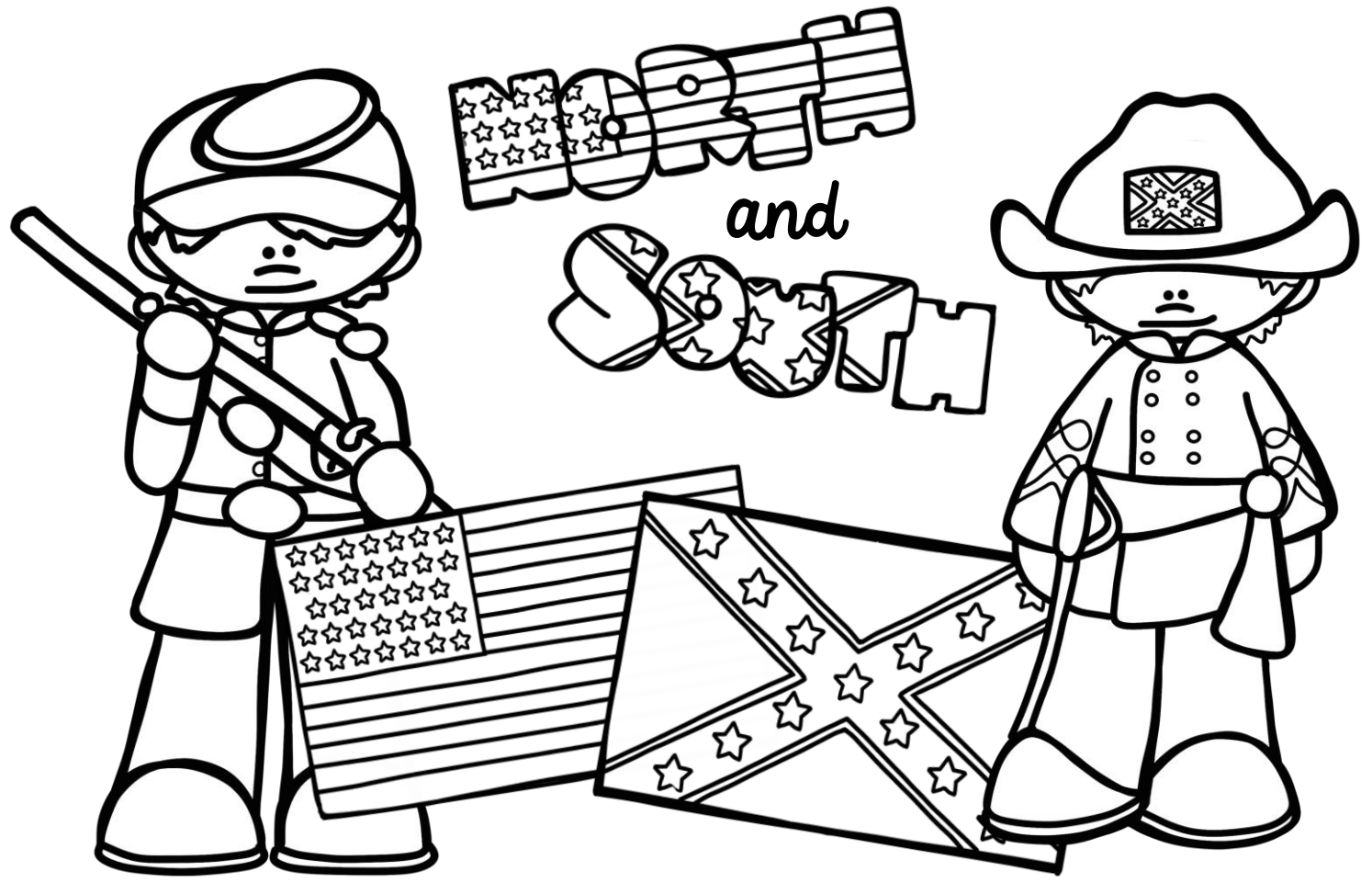




the CIVIL WAR

The War Between the

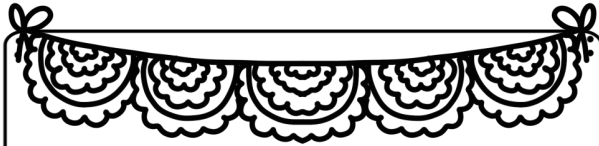


Student Activity Packet

Name

LESSON 1

1



LEARNING TARGET:

I can explore the Civil War through images.

A DIVIDED NATION



● JOURNAL QUESTION



Imagine that the United States was split into two countries. How would our lives be different today if we were NOT "one nation" like our pledge says.

➤➤ LEARNING TARGET REFLECTION

Place an "X" in one of the boxes below.

Learning Target	I've got it!	Still working on it!	I need help!
I can explore the Civil War through images.			

I gave myself this rating because: _____



LEARNING TARGET:

I can describe the differences between the northern and southern regions of the United States.

THE NORTH vs. THE SOUTH

A LOOK
AT THE



A LOOK
AT THE



During the 1800's

_____ began to pop up all over the North.

More and more Northerners began to move toward large towns to work in _____.

Factories wanted higher _____, or taxes, on imported goods to encourage people to want to buy from the North.

By 1850, most Northern states had made slavery _____.

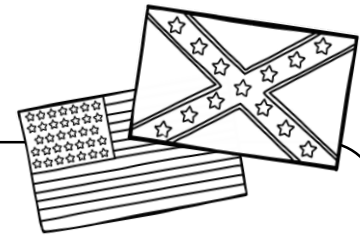
The Southern states were mostly known for their large _____.

Plantations used _____ to plant, grow, and harvest crops.

The Southern economy was highly _____ on the success of plantations.

The differences between the North and the South caused _____, or loyalty toward one section of the country.

● **JOURNAL QUESTION** ←←



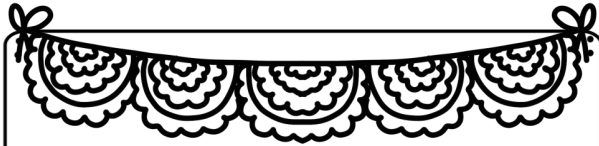
There were many differences between the North and the South. Which difference do you think caused the greatest tension between the two regions? Explain.

➤➤ **LEARNING TARGET REFLECTION**

Place an "X" in one of the boxes below.

Learning Target	I've got it!	Still working on it!	I need help!
I can describe the differences between the northern and southern regions of the United States.			

I gave myself this rating because: _____



LEARNING TARGET:

I can describe slavery in the South.

I can explain what the Underground Railroad was.

SLAVERY IN THE SOUTH

THE UNDERGROUND RAILROAD

Complete the Underground Railroad pathway:



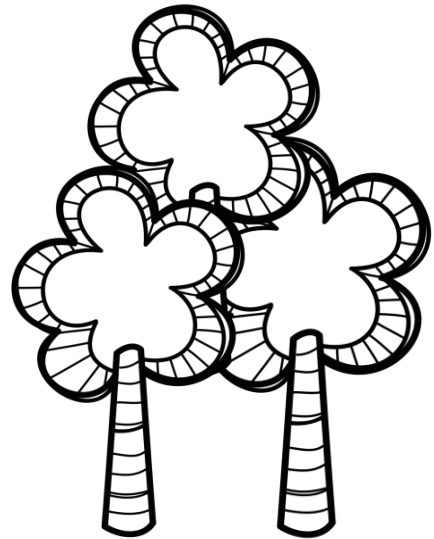
The North Star



glue tab

CONDUCTORS:
people who

slaves to
freedom on
the route



glue tab

PLANTATIONS:

attempted to escape
from their plantations to
reach freedom.



glue tab

STATIONS:

_____ and
_____ where
slaves would stay along
the way to freedom



● JOURNAL QUESTION ←←

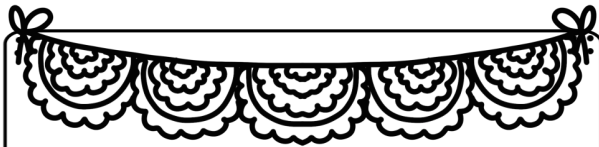
Imagine you were a conductor on The Underground Railroad. What do you think would be the most challenging part of leading slaves to freedom?

➤➤ LEARNING TARGET REFLECTION

Place an "X" in one of the boxes below.

Learning Target	I've got it!	Still working on it!	I need help!
I can describe slavery in the South. I can explain what the Underground Railroad was.			

I gave myself this rating because: _____



LEARNING TARGET:

I can work in a small group to learn about different political decisions made regarding slavery.

POLITICAL DECISIONS ON SLAVERY

Missouri Compromise: the debate on whether Missouri and Maine should be admitted into the Union as a free or slave state

MISSOURI COMPROMISE: 1820

➔ Different View Points

➔ The Decision

➔ Looking Forward



POLITICAL DECISIONS ON SLAVERY (CONTINUED)

Compromise of 1850: the debate on whether California could enter the Union as a free state

COMPROMISE OF 1850

➔ **Different View Points**

➔ **The Decision**

➔ **Looking Forward**



POLITICAL DECISIONS ON SLAVERY (CONTINUED)

KANSAS-NEBRASKA ACT: 1854

Kansas-Nebraska Act: the debate on how to break up the Kansas and Nebraska Territories in regards to slavery

➔ **Different View Points**

➔ **The Decision**

➔ **Looking Forward**

LESSON 4 (CONTINUED)

9



POLITICAL DECISIONS ON SLAVERY (CONTINUED)

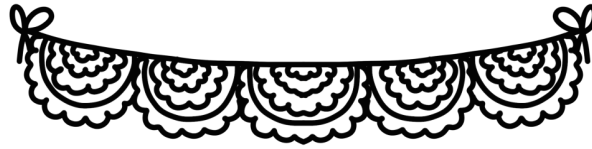
Kansas-Nebraska Act: the debate on whether a slave, Dred Scott, should be given his freedom after his master had died

➔ **Different View Points**

➔ **The Decision**

➔ **Looking Forward**

DRED SCOTT CASE: 1857



POLITICAL DECISIONS ON SLAVERY (CONTINUED)

Harpers Ferry: the attempt by John Brown, an abolitionist, to lead a revolt of slaves in a fight for freedom

➔ **Different View Points**

➔ **The Decision**

➔ **Looking Forward**

HARPER'S FERRY: 1859

LESSON 4 (CONTINUED)



POLITICAL DECISIONS ON SLAVERY (CONTINUED)

A New President: the Presidential campaign between Democrat, Stephen Douglas and Republican, Abraham Lincoln

A NEW PRESIDENT: 1960

➔ **Different View Points**

➔ **The Decision**

➔ **Looking Forward**

● **JOURNAL QUESTION** ←

When Abraham Lincoln became President in 1860, he knew that not everyone agreed with him. In responses he said, "*We must not be enemies.*" Why do you think some people viewed President Lincoln as an enemy?

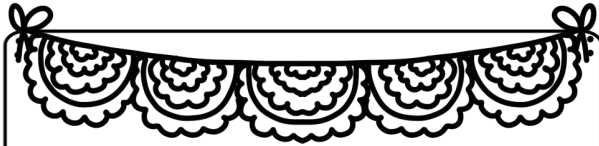


➤➤ **LEARNING TARGET REFLECTION**

Place an "X" in one of the boxes below.

Learning Target	I've got it!	Still working on it!	I need help!
I can work in a small group to learn about different political decisions made regarding slavery.			

I gave myself this rating because: _____



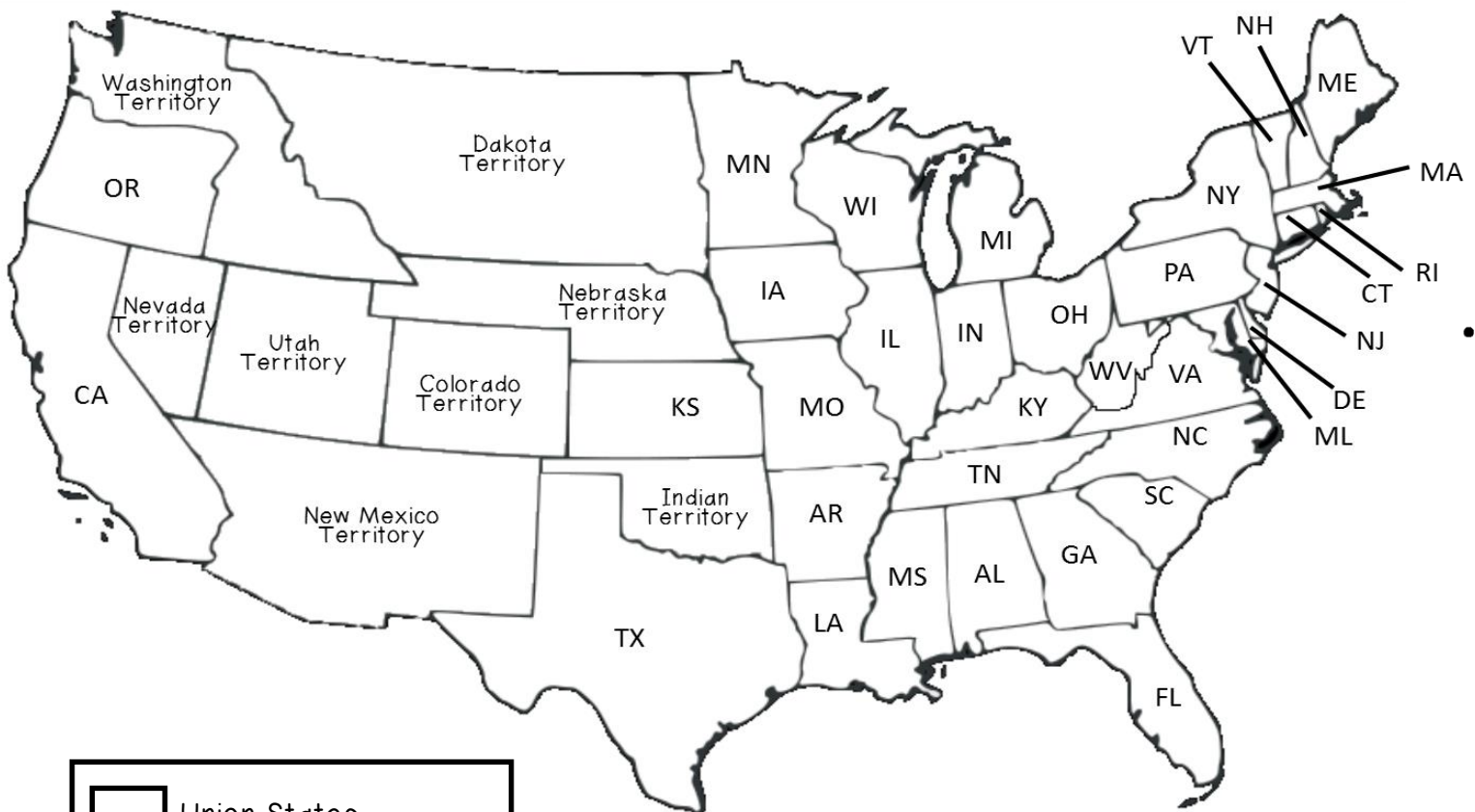
LEARNING TARGET:

I can explain why the South broke away from the Union.

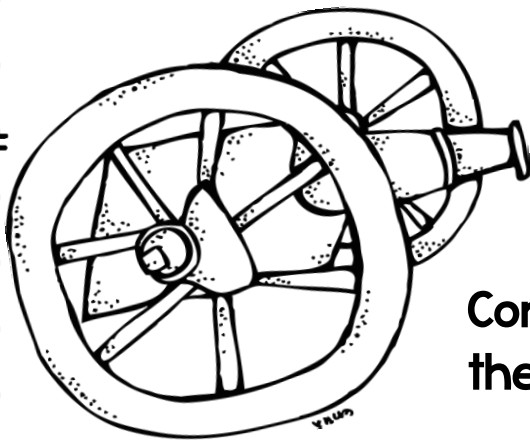
I can describe the start of the Civil War.

THE WAR BEGINS!

The South Secedes!



	Union States
	Union Territories
	Confederate States
	Border States



FORT SUMTER

Complete each box with what you know about the start of the Civil War at Fort Sumter.

WHO?

WHERE?

WHAT?

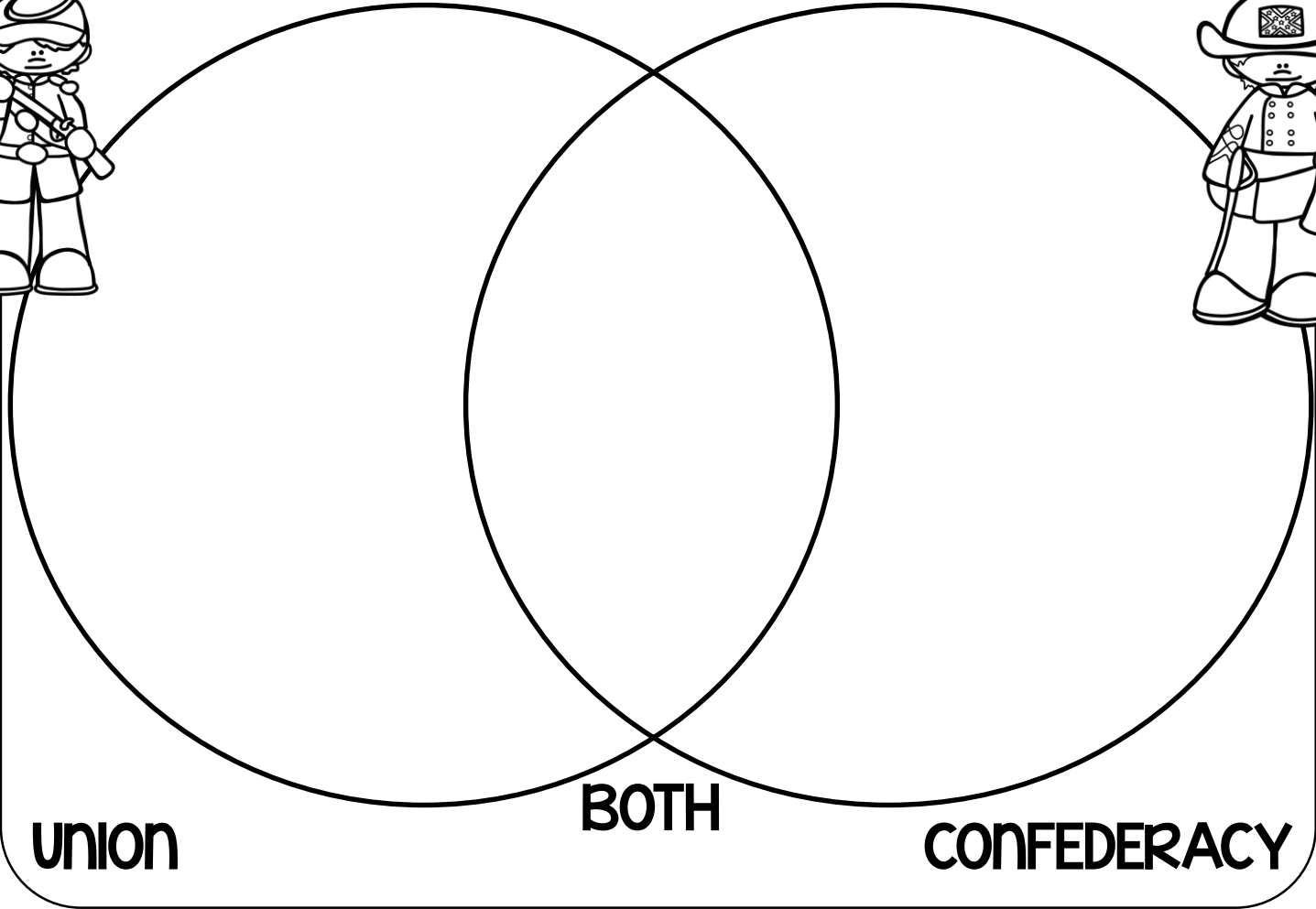
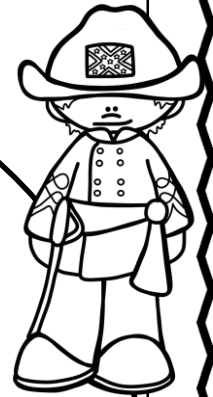
WHEN?

WHY?

HOW?

● **JOURNAL QUESTION** ←←

Compare the Union and the Confederacy in the Venn Diagram below:

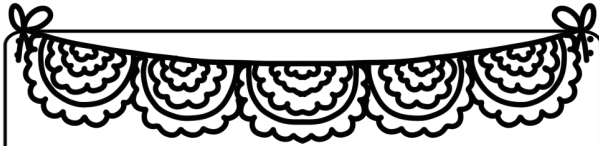


➤➤ **LEARNING TARGET REFLECTION**

Place an "X" in one of the boxes below.

Learning Target	I've got it!	Still working on it!	I need help!
I can explain why the South broke away from the Union.			
I can describe the start of the Civil War.			

I gave myself this rating because: _____



LEARNING TARGET:

I can learn about the different major battles and events of the Civil War by exploring a digital interactive timeline.

MAJOR BATTLES & EVENTS OF THE CIVIL WAR

Glue the back of the first section of
your timeline here.

● **JOURNAL QUESTION** ←←

Where you surprised at the outcome of the Civil War? Why or Why not?

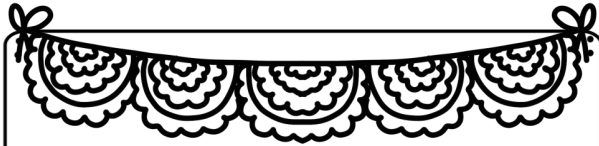


➤➤ **LEARNING TARGET REFLECTION**

Place an "X" in one of the boxes below.

Learning Target	I've got it!	Still working on it!	I need help!
I can learn about the different major battles and events of the Civil War by exploring a digital interactive timeline.			

I gave myself this rating because: _____



LEARNING TARGET:

I can explain what primary and secondary sources are.
I can describe the life of a Civil War soldier by exploring primary and secondary sources.

LIFE OF A CIVIL WAR SOLDIER

What was a soldier's daily life like?

What happened if soldiers got sick or injured?

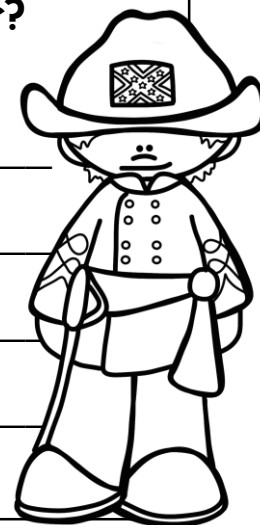
What did soldiers eat?

Who was allowed to be a soldier?



● **JOURNAL QUESTION** ←←

Imagine you were serving as a soldier in the Civil War. What do you think would be the hardest part of being a soldier? Explain.

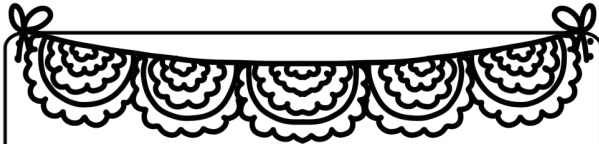


➤➤ **LEARNING TARGET REFLECTION**

Place an "X" in one of the boxes below.

Learning Target	I've got it!	Still working on it!	I need help!
I can explain what primary and secondary sources are. I can describe the life of a Civil War soldier by exploring primary and secondary sources.			

I gave myself this rating because: _____



LEARNING TARGET:

I can explain what Reconstruction is and describe the major events that happened after the Civil War.

I can explain the 13th, 14th, and 15th Amendments.

RECONSTRUCTION

What was RECONSTRUCTION?

Much of the South was _____ during the Civil War. Farms, homes, and public buildings had been burned down. The South needed to be _____. The time after the war when the Union helped to rebuild the South was called _____. This time in history lasted from 1865-1877.



PRESIDENT LINCOLN
WANTED...

BUT THEN...

INSTEAD...



A closer look at Reconstruction:

GOALS

_____ the South with the North

_____ the destroyed areas in the South
(ex. homes, schools, farms, railroads...etc.)

_____ and protect the newly freed
African Americans

CHALLENGES

Congress didn't _____ President Johnson because he was from the South. They wanted to form their own plan for Reconstruction apart from Johnson.

Under Johnson's plan, he allowed Southern states to pass _____. These laws denied blacks the right to vote, own land or guns, and more.

Many Southerners _____ Congress for trying to change their way of life.

RESULTS

Congress required the Southern states to _____ their state Constitutions to protect the rights of blacks.

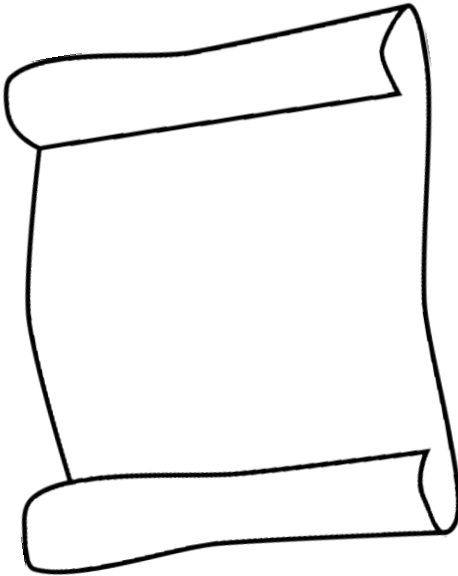
Congress established the _____, an organization that helped former slaves. The Bureau built them hospitals, schools, and helped them find jobs.

Congress _____ to rebuild roads, schools, farms, and businesses.

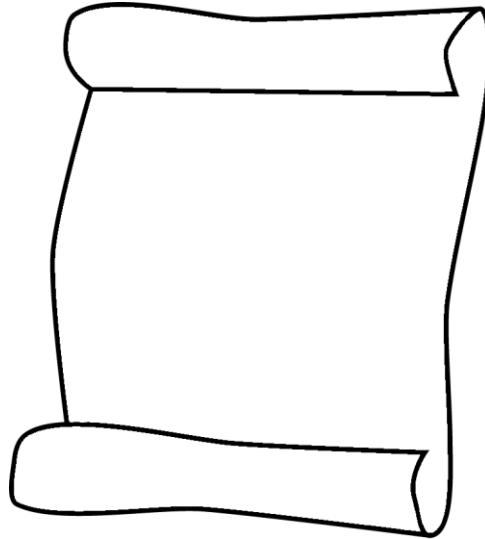
NEW AMENDMENTS

Congress was also able to pass three new amendments. An amendment is an addition to the US Constitution. President Johnson felt these amendments were unlawful because they were passed without the representation of Southern states.

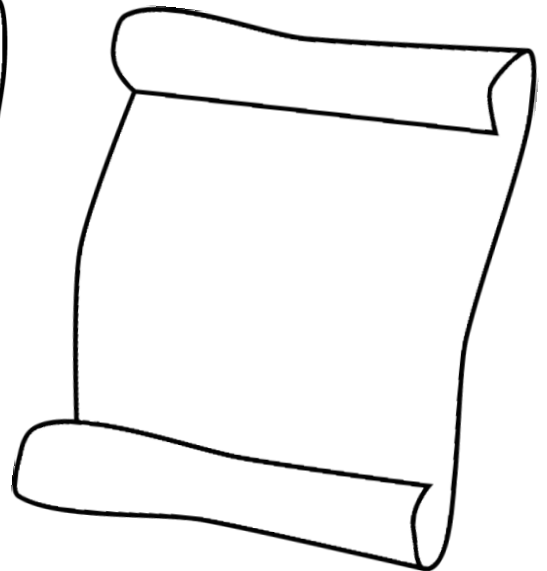
13th Amendment:



14th Amendment:



15th Amendment:



Reconstruction officially ended in 1877 and all of the former Confederate states had been allowed back into the Union. However, Southern leaders regained power in their state governments and began passing laws that restricted African American rights again.

- 1 Some states made it difficult for blacks to _____.
- 2 Jim Crow laws were passed to keep public places _____, or separate.
- 3 Groups like the _____ formed to discriminate against blacks.
- 4 Many blacks returned to their former plantations to participate in a system called _____.

● **JOURNAL QUESTION** 

What do you think were some of the successes and failures of the Reconstruction period?

SUCCESSSES
of Reconstruction



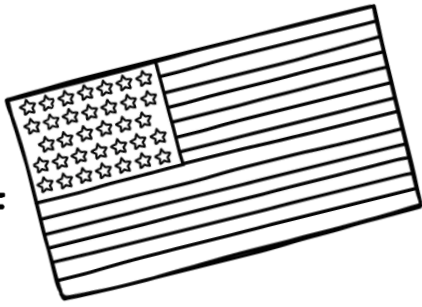
FAILURES
of Reconstruction

 **LEARNING TARGET REFLECTION**

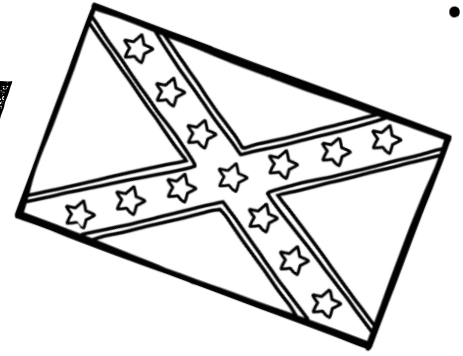
Place an "X" in one of the boxes below.

Learning Target	I've got it!	Still working on it!	I need help!
I can explain what Reconstruction is and describe the major events that happened after the Civil War. I can explain the 13th, 14th, and 15th Amendments.			

I gave myself this rating because: _____



VOCABULARY



WORD	DEFINITION

VOCABULARY

WORD	DEFINITION

IMPORTANT PEOPLE of the Civil War

In each box below, record why each person is an important figure of the Civil War.

HARRIET TUBMAN



ABRAHAM LINCOLN



JEFFERSON DAVIS



ROBERT E. LEE



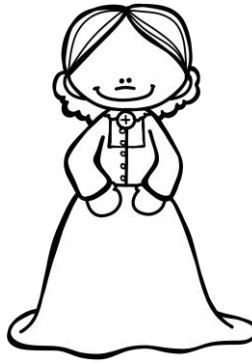
IMPORTANT PEOPLE

of the Civil War

ULYSSES S. GRANT



CLARA BARTON



ANDREW JOHNSON

