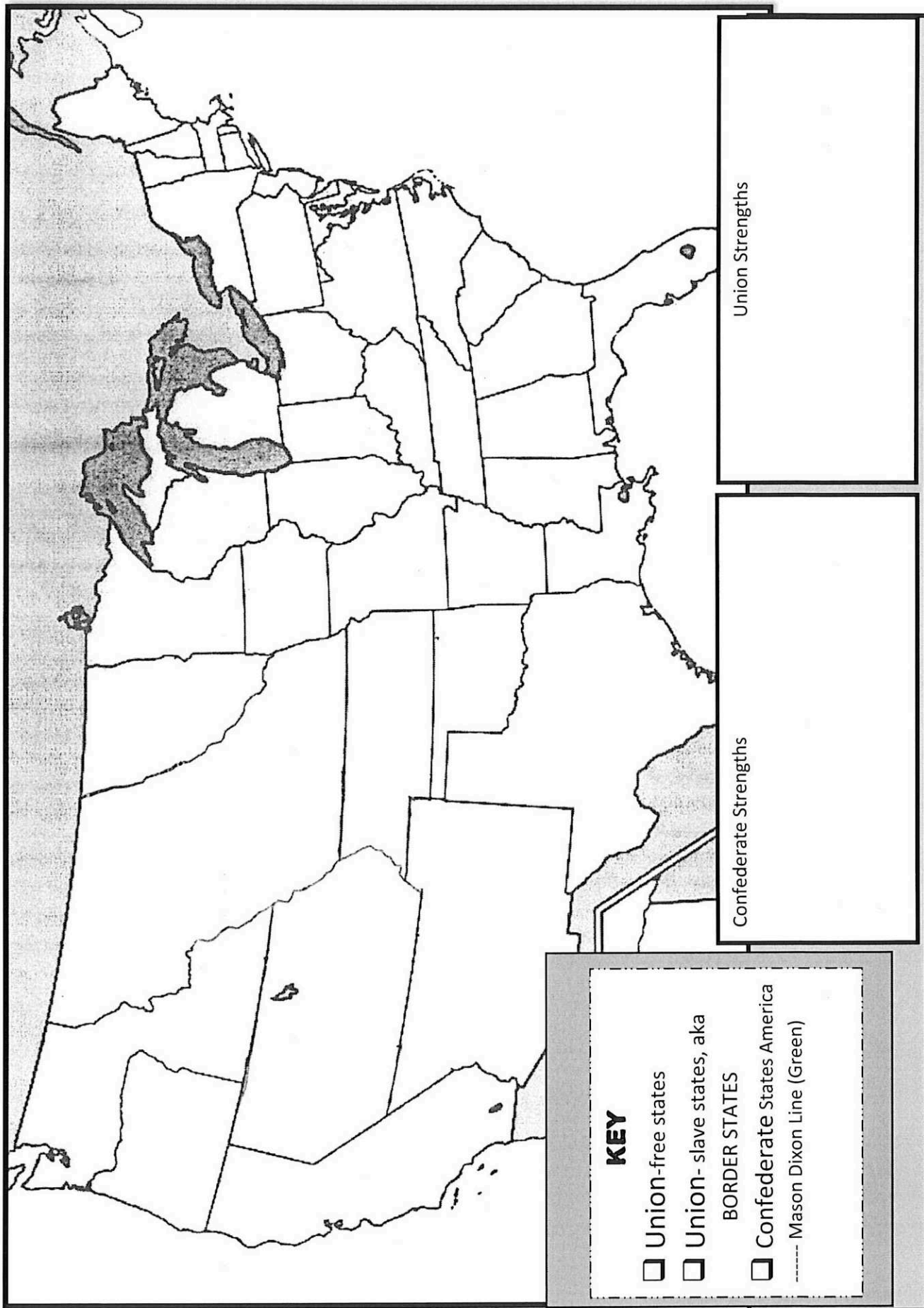
Either the opponents of slavery will arrest the further spread of it and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction, or its advocates will push it forward till it shall become alike lawful in all the states, old as well as new, North as well as South.

Discussion Questions

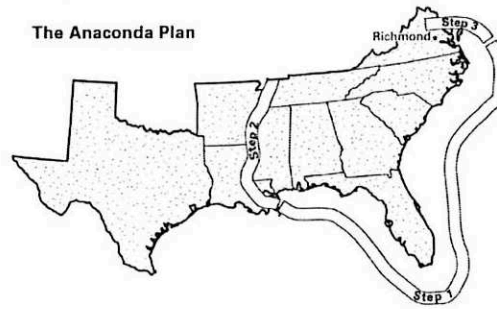
1. Is this a primary or secondary source document? Explain why.
2. In relation to the start of the Civil War, when did this speech take place? (do not answer with a year)
3. What was Lincoln's message in the speech?
4. How did the South interpret Lincoln's message?

could better judge what to do and how to do it. We are now far into the fifth year since a policy was initiated with the avowed object and confident promise of putting an end to slavery agitation. Under the operation of that policy, that agitation has not only not ceased but has constantly augmented. In my opinion, it will not cease until a crisis shall have been reached and passed. "A house divided against itself cannot stand." I believe this government cannot endure, permanently, half slave and half free. I do not expect the Union to be dissolved; I do not expect the house to fall; but I do expect it will cease to be divided. It will become all one thing, or all the other.

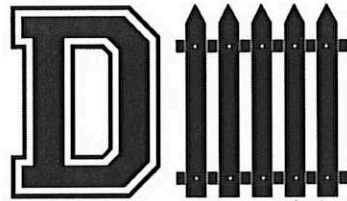
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The Anaconda Plan

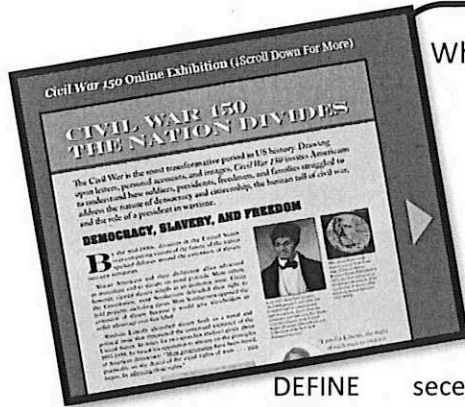


Confederate Goals



*watch video clip titled,
“The Original Great Escape”
about Robert Smalls gutsy
move to gain his freedom!

(link on my website)



What was the **HISTORICAL CONTEXT** causing TENSIONS before war was declared?

DEFINE secede: _____

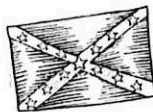


What is so special about SC?

How did the **ROLE** of **WOMEN** change during the war?



"I never publically stated my goal was never to abolish _____ across the entire US. In relation to slavery, I did saw that I was against _____
MY NUMBER ONE GOAL WAS TO PRESERVE THE
 _____.



- The Civil War is AKA (also known as).... ☒ The Yankee Invasion
☒ The Brothers' War ☒ The War for Southern Rights
☒ The War of Northern Aggression ☒ The Great Rebellion



Can you figure out the perspective/logic behind the nicknames?

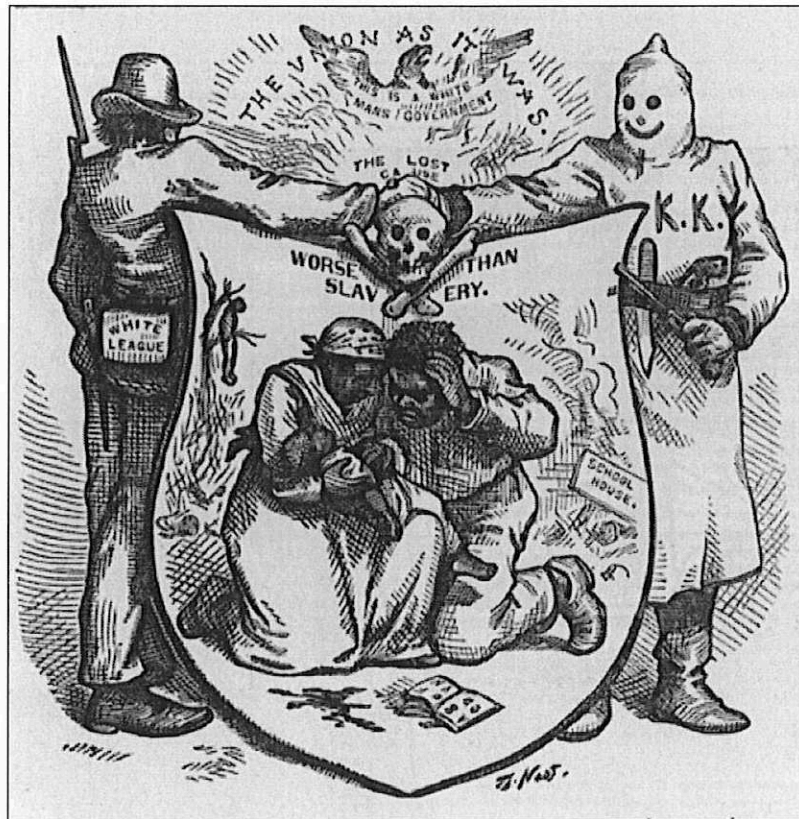
Extra Time: Take a sneak at the next slide and identify the TWO turning points noted on the FOURTH SLIDE.

	Use my website for supplemental resources to enrich learning- prioritize LINKS with a “*” - my plan is to update the contents of each of the chapters and add “*” ‘s if needed
	Use a separate sheet of lined paper to answer the questions on the Chapter Study Sheet
	***Do all of the above for one chapter, before moving to the next chapter.

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CHAPTER 18

RECONSTRUCTION ERA



"The Union as It Was". Created by Thomas Nast
in 1874. From the Library of Congress.

Name: _____ Period: _____

If lost, please return to Mrs. Dermody, Room B57

ESSENTIAL QUESTIONS- you should be able to answer the following...	VOCABULARY
<input type="checkbox"/> EQ 1-Discuss and explain the need for Reconstruction (given the major event the U.S. experienced between 1861-1865) <input type="checkbox"/> EQ 2- In what ways did the government or groups try to help the country post-war? <input type="checkbox"/> EQ 3- In what ways did the government, individuals, groups try to help freedmen postwar? <input type="checkbox"/> EQ 4- Identify and explain how the actions of individuals/groups or government officials acted like an obstacle for African Americans progressing towards racial equality. <input type="checkbox"/> EQ 5- Identify and explain how the Reconstruction Amendments (in theory) would change the life of Africans Americans post war. <input type="checkbox"/> EQ 6- Identify legislation that would work against the Reconstruction Amendments, and explain the impact it had on everyday life. <input type="checkbox"/> EQ 7- Explain voting obstacles faced by African Americans <input type="checkbox"/> EQ 8- Explain how the Plessy v. Ferguson Supreme Court case had the potential to have a positive impact on the life of freedmen. <input type="checkbox"/> EQ 9- Explain the impact of the Plessy vs. Ferguson verdict. Why was this court case significant? <input type="checkbox"/> EQ 10- In general, can you list off the negative/positive aspects of this area on different groups? Ex. Americans, African Americans, plantation owners, Northerners, Southerners, etc.) <i>Connection to the present-</i> <input type="checkbox"/> EQ 11- Political differences have existed since the birth of political parties with John Adams and Thomas Jefferson. How does political parties both help and hinder government progress?	Essential Vocabulary. Can you define them in your own words, and tell me how it relates to the topic of this chapter? <input type="checkbox"/> 13 th Amendment (A) <input type="checkbox"/> 14 th Amendment (B) <input type="checkbox"/> 15 th Amendment (C) <input type="checkbox"/> black codes (D) <input type="checkbox"/> sharecropping (E) <input type="checkbox"/> Freedman's Bureau (F) <input type="checkbox"/> Ku Klux Klan (G) <input type="checkbox"/> lynch (H) <input type="checkbox"/> black codes (I) <input type="checkbox"/> poll tax (J) <input type="checkbox"/> grandfather clause (K) <input type="checkbox"/> literacy test (L) <input type="checkbox"/> Plessy v. Ferguson (M) <input type="checkbox"/> Abe Lincoln (N) <input type="checkbox"/> Andrew Johnson (O) <input type="checkbox"/> Radical Republicans (P) <input type="checkbox"/> segregation (Q)
ESSENTIAL SKILLS- what did we learn this chapter? 	

Complete the "Compare and Contrast" chart described on page 570 by filling in important details and information for the chapter 18:1 reading.

Compare & Contrast

Presidential Reconstruction	Congressional Reconstruction
<ul style="list-style-type: none"> Lincolns' plan called for _____ After Lincoln's assassination _____ took over, his plan called for... <ul style="list-style-type: none"> All states ratifying the _____ Amnesty to _____ Pledge _____ 	<ul style="list-style-type: none"> Freedmen's Bureau- _____ political party in congress that fought for full citizenship and equal rights for African Americans. Civil rights Act- _____ 14th Amendment _____ Reconstruction Act- before states could join the Union, they must... <ol style="list-style-type: none"> 1. 2.

The South Passes

BLACK CODES

In an effort to bring back the "Old South"

Basic Definition: _____

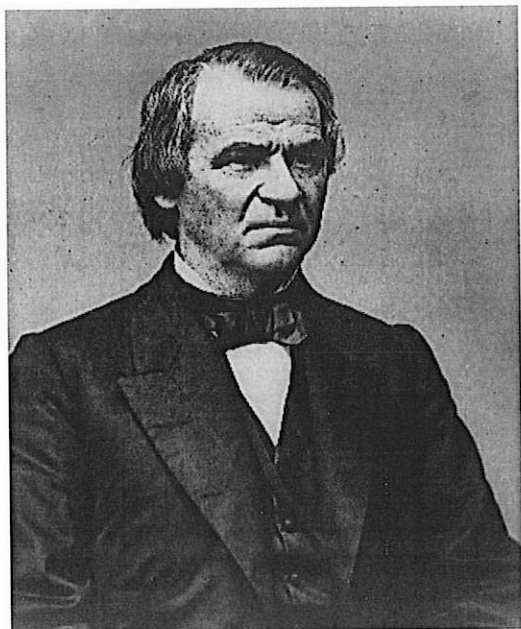
Examples of Restrictions:

-
-
-

Scalawags

Carpetbaggers

African Americans



Johnson's Impeachment

Why?

Role of House:

Role of Senate:

Effect:

13	
14	
15	*

*Does not apply to women

Besides the 3 Amendments above, name one other way Republicans tried to advance the rights of African Americans

1.

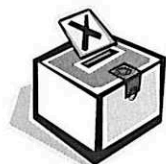
RECONSTRUCTION IS WEAKENED BY...
(Give specific examples with details)

A.

B.

C.

D.



The South finds ways around the 15th Amendment
• Poll Tax • Literacy Test • Grandfather Clause



The Official END of Reconstruction

How did the Election of 1876 and the Compromise of 1877 led to an end of reconstruction?

After reading "The legacy of Reconstruction," decide if it was a

☐ Success ☐ Failure

**Be prepared to justify your answer

**EXTRA
RESOURCES**
for this CHAPTER...

Directions: With a partner, read the following examples of black codes that were used in southern states to restrict the rights of freed slaves.

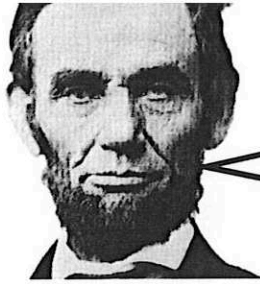
- 1** Prohibited marriages between whites and freedmen
- 2** Segregate in public facilities, cemeteries, schools, and any form of transportation.
- 3** Freedmen over the age of 18 were required to have a job or could be fined and put in prison
- 4** Freedmen could not assemble together without the presence of a white person
- 5** Illegal to teach freedmen to read or write
- 6** Freedmen could not own guns or any other forms of weapons
- 7** Freedmen could not obtain certain jobs (shopkeeper, artisan, mechanic) unless they paid for a license
- 8** Prohibited from voting.
- 9** Prohibited from owning property.

1. How did the black codes affect the for newly freed slaves?

2. Why do you think the southern elite decided to pass black codes?

3. Of the black codes provided, which do you think had the most impact on the freedmen? Why?

4. How does a society with black codes compare to one with slavery?

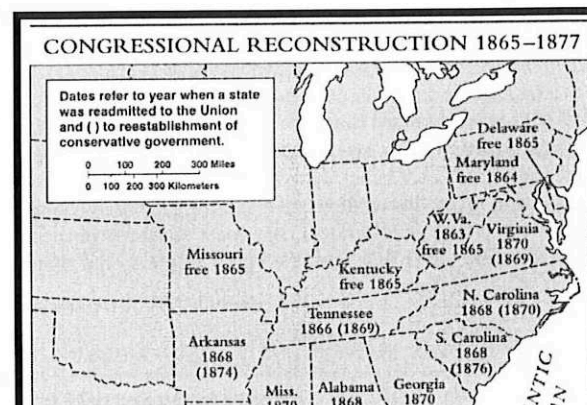


With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations. **Lincoln, March 4th, 1865**

- ① Find a synonym underlined words
- ② Interpret quote in right margin
- ③ Was Lincoln's plan strict or forgiving? ★ Can you identify key words/phrases that helped you answer question #3 from above?

PRESIDENTIAL RECONSTRUCTION		CONGRESSIONAL RECONSTRUCTION
<u>LINCOLN'S</u> 10 Percent Plan	<u>JOHNSON'S</u> Plan	<u>RADICAL REPUBLICAN'S</u> Plan
<input type="checkbox"/> REVENGE OR <input type="checkbox"/> FORGIVENESS	<input type="checkbox"/> REVENGE OR <input type="checkbox"/> FORGIVENESS	<input type="checkbox"/> REVENGE OR <input type="checkbox"/> FORGIVENESS




HOMEWORK: ON THE REVERSE SIDE OF YOUR RECONSTRUCTION PLAN CREATE A THREE WAY VENN DIAGRAM AND COMPARE YOUR RECONSTRUCTION PLAN TO THE PRESIDENTIAL AND CONGRESSIONAL ONE! WHAT ARE THE SIMILARITIES, WHAT ARE THE DIFFERENCES? BE PREPARED TO SUBMIT TOMORROW!



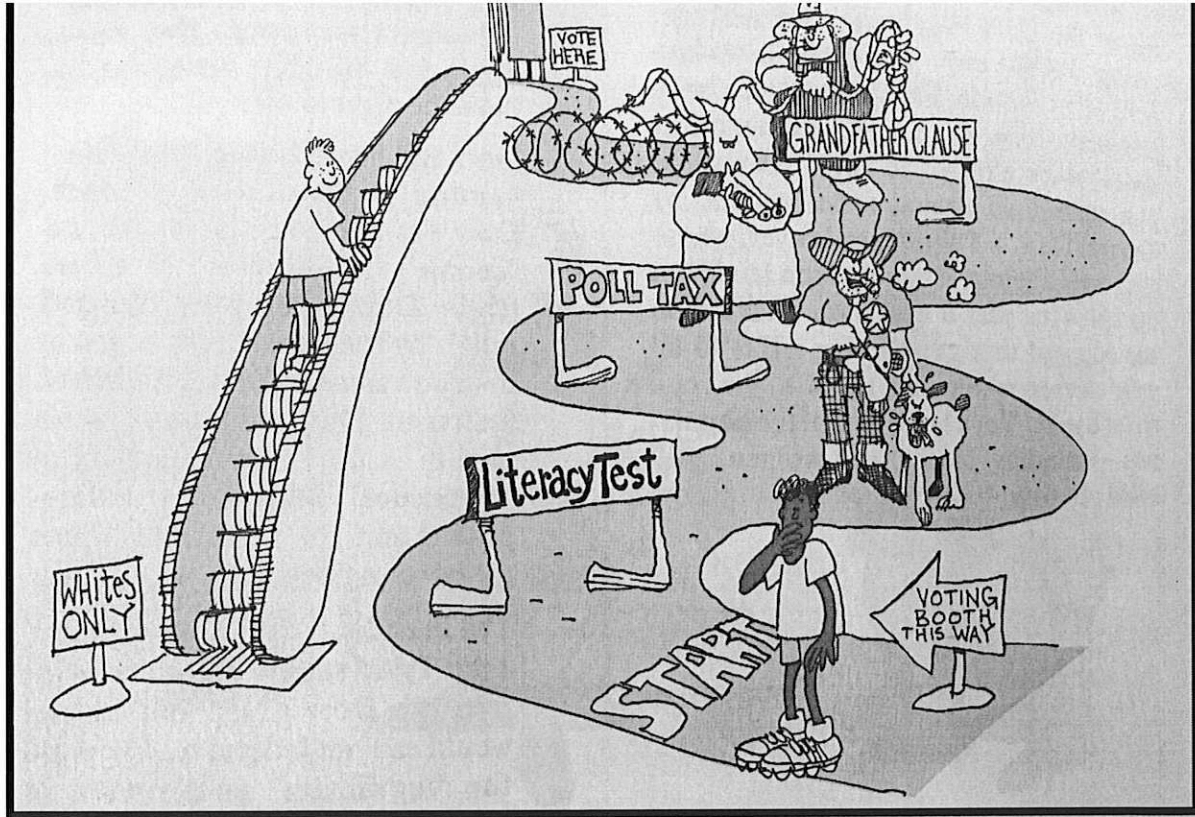
DIRECTIONS: IN YOUR TEXTBOOK, YOU WILL FIND THE THREE, ORIGINAL RECONSTRUCTION AMENDMENTS.
 READ EACH OF THE AMENDMENTS CAREFULLY AND COMPLETE THE CHART BELOW.

Amendment XIII (1865)

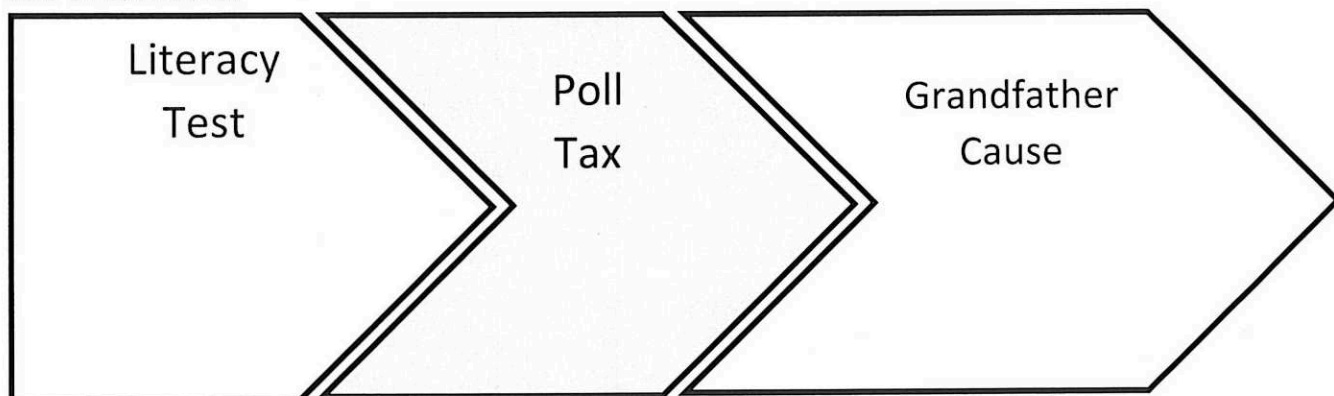
Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

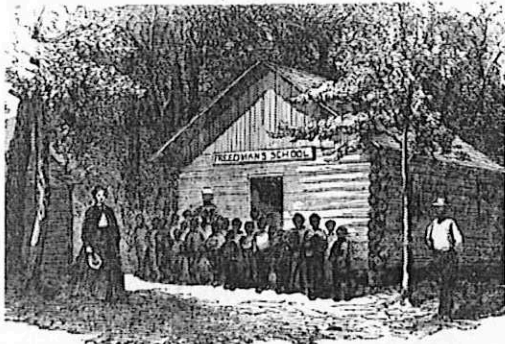
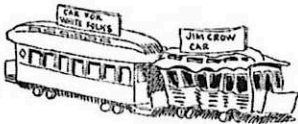



AMENDMENT NUMBER	LOOK AT THE ORIGINAL AMENDMENT SUMMARIZE THE AMENDMENT IN YOUR OWN WORDS.	CREATE A NICKNAME FOR THE AMENDMENT- IN 4 OR LESS WORDS
		
		
		

	13	
	14	
	15	



KEY VOCABULARY



Black Code		
Freedmen's Bureau	 <p>JAMES'S PLANTATION SCHOOL, NORTH CAROLINA.</p>	
Plessy vs. Ferguson	 	
Ku Klux Klan		
Johnson's Election	<p>Who vs. Who?</p> <p>Who won? How?</p> 	

Progress	Setbacks

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