

The Civil War: The South Secedes

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AIMS TEACHING MODULE WRITTEN BY NATALIE G. HALL

Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections, identifiable by their color across the top of the page and at the side tab margin. You are reading **SECTION 1, INTRODUCTION TO THE AIMS TEACHING MODULE (ATM).**

SECTION 2, INTRODUCING THIS ATM will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3, PREPARATION FOR VIEWING provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4, AFTER VIEWING THE PROGRAM provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

PREPARATION FOR VIEWING

SECTION 3

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

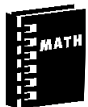
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:



Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.



Curriculum Connections

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.



Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.



Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.



Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.



Link to the World

These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.



Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.

VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

CHECKING VOCABULARY

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

TEST

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

ADDITIONAL AIMS MEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked to all activities and tests.

THEMES The Civil War: The South Secedes and War Begins

The way of life in the South prior to the Civil War is a major theme in the American history curriculum. Conflict, war and the concept of freedom are related themes.

OVERVIEW

The deadliest, most divisive war ever fought in the Western Hemisphere, the American Civil War (1861-1865) tore the country in half, often pitting brother against brother. The North fought the South in an all-out war with clear objectives: the restoration of the Union or the establishment of an independent South. Nothing short of total victory was acceptable to either side. Though the Union Army eventually won the four-year ordeal, the losses on both sides were staggering: 600,000 dead, most of them mere boys. The Civil War: The South Secedes and War Begins examines the causes of the war and covers the first battles fought. Long before the first Southern state seceded, the United States had evolved into two separate cultures inching further and further apart: the rural, slave-based economy of the South vs. the industrialized North with its increasingly vocal abolitionist movement. The conflict came to a head over westward expansion and whether new states and territories would permit slavery or not. Lincoln's election as president in 1860 sent shockwaves through the South and several states seceded from the Union. Though the immediate cause of the war was the North's refusal to recognize the secession of the Southern states, the underlying causes had been smoldering for decades.

OBJECTIVES

- ▶ To identify the underlying causes of the Civil War and recognize how conflict can lead to war
- ▶ To show that, although slavery was the chief issue behind the Civil War, Lincoln's reason for fighting was to save the Union, not to free the slaves
- ▶ To explain the importance of way of life to people everywhere and how the threat to the Southern way of life was a contributing factor leading up to the Civil War
- ▶ To consider the meaning of freedom in our own lives

Use this page for your individual notes about planning and/or effective ways to manage this
AIMS Teaching Module in your classroom.

Our AIMS Media Educational Department welcomes your observations and comments.
Please feel free to address your correspondence to:

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Chatsworth, California 91311-4409

INTRODUCTION TO THE PROGRAM

Introduce the unit by asking students to tell some of their ideas about the American Civil War. What was it? What caused it? Who fought it and why? Was it costly? How was the country changed as a result of the war?

If they are available, the following items might be useful in stimulating student interest in the unit: a Confederate flag and an American flag of the era with 33 stars (drawings posted on a bulletin board could suffice); Civil War photos; a poster showing a Civil War battle; a copy of Uncle Tom's Cabin by Harriet Beecher Stowe; recordings of "Dixie" and "The Battle Hymn of the Republic."

INTRODUCTION TO VOCABULARY

To prepare students for viewing *The Civil War: The South Secedes and War Begins*, present these words and phrases for review: way of life, conflict, war, compromise, freedom. Use the words in discussion about different peoples' ways of life. What does it mean to be attached to a way of life? How does a conflict arise? When does a conflict become a full-fledged war? What is a compromise? Ask students what they feel these concepts might have to do with the Civil War.

DISCUSSION IDEAS

What causes war? Have the class come up with as many possible causes of war as they can think of. These ideas may be listed on long sheets of butcher paper hung on the walls or taped to the floor. Have every student make at least one entry on the list. After viewing the program, analyze the list: which of the entries might have contributed to the Civil War?

FOCUS

Ask students to think about the differences between the two sides that fought in the war as they watch *The Civil War: The South Secedes and War Begins*. Depending on where you live, ask students to think about how they would have made their choice if they had lived during this time.

JUMP RIGHT IN

HOW TO USE THE **THE CIVIL WAR: THE SOUTH SECEDES AND WAR BEGINS** AIMS TEACHING MODULE

Preparation

- ▶ Read *The Civil War: The South Secedes and War Begins* Themes, Overview, and Objectives to become familiar with program content and expectations.
- ▶ Use Preparation for Viewing suggestions to introduce the topic to students.

Viewing **THE CIVIL WAR**

- ▶ Set up viewing monitor so that all students have a clear view.
- ▶ Depending on your classroom size and learning range, you may choose to have students view *The Civil War: The South Secedes and War Begins* together or in small groups.
- ▶ Some students may benefit from viewing video more than one time.

After Viewing **THE CIVIL WAR**

- ▶ Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.
- ▶ Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- ▶ Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.
- ▶ You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- ▶ Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- ▶ Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

SUGGESTED ACTIVITIES

Meeting Individual Needs

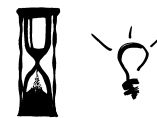
Provide vocabulary practice with this activity. Make, or have students make, 2 flash cards for each Vocabulary Word. Then have students play Concentration in groups of three or four. Place all of the flash cards face down in rows. Each person takes a turn to turn over two cards at a time. If they match, that team keeps the pair and gets another turn. If the words do not match, they are turned back over and the turn goes to the opposite team. When all the cards have been matched, the team with the most pairs wins.



30 Minutes

Critical Thinking

Avoid the Civil War! Have students negotiate terms for a compromise, with teams assigned to speak for the North or South. Research the issues: high tariffs, slavery, the extension of slavery into the territories, etc. Let students think of as many ways as possible to prevent the slaughter. Have the teams work individually to decide their own terms, then have North-South teams meet to work out settlements. Have leaders of each team present results to the class. Who made out best in each of the groups' settlements, the North or the South? Have the class decide.



40 Minutes

Cultural Awareness

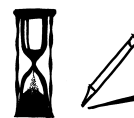
Way of life: what role did it play in causing the Civil War? Ask students what they think the Southern way of life was like before the Civil War (Southern mansions, gracious charm, slaves to do the work, warm weather, etc.) Why were Southerners willing to fight to defend that? How was their way of life endangered? Why was slavery so important to that way of life? Would the students themselves have enjoyed the Southern way of life?



30 Minutes

Writing

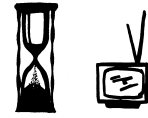
Have students work in groups to make a Venn diagram or concept map that illustrates differences and similarities in way of life during wartime, and the way of life for them today. Then tell students to work on their own to begin a composition comparing different ways of life. Tell them to use the information from their diagrams to write their first drafts.



20 Minutes

In the Newsroom

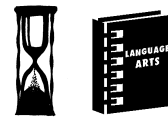
Have teams of students choose a Southern state and research what it was like before the Civil War and how the war may have changed its way of life. Half of the team will write a two-page report and the other team members will present it to the class. This could be done as a “You were there”-type interview with one student acting as the reporter and several other students playing the roles of people living in the Southern state at the time of the Civil War. If the equipment is available, have students make an audio or video recording of their program for broadcasting and/or viewing at a different time.



60 Minutes

Connection to Language Arts

What is freedom? Have students brainstorm definitions of their own. Ask them for as many synonyms as they can think of and list them on the chalkboard. Then call for antonyms and list those as well. What freedoms do we have that the slaves in the South did not have? (List as many as students can think of; save list for journal writing activity.)

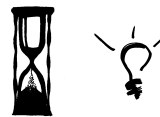


30 Minutes

Do the students have complete freedom? What are some boundaries on their personal freedoms? Would they like more freedom? Is it possible to have too much freedom? What qualities do we need to make good use of our freedoms? (Education, responsibility, etc.)

Critical Thinking

What if the South had won the Civil War? Have students discuss this topic in small groups after first having the class as a whole review the differences of opinion between North and South on slavery, states' rights, tariffs and other issues. Would there be two countries today instead of one United States? Would there still be slavery? Would states make all their own laws without interference from a strong federal government? Could slavery have been abolished without civil war? How? Would North and South have a better sense of unity today? Have each group prepare a brief written outline of how things might be different today if the South had won.



20 Minutes

Link to the World

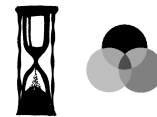
Visit a Civil War site or a Civil War museum, if there is one, in your area. Or you might find a local community organization with speakers to visit your class and talk about the Civil War.



40 Minutes

Cultural Exchange

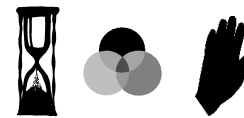
Have students interview their family members or other adults about their attitudes toward the Civil War. Did it affect their family directly? How? Did your African American students have family members in this country during wartime? What is their history? Encourage students to find out all they can about their family heritage and report to the class about what they learned.



30 Minutes

Cultural Awareness/Hands On

Distribute recipes from Suzanne Barchers' *Cooking Up U.S. History: Recipes and Research to Share with Children* (see bibliography) or a similar cookbook. If possible, prepare some Southern foods with the class, to give a sense of what life may have been like in the South prior to the Civil War.



30 Minutes

Connection to Music

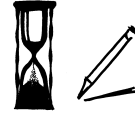
Have students do some research on Negro spirituals of the Civil War era. Students may work in pairs or small groups to learn a spiritual and present it to the class. Have them talk about the themes and tone of the music.



30 Minutes

Writing

If students have not already done so, have them reread their compositions comparing ways of life. Tell them to edit and revise, then write their final drafts. Encourage students to put all of their compositions together in one book, and let them illustrate.



30 Minutes

Culminating Activity

Have students play the role of characters in the first Battle of Bull Run, the first major exchange in the Civil War. Volunteers may play the roles of General Beauregard (Confederacy), General McDowell (Union), soldiers, nurses, spectators, runaway slaves, etc. Then have each character prepare 1–2 statements about her or his role in the battle. Students might want to “interview” the characters about the conflict. Class must first research what each character might have observed and said. If applicable, encourage students to dress up in costumes. Then let them perform for the whole school or a community organization.



60 Minutes

VOCABULARY

The words below are from *The Civil War: The South Secedes and War Begins*. Read the words and their definitions. Then write a sentence using each word on a separate piece of paper.

1. abolish: to get rid of or do away with
2. abolitionist: a person who wanted to do away with slavery
3. civil war: a war between groups or regions within the same country
4. compromise: an agreement, with each side giving up some of its demands
5. confederacy: a union of states; an alliance; a league
6. conflict: a disagreement; a clashing of interests
7. culture: all that a human society produces, including its arts and crafts, beliefs, and ways of doing things
8. divisive: tending to divide or tear apart
9. freedom: liberty; not being a slave; able to make your own decisions
10. independence: freedom from rule by another, especially another country
11. plantation: a very large farm specializing in one main crop, usually cotton
12. secede: to withdraw from or drop out of a union
13. states' rights: the idea that each state should govern itself, free of outside interference
14. tariff: an amount of money that a government charges on imported or exported goods; a duty
15. union: a combination of states with a single overall government

CHECKING COMPREHENSION

Circle the letter for the word or phrase that best completes the sentence.

1. The American Civil War was fought by _____.
 - A. the North and the South
 - B. the East and the West
 - C. England and America
 - D. Lincoln and Washington

2. The death toll during the Civil War was _____.
 - A. not very high
 - B. about 600,000 people
 - C. 5 million people
 - D. low compared to most wars

3. The North fought to preserve _____.
 - A. the Confederacy
 - B. the Union
 - C. goodwill
 - D. the family unit

4. Abolitionists in the North were opposed to _____.
 - A. exporting cotton
 - B. westward expansion
 - C. television
 - D. slavery

5. Plantations were large farms found chiefly _____.
 - A. in the South
 - B. in the North
 - C. in the East
 - D. near the ocean

6. Plantations couldn't be run without _____.
 - A. imported cotton
 - B. electricity
 - C. slave labor
 - D. the Constitution

7. Southerners thought Congress should protect _____.
 - A. their borders
 - B. their right to own slaves
 - C. cotton mills
 - D. Abraham Lincoln

8. The black population in the South was about _____.
 - A. 10 percent
 - B. 40 percent
 - C. 50 percent
 - D. 80 percent

9. The Kansas-Nebraska Act gave these new territories the right to decide _____.
 - A. for or against slavery
 - B. their own borders
 - C. their capital city
 - D. their state bird

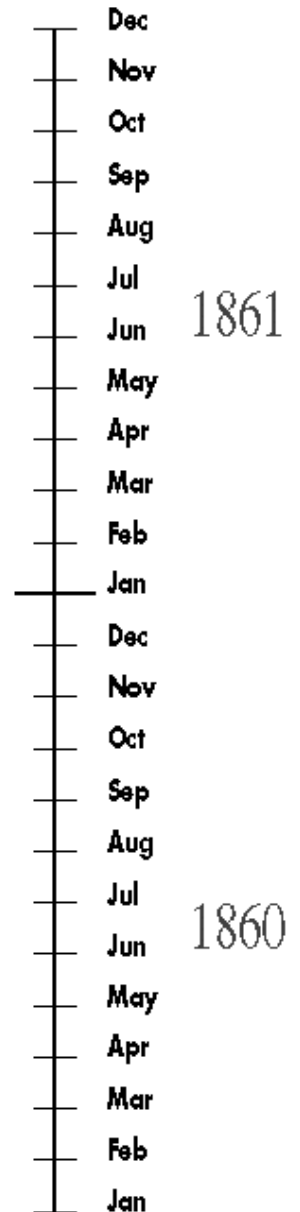
10. The Civil War began soon after _____.
 - A. several states seceded
 - B. the Battle of Bull Run
 - C. cotton growers
 - D. Jefferson Davis

TIMELINE

Write these events on the timeline to show when they happened. The first one, Lincoln elected president, has been done for you.

- 1860, Nov.: Lincoln elected president
- 1861, July: Battle of Bull Run
- 1861, March: Lincoln inaugurated
- 1861, Jan.: More states secede
- 1861, Feb.: Confederate States of America formed
- 1860, Dec.: South Carolina secedes
- 1861, April 12: Confederates fire on Fort Sumter

Lincoln elected president



MAPPING EXERCISE - AMERICA IN 1861

This is how the United States looked in 1861, just as the Civil War was about to begin. The dark line shows the division between the states that fought for the Union (North) and those that fought for the Confederacy (South). With a pencil, shade the slave states in light gray and the territories in darker gray. Leave the free states white. Use the list of states and territories below. Don't forget to complete the key.



SLAVE STATES

Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, South Carolina, Tennessee, Texas, Virginia. (West Virginia was admitted to the Union in 1863.)

FREE STATES

California, Connecticut, Illinois, Indiana, Iowa, Kansas, Maine, Massachusetts, Michigan, Minnesota, New Hampshire, New Jersey, New York, Ohio, Oregon, Pennsylvania, Rhode Island, Vermont, Wisconsin.

TERRITORIES

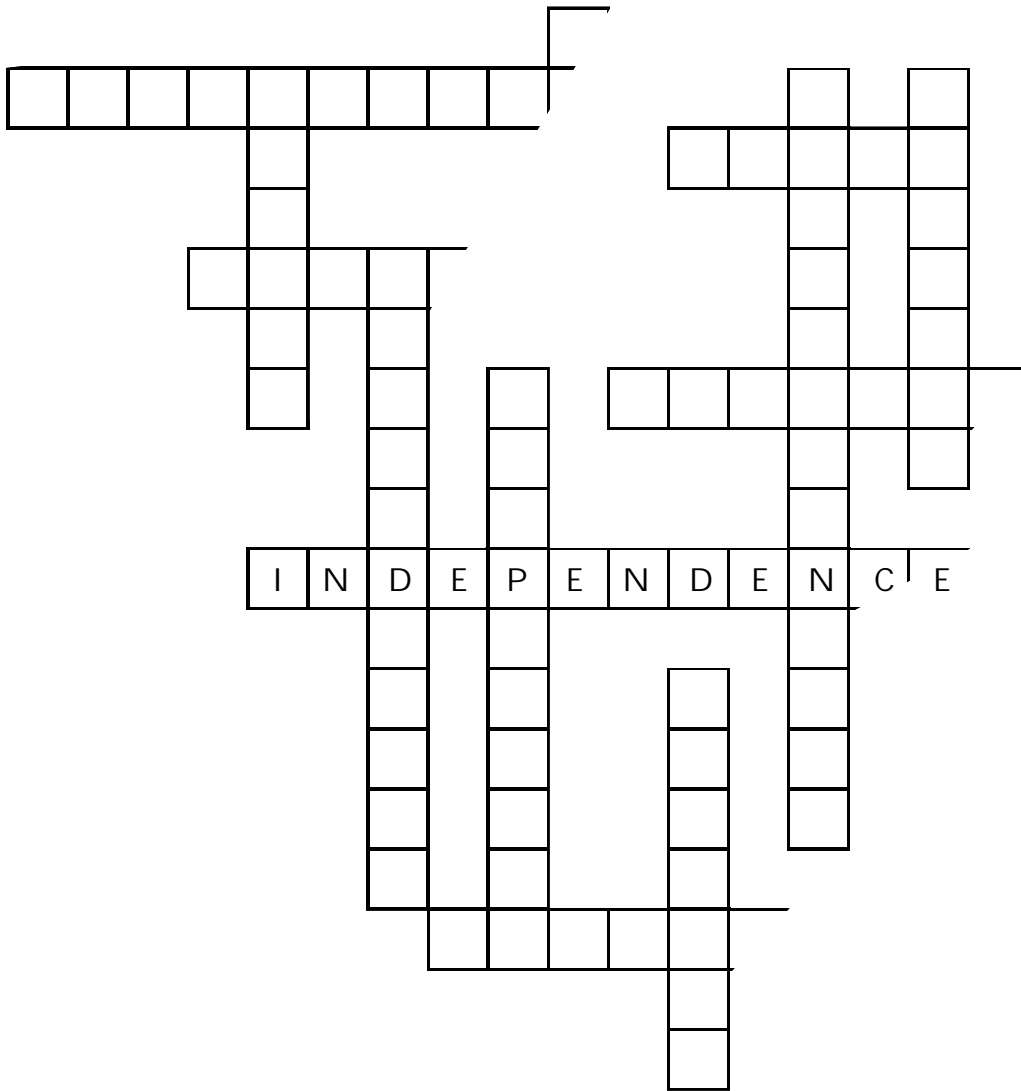
Colorado, Dakota, Indian, Nebraska, Nevada, New Mexico, Utah, and Washington territories.

BONUS

Four slave states fought in the Union. What were they?

CIVIL WAR VOCABULARY PUZZLE

Write the words from the word bank below in the spaces provided, figuring out where each word must go. No more than one letter per square! One is done for you. Good luck!



WORD BANK

- | | | |
|---------------|-------------|--------------|
| abolitionists | plantation | independence |
| compromise | tariff | Lincoln |
| Union | Confederacy | freedom |
| secede | culture | rebel |
| slavery | | |

MAKE UP A CHARACTER

Use this worksheet and your imagination to tell what it might have been like to be a slave in the South before the Civil War.

The character's name _____

The state where the person lived _____

The person's age _____

His or her parents/children/brothers/sisters _____

Plantation's name _____

Master's name _____

His or her assigned jobs _____

The quarters where he or she lived _____

What he or she wore _____

Free-time activities _____

His or her dreams of freedom _____

Things he or she wanted _____

DIFFERENCES LEAD TO CONFLICT

By 1861, the North and South had grown apart, each with its own identity and culture. Attempts at compromise over the slavery issue had failed. Let's consider some of the important differences between North and South. Make a few brief notes under each heading.

	NORTH	SOUTH
Economy	<hr/> <hr/>	<hr/> <hr/>
Rural or urban	<hr/> <hr/>	<hr/> <hr/>
Population growth	<hr/> <hr/>	<hr/> <hr/>
Climate	<hr/> <hr/>	<hr/> <hr/>
Attitude toward slavery	<hr/> <hr/>	<hr/> <hr/>
Opinion of high tariffs on imported goods	<hr/> <hr/>	<hr/> <hr/>
Opinion of the other region	<hr/> <hr/>	<hr/> <hr/>
Other differences	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

TENSIONS BUILD

The Civil War did not just appear “overnight.” Decades of tension and misunderstanding, in the early part of the 1800s, led up to it. The movement of pioneers westward only inflamed the situation by raising the question of which new states would be free and which would allow slavery.

Number the following events in the order they occurred, using the small line at the beginning of each statement.

_____The Confederate army seizes Fort Sumter, in South Carolina, one of the few remaining federal posts in the South.

_____The first major battle of the Civil War is fought at Bull Run Creek.

_____South Carolina becomes the first state to make good on its threat to secede.

_____The Kansas-Nebraska Act permits these new territories to choose whether they will be free or slave; land rushes and fighting result.

_____Lincoln elected president of the United States for the first time; the South is outraged.

_____Several Southern states get together to form the Confederate States of America.

_____The Missouri Compromise allowed Missouri to be a slave state and Maine to be admitted as a free state.

MY WAY OF LIFE

Every person on earth has a way of life that is important to him or her, no matter where he or she lives. What is your way of life? This worksheet will help you organize your thoughts.

Look at the list below and write a few words in each space to describe your way of life.

The part of the country where I live

The climate where I live

The people that I live with

My house or apartment

Activities/sports I enjoy

Comforts I enjoy

My pets

Things that are important to me

Things I don't like about my way of life

CIVIL WAR WORKSHEET

Work cooperatively in small groups to find the answers to the questions below. Write at least one complete sentence to answer each question.

1. How did the Civil War tear apart some families?

2. Why were some soldiers upset to learn they had to attend training before going to fight the war?

3. How did high tariffs on imported goods affect the Southern economy?

4. What did Southern planters think when abolitionists like William Lloyd Garrison called for an end to slavery?

5. At the time of the Civil War, black slaves made up about 40 percent of the Southern population. In dollars, what were they worth to the Southern economy?

6. What was the first state to secede from the Union?

7. What did the Southern states call their new "country" and who was its president?

8. Why was Lincoln's inauguration in 1861 more like a funeral than a victory celebration?

9. When and where were the first shots fired in the Civil War?

10. How did Lincoln respond to the Confederate attack on Fort Sumter?

CHECKING VOCABULARY

Write the vocabulary word beside its definition.

1. freedom from rule by another country _____
2. to withdraw or drop out of a union _____
3. person who wants to do away with slavery _____
4. a combination of states with a single government _____
5. fighting between regions of one country _____
6. tending to divide or tear apart _____
7. duty charged on imported goods _____
8. to do away with something _____
9. the idea that states should govern themselves _____
10. a disagreement; clashing of interests _____
11. a union of states; a league _____
12. liberty; making your own decisions _____
13. all that a human society produces; arts, laws, beliefs _____
14. a large farm specializing in one crop _____
15. an agreement between two sides, _____
each giving up something

divisive
union
independence
secede
abolitionist
compromise
plantation
confederacy
abolish
states' rights
tariff
culture
conflict
freedom
civil war

TEST

Circle the answer that best completes each blank.

Sometimes called the War Between the States, the Civil War was fought along geographic lines:

Northern states versus the Southern. The main issue was _____ (tobacco, slavery). The _____ (North, South) needed slaves to run its large farms called _____ (fields, plantations). By contrast, life was very different in the _____ (North, South), which was an industrialized region growing rapidly. In short, the North and the South had different _____ (cultures, crops), different economies and a different way of life. Slowly, the two regions were growing further and further apart.

In the North, _____ (abolitionists, growers) demanded an end to slavery. This made Southerners feel threatened. But what really brought the issue of slavery to a head was _____ (poor timing, westward expansion). Would the new states and territories be slave states or _____ (free, voting) states? The passage of the _____ (Emancipation Proclamation, Bill of Rights) in 1854 gave the citizens of the new territories of Kansas and Nebraska the right to decide by _____ (fighting, voting) whether or not to allow slavery.

Settlers on both sides of the issue rushed west to try to establish their way of life on the frontier. Kansas came to be known as _____ ("Bleeding", "Cyclone") Kansas because these two sides fought each other to gain control. The result was much _____ (goodwill, hatred) and bitterness.

The South demanded that slavery be extended into all new territories or it would _____ (secede, vote) from the Union to protect their interests.

Abraham Lincoln _____ (supported, opposed) slavery and supported high _____ (wages, tariffs) on imported goods to protect Northern industries. Lincoln was elected president in 1860 and, in the months that followed, several Southern states made good on their threat to leave the _____ (Union, Confederacy). They formed the Confederate States of America, elected _____ (Jefferson Davis, "Stonewall" Jackson) as their president, and later established _____ (Austin, Richmond) as their capital city.

Lincoln, however, was determined to save the Union and bring the Southern states back. The first major battle of the Civil War took place in Virginia at a creek called _____ (Bull Run, Gettysburg). Lincoln had expected to win the war within a few months, but after the first battle, he realized that it would take much longer.

The Civil War actually lasted about four years. The death toll was staggering: 600,000 people lost their lives. Many of those who died were mere boys. Some historians say that if the North and South had realized how dreadful the war was going to be, they would have tried harder to reach some sort of _____ (new tariff, compromise).

ADDITIONAL AIMS MEDIA PROGRAMS

If you and your students enjoyed *The Civil War: The South Secedes and War Begins*, you will also enjoy these AIMS Media programs:

The Civil War: Four Years of War and Its Aftermath – 8642AT
The Civil War Photographers: Witness to the Storm – 20053AT
Gettysburg: The Last Full Measure – 20054AT
Lincoln's Gettysburg Address – 4348AT

ADDITIONAL READING SUGGESTIONS

You and your students might enjoy reading:

Barchers, Suzanne. *Cooking Up U.S. History: Recipes and Research to Share with Children*. Teacher Ideas Press, 1991.
Beatty, Patricia. *Jayhawker*. Morrow, 1991
Chang, Ina. *A Separate Battle: Women and the Civil War*. Lodestar, 1991
Freedman, Russell. *Abraham Lincoln: A Photobiography*. (Newbery Medal), Clarion, 1987
Hamilton, Virginia. *Anthony Burns: The Defeat and Triumph of a Fugitive Slave*. Knopf, 1988
Katz, W.L. *Slavery to Civil War 1812-1865*. (Minorities in American History, Vol. 2), Franklin Watts, 1974
Meltzer, Milton. *Mary McLeod Bethune: Voice of Black Hope*. Viking, 1987
Monjo, F.N. *The Drinking Gourd*. Harper Trophy, 1983
Ray, Delia. *A Nation Torn: The Story of How the Civil War Began*. Lodestar, 1990
Stowe, Harriet Beecher. *Uncle Tom's Cabin*. 1852

Recording

Barton, Cathy, et al. *Johnny Whistletrigger: Civil War Songs from the Western Border*. Big Canoe Records, 1993.

ANSWER KEY for page 19

_____ Name

VOCABULARY

The words below are from *The Civil War: The South Secedes and War Begins*. Read the words and their definitions. Then write a sentence using each word on a separate piece of paper.

1. abolish: to get rid of or do away with
2. abolitionist: a person who wanted to do away with slavery
3. civil war: a war between groups or regions within the same country
4. compromise: an agreement, with each side giving up some of its demands
5. confederacy: a union of states; an alliance; a league
6. conflict: a disagreement; a clashing of interests
7. culture: all that a human society produces, including its arts and crafts, beliefs, and ways of doing things
8. divisive: tending to divide or tear apart
9. freedom: liberty; not being a slave; able to make your own decisions
10. independence: freedom from rule by another, especially another country
11. plantation: a very large farm specializing in one main crop, usually cotton
12. secede: to withdraw from or drop out of a union
13. states' rights: the idea that each state should govern itself, free of outside interference
14. tariff: an amount of money that a government charges on imported or exported goods; a duty
15. union: a combination of states with a single overall government

ANSWERS WILL VARY

ANSWER KEY for page 20

_____ Name

CHECKING COMPREHENSION

Circle the letter for the word or phrase that best completes the sentence.

1. The American Civil War was fought by_____.
 A. the North and the South
 B. the East and the West
 C. England and America
 D. Lincoln and Washington
2. The death toll during the Civil War was _____.
 A. not very high
 B. about 600,000 people
 C. 5 million people
 D. low compared to most wars
3. The North fought to preserve_____.
 A. the Confederacy
 B. the Union
 C. goodwill
 D. the family unit
4. Abolitionists in the North were opposed to_____.
 A. exporting cotton
 B. westward expansion
 C. television
 D. slavery
5. Plantations were large farms found chiefly_____.
 A. in the South
 B. in the North
 C. in the East
 D. near the ocean

ANSWER KEY for page 21

Checking Comprehension, Page 2

6. Plantations couldn't be run without _____.
 - A. imported cotton
 - B. electricity
 - C. slave labor
 - D. the Constitution

7. Southerners thought Congress should protect _____.
 - A. their borders
 - B. their right to own slaves
 - C. cotton mills
 - D. Abraham Lincoln

8. The black population in the South was about _____.
 - A. 10 percent
 - B. 40 percent
 - C. 50 percent
 - D. 80 percent

9. The Kansas-Nebraska Act gave these new territories the right to decide _____.
 - A. for or against slavery
 - B. their own borders
 - C. their capital city
 - D. their state bird

10. The Civil War began soon after _____.
 - A. several states seceded
 - B. the Battle of Bull Run
 - C. cotton growers
 - D. Jefferson Davis

ANSWER KEY for page 22

_____ Name

TIMELINE

Write these events on the timeline to show when they happened. The first one, Lincoln elected president, has been done for you.

1860, Nov.: Lincoln elected president

1861, July: Battle of Bull Run

1861, March: Lincoln inaugurated

1861, Jan.: More states secede

1861, Feb.: Confederate States of America formed

1860, Dec.: South Carolina secedes

1861, April 12: Confederates fire on Fort Sumter

BATTLE OF BULL RUN

CONFEDERATES FIRE ON FORT SUMTER

LINCOLN INAUGURATED

CONFEDERATE STATES OF AMERICA FORMED

MORE STATES SECEDE

SOUTH CAROLINA SECEDES

Lincoln elected president

1861

1860

Dec

Nov

Oct

Sep

Aug

Jul

Jun

May

Apr

Mar

Feb

Jan

Dec

Nov

Oct

Sep

Aug

Jul

Jun

May

Apr

Mar

Feb

Jan

ANSWER KEY for page 23

_____ Name

MAPPING EXERCISE - AMERICA IN 1861

This is how the United States looked in 1861, just as the Civil War was about to begin. The dark line shows the division between the states that fought for the Union (North) and those that fought for the Confederacy (South). With a pencil, shade the slave states in light gray and the territories in darker gray. Leave the free states white. Use the list of states and territories below. Don't forget to complete the key.

SLAVE STATES
Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, South Carolina, Tennessee, Texas, Virginia. (West Virginia was admitted to the Union in 1863.)

FREE STATES
California, Connecticut, Illinois, Indiana, Iowa, Kansas, Maine, Massachusetts, Michigan, Minnesota, New Hampshire, New Jersey, New York, Ohio, Oregon, Pennsylvania, Rhode Island, Vermont, Wisconsin.

TERRITORIES
Colorado, Dakota, Indian, Nebraska, Nevada, New Mexico, Utah, and Washington territories.

BONUS
Four slave states fought in the Union. What were they?

MISSOURI, KENTUCKY, DELAWARE AND MARYLAND

ANSWER KEY for page 24

_____ Name

CIVIL WAR VOCABULARY PUZZLE

Write the words from the word bank below in the spaces provided, figuring out where each word must go. No more than one letter per square! One is done for you. Good luck!

WORD BANK

abolitionists	plantation	independence
compromise	tariff	Lincoln
Union	Confederacy	freedom
secede	culture	rebel
slavery		

ANSWER KEY for page 25

_____ Name

MAKE UP A CHARACTER

Use this worksheet and your imagination to tell what it might have been like to be a slave in the South before the Civil War.

The character's name _____ ANSWERS WILL VARY _____

The state where the person lived _____

The person's age _____

His or her parents/children/brothers/sisters _____

Plantation's name _____

Master's name _____

His or her assigned jobs _____

The quarters where he or she lived _____

What he or she wore _____

Free-time activities _____

His or her dreams of freedom _____

Things he or she wanted _____

ANSWER KEY for page 26

_____ Name

DIFFERENCES LEAD TO CONFLICT

By 1861, the North and South had grown apart, each with its own identity and culture. Attempts at compromise over the slavery issue had failed. Let's consider some of the important differences between North and South. Make a few brief notes under each heading.

	NORTH	SOUTH
Economy	INDUSTRIAL _____ _____	AGRICULTURAL _____ _____
Rural or urban	URBAN _____ _____	RURAL _____ _____
Population growth	RAPID, DUE TO IMMIGRATION _____ _____	VERY SLOW GROWTH _____ _____
Climate	COLD WINTER _____ _____	WARMER, MILD _____ _____
Attitude toward slavery	NOT A GOOD IDEA; AGAINST THE LAW _____ _____	GOOD IDEA NECESSARY FOR PLANTATIONS _____ _____
Opinion of high tariffs on imported goods	GOOD IDEA; PROTECTED NORTHERN INDUSTRIES _____ _____	NOT A GOOD IDEA; MADE IT HARD TO EXPORT COTTON _____ _____
Opinion of the other region	THOUGHT SOUTH SHOULD ABOLISH SLAVERY _____ _____	THOUGHT NORTH SHOULD MIND THEIR OWN BUSINESS _____ _____
Other differences	ANSWERS WILL VARY _____ _____ _____	_____ _____ _____

ANSWER KEY for page 27

_____ Name

TENSIONS BUILD

The Civil War did not just appear "overnight." Decades of tension and misunderstanding, in the early part of the 1800s, led up to it. The movement of pioneers westward only inflamed the situation by raising the question of which new states would be free and which would allow slavery.

Number the following events in the order they occurred, using the small line at the beginning of each statement.

- 6 The Confederate army seizes Fort Sumter, in South Carolina, one of the few remaining federal posts in the South.
- 7 The first major battle of the Civil War is fought at Bull Run Creek.
- 4 South Carolina becomes the first state to make good on its threat to secede.
- 2 The Kansas-Nebraska Act permits these new territories to choose whether they will be free or slave; land rushes and fighting result.
- 3 Lincoln elected president of the United States for the first time; the South is outraged.
- 5 Several Southern states get together to form the Confederate States of America.
- 1 The Missouri Compromise allowed Missouri to be a slave state and Maine to be admitted as a free state.

ANSWER KEY for page 28

_____ Name

MY WAY OF LIFE

Every person on earth has a way of life that is important to him or her, no matter where he or she lives. What is your way of life? This worksheet will help you organize your thoughts.

Look at the list below and write a few words in each space to describe your way of life.

The part of the country where I live

ANSWERS WILL VARY

The climate where I live

The people that I live with

My house or apartment

Activities/sports I enjoy

Comforts I enjoy

My pets

Things that are important to me

Things I don't like about my way of life

ANSWER KEY for page 29

_____ Name

CIVIL WAR WORKSHEET

Work cooperatively in small groups to find the answers to the questions below. Write at least one complete sentence to answer each question.

1. How did the Civil War tear apart some families?

SOMETIMES BROTHERS FOUGHT ON DIFFERENT SIDES

2. Why were some soldiers upset to learn they had to attend training before going to fight the war?

THEY THOUGHT THE WAR WOULD BE SO SHORT THEY WOULD MISS IT

3. How did high tariffs on imported goods affect the Southern economy?

HIGH TARIFFS MADE IT HARD TO EXPORT COTTON

4. What did Southern planters think when abolitionists like William Lloyd Garrison called for an end to slavery?

THEY THOUGHT THEIR WAY OF LIFE WOULD END BECAUSE THEY DEPENDED ON SLAVES

5. At the time of the Civil War, black slaves made up about 40 percent of the Southern population. In dollars, what were they worth to the Southern economy?

ABOUT 2 BILLION DOLLARS

6. What was the first state to secede from the Union?

SOUTH CAROLINA

7. What did the Southern states call their new "country" and who was its president?

THE NEW COUNTRY WAS CALLED THE CONFEDERATE STATES OF AMERICA

8. Why was Lincoln's inauguration in 1861 more like a funeral than a victory celebration?

THE COUNTRY WAS ON THE VERGE OF CIVIL WAR

9. When and where were the first shots fired in the Civil War?

FORT SUMTER, APRIL 12, 1861

10. How did Lincoln respond to the Confederate attack on Fort Sumter?

HE CALLED FOR VOLUNTEERS TO ENLIST IN THE UNION ARMY

ANSWER KEY for page 30

_____ Name

CHECKING VOCABULARY

Write the vocabulary word beside its definition.

- | | |
|---|----------------|
| 1. freedom from rule by another country <u>INDEPENDENCE</u> | divisive |
| 2. to withdraw or drop out of a union <u>SECEDE</u> | union |
| 3. person who wants to do away with slavery <u>ABOLITIONIST</u> | independence |
| 4. a combination of states with a single government <u>UNION</u> | secede |
| 5. fighting between regions of one country <u>CIVIL WAR</u> | abolitionist |
| 6. tending to divide or tear apart <u>DIVISIVE</u> | compromise |
| 7. duty charged on imported goods <u>TARIFF</u> | plantation |
| 8. to do away with something <u>ABOLISH</u> | confederacy |
| 9. the idea that states should govern themselves <u>STATE'S RIGHTS</u> | abolish |
| 10. a disagreement; clashing of interests <u>CONFLICT</u> | states' rights |
| 11. a union of states; a league <u>CONFEDERACY</u> | tariff |
| 12. liberty; making your own decisions <u>FREEDOM</u> | culture |
| 13. all that a human society produces; arts, laws, beliefs <u>CULTURE</u> | conflict |
| 14. a large farm specializing in one crop <u>PLANTATION</u> | freedom |
| 15. an agreement between two sides, <u>COMPROMISE</u>
each giving up something | civil war |

ANSWER KEY for page 31

_____ Name

TEST

Circle the answer that best completes each blank.

Sometimes called the War Between the States, the Civil War was fought along geographic lines:

Northern states versus the Southern. The main issue was _____ (tobacco, slavery). The _____ (North, South) needed slaves to run its large farms called _____ (fields, plantations). By contrast, life was very different in the _____ (North South), which was an industrialized region growing rapidly. In short, the North and the South had different _____ (cultures crops), different economies and a different way of life. Slowly, the two regions were growing further and further apart.

In the North, _____ (abolitionists growers) demanded an end to slavery. This made Southerners feel threatened. But what really brought the issue of slavery to a head was _____ (poor timing, westward expansion). Would the new states and territories be slave states or _____ (free voting) states? The passage of the _____ (Emancipation Proclamation Bill of Rights) in 1854 gave the citizens of the new territories of Kansas and Nebraska the right to decide by _____ (fighting, voting) whether or not to allow slavery.

Settlers on both sides of the issue rushed west to try to establish their way of life on the frontier. Kansas came to be known as _____ ("Bleeding" "Cyclone") Kansas because these two sides fought each other to gain control. The result was much _____ (goodwill, hatred) and bitterness.

ANSWER KEY for page 32

Test, Page 2

The South demanded that slavery be extended into all new territories or it would _____ (secede, vote) from the Union to protect their interests.

Abraham Lincoln _____ (supported, opposed) slavery and supported high _____ (wages, tariffs) on imported goods to protect Northern industries. Lincoln was elected president in 1860 and, in the months that followed, several Southern states made good on their threat to leave the _____ (Union, Confederacy). They formed the Confederate States of America, elected _____ (Jefferson Davis, "Stonewall" Jackson) as their president, and later established _____ (Austin, Richmond) as their capital city.

Lincoln, however, was determined to save the Union and bring the Southern states back. The first major battle of the Civil War took place in Virginia at a creek called _____ (Bull Run, Gettysburg). Lincoln had expected to win the war within a few months, but after the first battle, he realized that it would take much longer.

The Civil War actually lasted about four years. The death toll was staggering: 600,000 people lost their lives. Many of those who died were mere boys. Some historians say that if the North and South had realized how dreadful the war was going to be, they would have tried harder to reach some sort of _____ (new tariff, compromise).