

ELEMENTARY U.S. HISTORY 5: SLAVERY AND THE CIVIL WAR

NAME _____ SCHOOL _____

DATE STARTED _____ DATE COMPLETED _____

PREREQUISITE: Elementary U.S. History 4: The United States—Expansion of the New Nation course.

HOW TO DO THIS COURSE: Do the steps one at a time, in order. When you finish a step, put your initials and the date on the sign-off line on the right. A split line means to get a pass (and an initial) from another student or your academic supervisor if it says that. A * means get a checkout. All written work is turned in to the supervisor.

PURPOSE: Learn how the issue of slavery split the country and permanently changed the United States.

ESTIMATED TIME: 7–8 hours.

MATERIALS NEEDED TO DO THIS COURSE

Heron materials:

Heron study booklet, *Elementary U.S. History 5: Slavery and the Civil War*, with these data sheets (DS):

7267 7266 7540 7541 7528

Exam: 7307, 7308 (review)

Other required texts/references:

United States—Adventures in Time and Place (2000) ISBN 0-02-148855-X, McGraw-Hill School Division. To place orders, call 1-800-442-9685.

Encyclopedia at level of *The New Book of Knowledge*.

Other recommended texts/references:

A History of US, Joy Hakim, Oxford University Press: (paper or cloth)

Book 5 Liberty for All?, ISBN 0-19-515328-6 (paper); ISBN 0-19-515327-8 (cloth)

Book 6 War, Terrible War, ISBN 0-19-515330-8 (paper); ISBN 0-19-515329-4 (cloth)

Book 7 Reconstructing America, ISBN 0-19-515332-4 (paper); ISBN 0-19-515331-6 (cloth)

Access to Internet strongly recommended.

Other materials:

Student's time line from Elementary U.S. History 4, crayons or markers, clear tape, clay.

NOTE TO STUDENT

The history book for this course is *United States—Adventures in Time and Place*. Each chapter is divided into lessons. When you read a lesson, there are also illustrations and maps, and extra things to look at. You should read the text and captions of illustrations. You should also understand any illustrations and maps. You do not have to study anything else on the page unless you are told to do so or unless you want to. Each lesson begins with a "Read Aloud," but you do not have to read it aloud.

A. INTRODUCTION

1. PRACTICAL APPLICATION:

a) Read the Purpose statement for this course. ____

- b) Look at the list of books for Elementary U.S. History 5 in Data Sheet (DS) #7267 Elementary U.S. History Book List. Then pick out a book you would like to read while you do this course. ____
- c) Read step E.1 in the final section of this course. Start the project as soon as you can and complete it in (or before) the final section of this course. The sign-off line for the project is at step E.1. ____

B. A CHANGING COUNTRY

- 1. READ: DS #7540 Slavery. _____
- 2. DEMONSTRATE: What slavery is and what is wrong with treating a person as a slave. _____
- *3. READ: DS #7541 The American Civil War, section “Slavery.” _____
- 4. DEMONSTRATE: Look at the illustrations in *United States—Adventures in Time and Place* (US), Ch. 16 (starting on p. 442), Lesson 1 “Slavery Divides the Country” and Lesson 2 “The Fight for Equality” (end at p. 455), and read the captions. (*Weeksville*, p. 448, was a community of free African Americans in New York City.) _____
- 5. ESSAY: Explain why the northern states tended to eliminate slavery and why the southern states tended not to. _____
- 6. READ: US, pp. 454–455, Ch. 16, Lesson 2 “The Fight for Equality,” section “The Underground Railroad.” _____
- 7. DEMONSTRATE: How the Underground Railroad worked. _____
- 8. ESSAY: In US, p. 454, Map Work: “The Underground Railroad by 1860.” Answer the questions in writing. _____
- *9. READ: DS #7541 The American Civil War, sections “States’ Rights” and “Going to War.” _____
- 10. READ: US, pp. 472–473 only, Ch. 17, Lesson 1 “The War Between the States.” _____
- 11. DEMONSTRATE: Look at the map on p. 474 of US, “The Union and the Confederacy.” Make a list of states that joined the Confederacy and another list of states that stayed in the Union. _____
- 12. ESSAY: Tell what you understand about why Lincoln was willing to take the country to war to keep the states together. _____
- 13. PRACTICAL APPLICATION: Get your time line from Elementary U.S. History 4. Fill in these points and anything else you want to include: _____

- Frederick Douglass begins speaking out against slavery—1841
- Harriet Tubman leads slaves to freedom along the Underground Railroad—1850s
- American Civil War starts—1861.

Include some illustrations.

C. THE CIVIL WAR

*1. READ: DS #7541 The American Civil War, section “How Prepared Were the North and South?”

2. DEMONSTRATE: Make a list of the strengths of the North and another list for the South. Make notes to describe how each of these would help win a war. Save your list for step C.20 below.

*3. READ: DS #7541, section “The War 1861–1865.”

4. READ: US, pp. 474–477, Ch. 17, Lesson 1 from heading “The Union Plan for Victory” through “Why It Matters.” (Note: p. 475, a *military academy* is a training school for men and women to become officers in the military. West Point in N.Y. is the most important college for training people to become officers in the U.S. Army.)

5. DEMONSTRATE: Scott’s Anaconda Plan for defeating the Confederate Army.

6. DEMONSTRATE: Three ways that new technology changed the way the Civil War was fought.

7. PRACTICAL APPLICATION: Read US, p. 477, “Links to Current Events: Hot Off the Press.” Then do what it says.

8. READ: US, pp. 478–485, Ch. 17, Lesson 2 “The Union Moves toward Victory,” through section “Why It Matters.” (Skip *The Gettysburg Address* on pp. 484–485 for now.)

9. ESSAY: Did the Emancipation Proclamation actually end slavery in the Confederacy as the text says? (Note: The Confederacy still controlled its slaves.) Tell some of the results of the Emancipation Proclamation.
Supervisor pass.

*10. (Optional. *The Gettysburg Address* is one of the most famous of all speeches in the English language. It can be fun to learn how Abraham Lincoln thought and spoke. If you decide to do these steps, you may find it a bit difficult, but it will be something you will value in the future. If you do these steps, you should do them outside of class time.)

READ: US, pp. 484–485, “*The Gettysburg Address*” the first paragraph. Make sure you understand all the words. Get help if you need it.

11. (Optional) DEMONSTRATE: Demonstrate the idea of the first paragraph of *The Gettysburg Address*.

*12. (Optional) READ: US, p. 484, “*The Gettysburg Address*” the second paragraph.

13. (Optional) DEMONSTRATE: Demonstrate the idea of the second paragraph of *The Gettysburg Address*.

*14. (Optional) READ: US, p. 484, “*The Gettysburg Address*” the third paragraph through the first word on p. 485.

15. (Optional) DEMONSTRATE: Demonstrate the idea of the part of *The Gettysburg Address* that you read in step 14.

*16. (Optional) READ: US, p. 485, “*The Gettysburg Address*” the remainder of the third paragraph.

17. (Optional) PRACTICAL APPLICATION: Read *The Gettysburg Address* speech aloud in a place where you can be loud. Pretend you are giving the speech to an audience.

18. READ: US, pp. 488–493, Ch. 17, Lesson 3 “The Union Stands,” through section “Why It Matters.” (Study the “Infographic” on pp. 490–491.)

19. DEMONSTRATE: The condition of towns, farms, and cities in the South at the end of the war.

20. ESSAY: Review the list you prepared at step C.2. Decide which of the strengths you listed seem to you to be most important in the Civil War. Write an essay listing the strengths you chose as most important and explain why you think so. **Supervisor pass.**

21. PRACTICAL APPLICATION: Learn three things about abolition or the Civil War that you didn’t know before and tell another person. Use another reference book or the Internet. (For abolition, you might start by typing in the words “abolition slavery” or the name of a person. For the Civil War, you might start by typing in the name of a battle, a person or something else special about the war [e.g., the Merrimack], and looking for web sites with pictures.)

22. PRACTICAL APPLICATION: Find out three things about the way people lived at the time of the Civil War that you didn’t know and tell another person. If you use the Internet, you might start with the key words: “kids Civil War.”

23. PRACTICAL APPLICATION: Update your time line. Fill in these points and anything else you want to include:

- Lincoln elected President—1860
- American Civil War—1861–1865
- Battle of Merrimack and Monitor—1862
- Emancipation Proclamation took effect—1863
- Battle of Gettysburg—1863.

Include some illustrations. _____

D. RECONSTRUCTION

*1. READ: US, pp. 494–498, Ch. 17, Lesson 4 “Reconstruction,” through section “Why It Matters.” _____

2. DEMONSTRATE: What Reconstruction was for. _____

3. DEMONSTRATE: What the Jim Crow laws were and what they did. _____

4. ESSAY: Suppose Abraham Lincoln had not been assassinated at the end of the Civil War. How do you think he might have tried to bring the country together again? What do you think might have happened about the rights of the freed slaves? _____

5. PRACTICAL APPLICATION: Update your time line a final time. Fill in these points and anything else you want to include:

- Assassination of Lincoln—1865
- Reconstruction—1865–1877
- First Jim Crow Laws—1880s

The student’s time line should include all the points listed in steps B.13, C.23 and this step, with some illustrations for each step. **Supervisor pass.** _____

NOTE TO STUDENT: Save your time line to use again in the rest of the Elementary U.S. History courses.

E. FINAL APPLICATION SECTION

1. PRACTICAL APPLICATION: Complete one of the projects from Data Sheet #7266 Elementary U.S. History Projects with Literature. **Supervisor pass.** _____

2. DRILL: To do this drill, use DS #7528 Important Events and Dates for Elementary U.S. History. Look at the table and find the single row for

Elementary U.S. History 5. Then do Part A of the Important Events and Dates Drill with it (the drill follows the table). _____

3. DRILL: Do Part B of the Important Events and Dates Drill. _____

4. DRILL: Do Part C of the Important Events and Dates Drill. _____

5. ESSAY: Name a few people (at least three) you learned about in this course that you think were important people for their time and tell why you think so. _____

I have completed the steps of this course. I understand what I studied and can use it.

Student _____ Date _____

The student has completed the steps of this course and knows and can apply what was studied.

Academic supervisor _____ Date _____

This student has passed the exam for this course.

Examiner _____ Date _____