The Civil War

What factors and events influenced the outcome of the Civil War?

Preview

Answer the following questions on another sheet of paper.

• How might real Civil War soldiers have felt marching off to war? Why?
• How do you think civilians watching the parade might have felt? Why?
• As the war progressed, how might key events and battles have affected or changed the way soldiers and civilians felt?

Reading Notes

Key Content Terms

As you complete the Reading Notes, use these terms in your answers.

Confederacy  Emancipation Proclamation  Gettysburg Address

Civil War  Habeas Corpus  Appomattox Court House

Section 2

1. Complete the matrix. List at least five strengths or weaknesses for the North and five strengths or weaknesses for the South. Include any geographic strengths or weaknesses, and put a check next to them.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>North</td>
<td></td>
</tr>
<tr>
<td>South</td>
<td></td>
</tr>
</tbody>
</table>
2. Based on the information in your matrix, predict which side you think was more likely to win the Civil War. Explain your choice.

3. How did Abraham Lincoln and Jefferson Davis each use the ideals of the American Revolution and the Declaration of Independence to support their side’s cause?

   Lincoln:

   Davis:

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**Section 3**

1. Explain each of the three steps of the Anaconda Plan.

   **The Anaconda Plan**

   *Step 1:*

   *Step 2:*

   *Step 3:*
2. Who won the Battle of Bull Run? Describe the roles that Rose Greenhow and “Stonewall” Jackson played in the victory.

3. List five roles for women during the Civil War. Circle the role you would have wanted to fill if you were a woman at that time and tell why.

Section 4

1. Explain what the Union navy and army did to put each of the three steps of the Anaconda Plan into action from 1861 to 1862. Refer to your diagram from Section 3 to remind you of each step of the plan.

The Anaconda Plan, 1861–1862

Step 1:

Step 2:

Step 3:
2. Many soldiers who fought in the Battle of Antietam saw it as a defeat for both armies. Why? Support your answer with statistics.

3. Give three reasons why the death toll for soldiers in the Civil War was so high. Circle the reason that was the most deadly.

Section 5

1. Fill in the diagram with two reasons why Lincoln issued the Emancipation Proclamation and two important effects of his action.

Lincoln’s Reasons for Issuing the Proclamation

1. 

2. 

Effects of Issuing the Proclamation

1. 

2.
2. Fill in the speech bubbles to show what General Lee might have said before and after the Battle of Gettysburg.

Before Gettysburg

After Gettysburg

3. Why did some Northerners oppose the war? How did President Lincoln respond when opposition turned violent?

4. Write a short excerpt from the Gettysburg Address that shows how Lincoln chose words to connect his speech to the Declaration of Independence. Then explain why you think he wanted to connect his address to the Declaration.

Section 6

1. Complete the spoke diagram. One entry has been started for you.

Railroads were used to . . .

Technological Firsts of the Civil War
2. Explain what the Union navy and army did to maintain or make progress on Steps 1 and 2 of the Anaconda Plan from 1862 to 1863.

The Anaconda Plan, 1862–1863

3. Suppose you are a civilian in the South in 1864. Write a short letter to your father in the Confederate army telling him what life is like for civilians back home.
Section 7

Fill in the Venn diagram to compare the experience of African American soldiers and white soldiers in the Union army. Give at least two important similarities and at least four key differences.

African American Soldiers  White Soldiers

Section 8

1. Describe what General Grant meant by the term total war. Do you believe that total war is an appropriate war strategy? Why or why not?

2. Explain what the Union army did to complete Step 3 of the Anaconda Plan from 1864 to 1865.

The Anaconda Plan, 1864–1865

Step 3:
3. Write a newspaper headline and a short news article describing the event that occurred in Appomattox Court House on April 9, 1865. Be sure to include information on what, who, when, where, and why.

4. There were many important results of the Civil War. Which do you think was the most important, and why?

**PROCESSING**

On a separate piece of paper, write a journal entry from the perspective of a soldier or a civilian during the Civil War. Your journal entry should include

- an historically accurate date and location (for example, July 4, 1863, near Gettysburg, Pennsylvania).
- one paragraph describing one of the key events or battles of the war so far.
- one paragraph describing your experiences as a soldier or as a civilian during that key event or battle and how it affected you. Use details from your Reading Notes or the classroom activity, and include relevant dialog and descriptions of specific actions.
- a sketch or photograph that relates to something you write about in your journal entry. Be sure to refer to this visual somewhere in your journal entry.
Preparing to Write: Identifying Emotions

In a civil war, the unity among groups in a nation falls apart. As Civil War congressman Elijah Babbit said, “Feuds . . . between members of the same families . . . are the most bitter of all feuds. Wars [between] the same people, are the most bloody.”

As families and friends take sides in a civil war, they face powerful emotions, such as those in the Word Bank. Use some of the words listed to answer these questions.

How do you think Benjamin Hardin Helm felt about Abraham Lincoln’s offer? Why?

How do you think Robert E. Lee would have felt if he had accepted Lincoln’s offer? Why?

How do you think John J. Crittenden felt about his son George and the decision George made? Why?

Based on his letter, what emotions did James Campbell express to his brother after the Battle of Secessionville?
Writing a Personal Letter
Take the perspective of a young man or woman living in Kentucky in 1861. You would have supported one side in the Civil War. Using correct letter format, write to someone in your family who took the other side. Make a solid case for why you made the decision you did. Use words that express your emotions about your decision and theirs.

Use this rubric to evaluate your letter. Make changes in your letter if you need to.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The letter clearly explains your decision, using words that express emotions. It is written in correct letter format. There are no spelling or grammar errors.</td>
</tr>
<tr>
<td>2</td>
<td>The letter somewhat explains your decision but does not use words that express emotions. It is written in letter format. There are few spelling or grammar errors.</td>
</tr>
<tr>
<td>1</td>
<td>The letter does not explain your decision and does not use words that express emotions. It is not written in correct letter format. There are many spelling or grammar errors.</td>
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</tbody>
</table>