PrepUS History

Unit 5 – The Civil War

Study Guide

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

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

1. Find a quiet place without distractions for you to study.

2. Reread the homework, handouts, and notes you completed on this unit.

3. Go through the list of information on the study guide (below), writing out an identification of each item.

4. Quiz yourself or have someone quiz you on the items at least once the night before the exam.

5. ***PLEASE TAKE NOTE:*** If you write out identifications of the items on your study guide, you will most likely earn a higher score on your exam and you may turn this in on the day of the exam to earn up to 5 extra credit points. (It must be turned in on the day of the exam to receive credit.) Both students who take the comprehensive exam and students who complete the project have the ability to complete the study guide for extra credit.

6. Your exam or due date for the project will be as follows:

Black 5-6 Class: Monday, March 9th (next Monday)

Orange 1-2 Class: Tuesday, March 10th (next Tuesday)

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

#### the map of the Union and Confederacy

cotton’s role in the Civil War

Harriet Jacobs

Nat Turner’s rebellion

slave importation abolished

Middle Passage

Missouri/Maine Compromise

36°30’

Mexican Session

popular sovereignty

Fugitive Slave Law

Kansas-Nebraska At

Stephen Douglas

transcontinental railroad

Bleeding Kansas

“Beecher’s Bibles”

John Brown

Pottowatomie Creek

Dred Scott

Lincoln-Douglas debates

Harper’s Ferry

Election of 1860

Border States

Northern & Southern advantages & disadvantages

Fort Sumter

Anaconda Plan

naval blockade

Peninsula Campaign

Battle of Bull Run

Confederate capital

the “Ninety-Day War”

Stonewall Jackson

Gen. George B. McClellan

Gen. Robert E. Lee

Battle of Shiloh

Battle of Antietam Creek

Battle of Fredericksburg

Gen. Ambrose Burnside

“Fighting Joe” Hooker

abolitionist

gradual emancipationist

American Colonization Society

William Lloyd Garrison

Frederick Douglass

Underground Railroad

passengers, conductors, engineers, stations

Harriet Tubman

Harriet Beecher Stowe

*Uncle Tom’s Cabin*

Sojourner Truth

Emancipation Proclamation

Battle of Chancellorsville

Battle of Gettysburg

Joshua Chamberlain

20th Maine, Little Round Top

Lion of the Round Top

Gettysburg Address

Ulysses S. Grant

Vicksburg, MS

Sherman’s March to the Sea

total war

Appomattox Court House

Proclamation of Amnesty and Reconstruction

Wade-Davis Bill

Radical Republicans

Freedmen’s Bureau

Oliver Otis Howard

Lincoln’s Assassination

John Wilkes Booth

black codes

Jim Crow laws

sharecropping

tenant farming

13th, 14th, 15th Amendments

disenfranchisement

residency requirement

understanding clause

grandfather clause

poll tax

Eight Box Ballot Act

Scalawags

Carpetbaggers

Election of 1876

Hayes/Tilden

Compromise of 1877

Plessy v. Ferguson

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Project Option

**Introduction**

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

**Task**

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

**Format**

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

**Criteria**

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

Content for the first 2 letters: the attack on Fort Sumter April 12, 1861

Northern and Southern Advantages

Battle of Bull Run (Richmond, VA) July 21, 1861

Contents for second 2 letters: Battle of Antietam (MD) September 17, 1862

Battle of Gettysburg (PA) July 3, 1863

Contents for third 2 letters: Emancipation Proclamation January 1, 1863

Lee Surrenders to Grant: Appomattox April 9, 1865

Lincoln’s Assassination April 14, 1865

Contents of fourth 2 letters: the two Reconstruction Plans

Freedman’s Bureau

Life in the South: sharecroppers, tenant farmers, scalawags, carpetbaggers, etc.

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

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

Black 5-6 Class: Monday, March 10th (next Monday)

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

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Project Rubric

Content *(80 points)* Possible Points Points Earned

Content Area #1

Northern Perspective

the attack on Fort Sumter \_\_ 4\_\_\_ \_\_\_\_\_\_\_

Northern & Southern Advantages \_\_ 4\_\_\_ \_\_\_\_\_\_\_

Battle of Bull Run \_\_ 4\_\_\_ \_\_\_\_\_\_\_

Southern Perspective

the attack on Fort Sumter \_\_ 4\_\_\_ \_\_\_\_\_\_\_

Northern & Southern Advantages \_\_ 4\_\_\_ \_\_\_\_\_\_\_

Battle of Bull Run \_\_ 4\_\_\_ \_\_\_\_\_\_\_

Content Area #2

Northern Perspective

Battle of Antietam (MD \_\_ 4\_\_\_ \_\_\_\_\_\_\_

Battle of Gettysburg (PA) \_\_ 4\_\_\_ \_\_\_\_\_\_\_

Southern Perspective

Battle of Antietam (MD \_\_ 4\_\_\_ \_\_\_\_\_\_\_

Battle of Gettysburg (PA) \_\_ 4\_\_\_ \_\_\_\_\_\_\_

Content Area #3

Northern Perspective

Emancipation Proclamation \_\_ 4\_\_\_ \_\_\_\_\_\_\_

Lee Surrenders: Appomattox \_\_ 4\_\_\_ \_\_\_\_\_\_\_

Lincoln’s Assassination \_\_ 4\_\_\_ \_\_\_\_\_\_\_

Southern Perspective

Emancipation Proclamation \_\_ 4\_\_\_ \_\_\_\_\_\_\_

Lee Surrenders: Appomattox \_\_ 4\_\_\_ \_\_\_\_\_\_\_

Lincoln’s Assassination \_\_ 4\_\_\_ \_\_\_\_\_\_\_

Content Area #4

Northern Perspective

Freedman’s Bureau \_\_ 4\_\_\_ \_\_\_\_\_\_\_

Southern life: sharecroppers,

tenant farmers, scalawags, carpetbaggers \_\_ 4\_\_\_ \_\_\_\_\_\_\_

Southern Perspective

Freedman’s Bureau \_\_ 4\_\_\_ \_\_\_\_\_\_\_

Southern life: sharecroppers,

tenant farmers, scalawags, carpetbaggers \_\_ 4\_\_\_ \_\_\_\_\_\_\_

Format *(20 points)*

effort, attractiveness, neatness \_\_10\_\_\_ \_\_\_\_\_\_\_

creative, colorful, neat, exhibits good effort \_\_10\_\_\_ \_\_\_\_\_\_\_

Project Grade \_\_\_\_\_\_\_