

“A New Birth of Freedom”:
The Civil War
1848–1865

Year 2
History Unit 1
Workbook

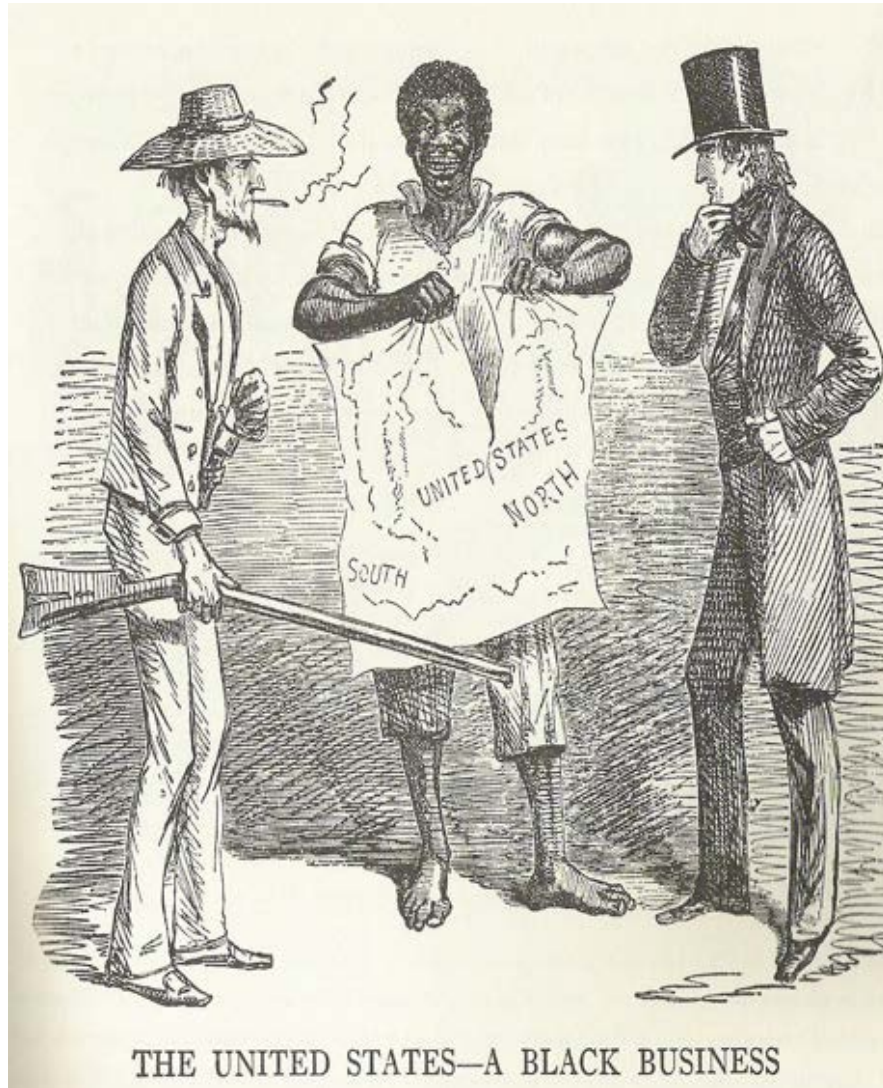
Lesson 1: The Significance of the Civil War



Civil War soldiers (National Park Services, NPS.gov)

**Why was the Civil War significant
in American history?**

Lesson 1
Do Now



*"The United States — a Black Business," from Punch magazine, 1856
(Vassar College)*

1. What are **two** things you notice about the political cartoon above?
2. What are **two** questions you have about the political cartoon above?

Lesson 3: The Compromise of 1850



“The United States Senate A.D. 1850,” by Peter F. Rothermel, 1855 (Wikimedia)

Why did Congress pass the Compromise of 1850?

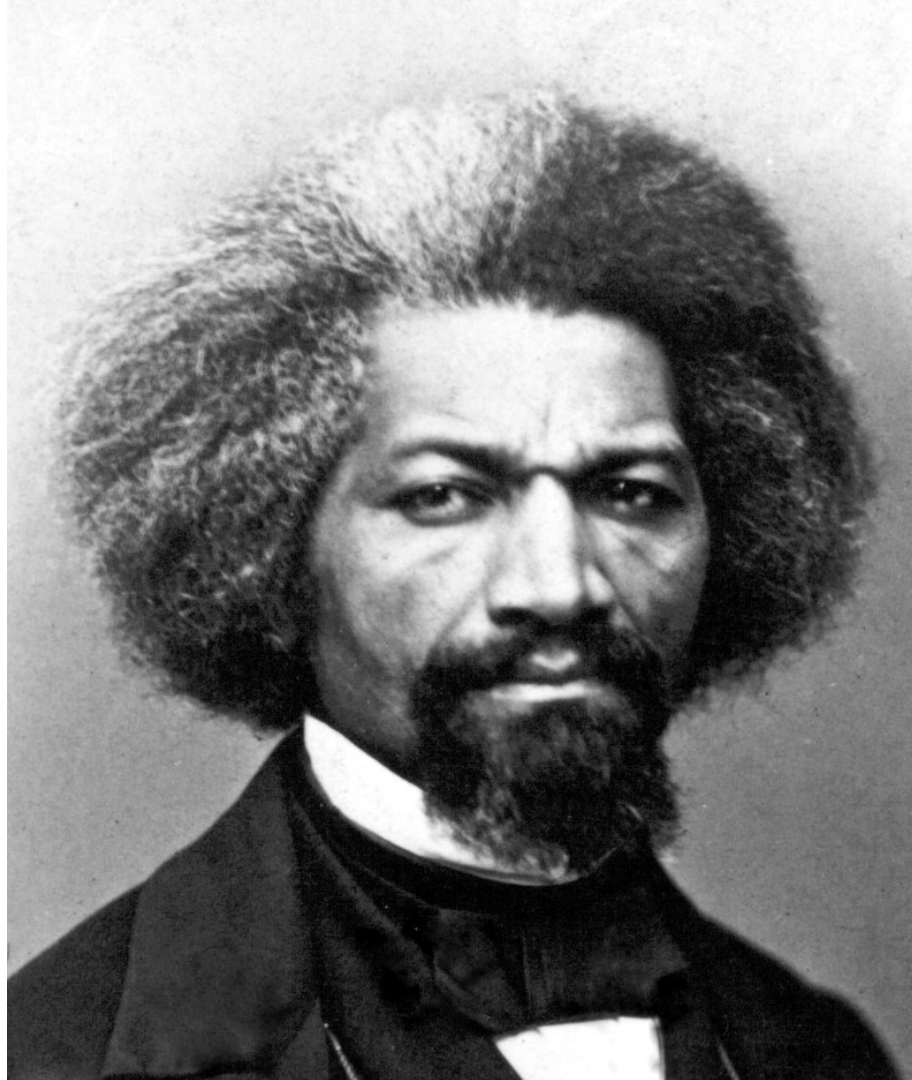
Lesson 3

Simulation Guidance

Read the following sections from the SIM-Curriculum — Compromise of 1850 simulation guidance on the Edward M. Kennedy Institute website:

- “Background Overview: Issues Facing the 31st United States Congress”
- The profile of your assigned senator
- “Who am I and how am I going to vote?”

Lesson 4: Abolition in the 1850s



Abolitionist Frederick Douglass, 1860s (Wikimedia)

How did abolitionists influence national opinions about slavery?

Lesson 4
Note-Taking Template

Frederick Douglass	Harriet Beecher Stowe	Harriet Tubman	John Brown

Lesson 4 Exit Ticket

1. How did the efforts of John Brown and Harriet Beecher Stowe differ?
 - a. While Brown used violence to fight slavery, Stowe used powerful speeches.
 - b. While Brown used literature to fight slavery, Stowe helped slaves find freedom.
 - c. While Brown used violence to fight slavery, Stowe used anti-slavery literature.
 - d. While Brown helped slaves find freedom, Stowe used violence to fight slavery.

2. How did Frederick Douglass's speeches fight slavery?
 - a. His speeches used powerful language to describe the horrors and hypocrisy of slavery.
 - b. His speeches called African Americans to rebel and use violence to end slavery.
 - c. His speeches criticized all Americans for not fighting harder to end slavery.
 - d. His speeches gave instructions to help people along the Underground Railroad.

3. To what extent were Harriet Tubman's abolition efforts successful?
 - a. Her efforts were very successful and ultimately lead to the end of slavery in the South.
 - b. While her efforts did not abolish slavery, she did convince many Americans to become abolitionists.
 - c. While her efforts did not abolish slavery, she did rescue many African Americans from enslavement.
 - d. Despite her hard work, Harriet Tubman had little impact on the institution of slavery.

Lesson 5: Sectional Tensions Rise



"The Kansas Row," by Thomas Nast, 1867 (Library of Congress)

To what extent was the Compromise of 1850 successful?

Lesson 5
Do Now

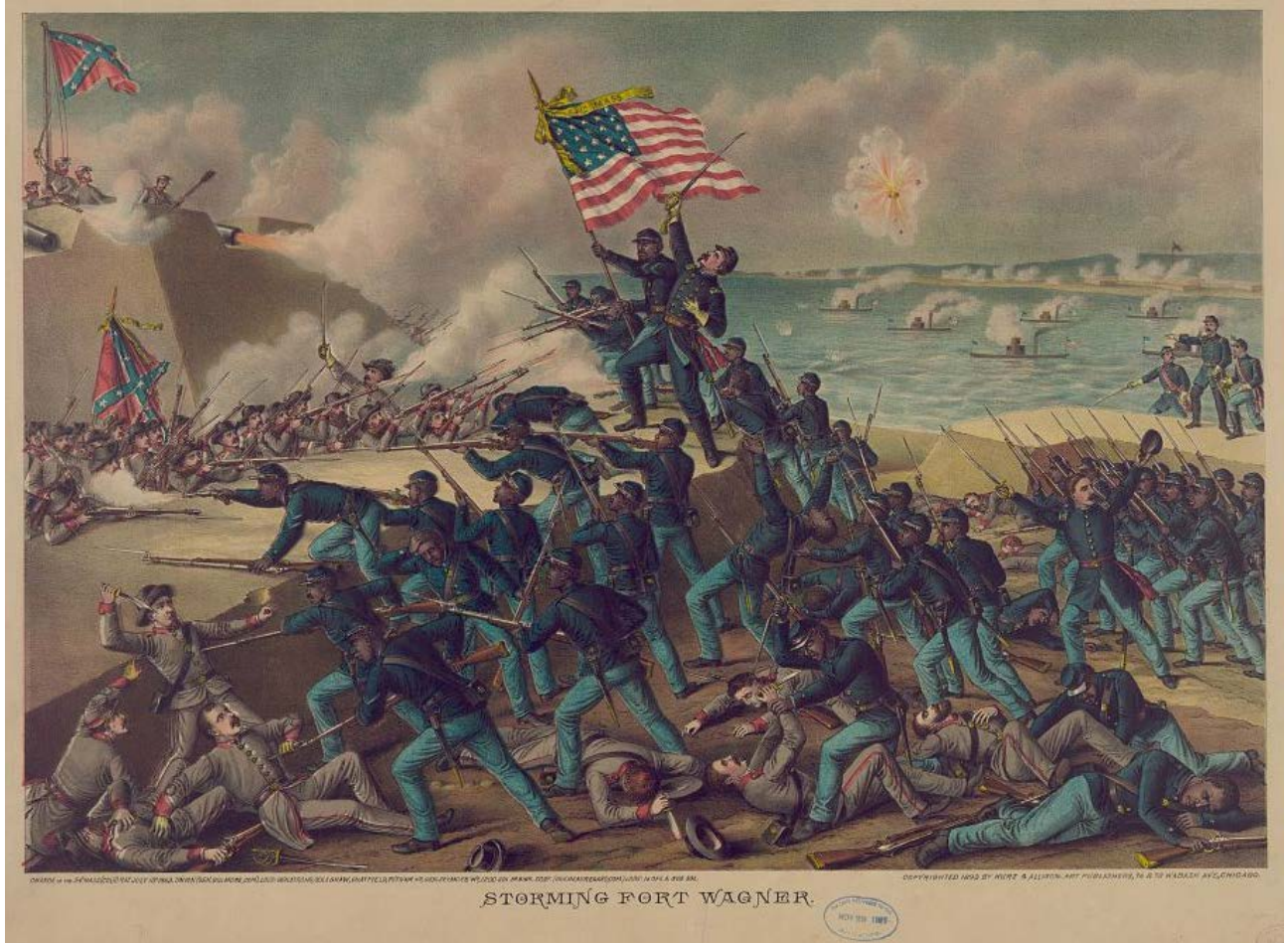


"The Caning of Charles Sumner," by John L. Magee, 1856 (New York Public Library)

1. What are **two** things you notice about the political cartoon above?

2. What are **two** questions you have about the political cartoon above?

Lesson 9: The Civil War



"Storming Fort Wagner," published by Kurz & Allison, 1890 (Library of Congress)

How did different groups of Americans experience the Civil War?

Lesson 9
Do Now



“Home of a Rebel Sharpshooter at the Battle of Gettysburg,” by Timothy O’Sullivan, 1863 (Library of Congress)

1. What are **two** things you notice about the photograph above?

2. What are **two** questions you have about the photograph above?

Lesson 9
Note-Taking Template

Soldiers	African American Soldiers	The Home Front	Women

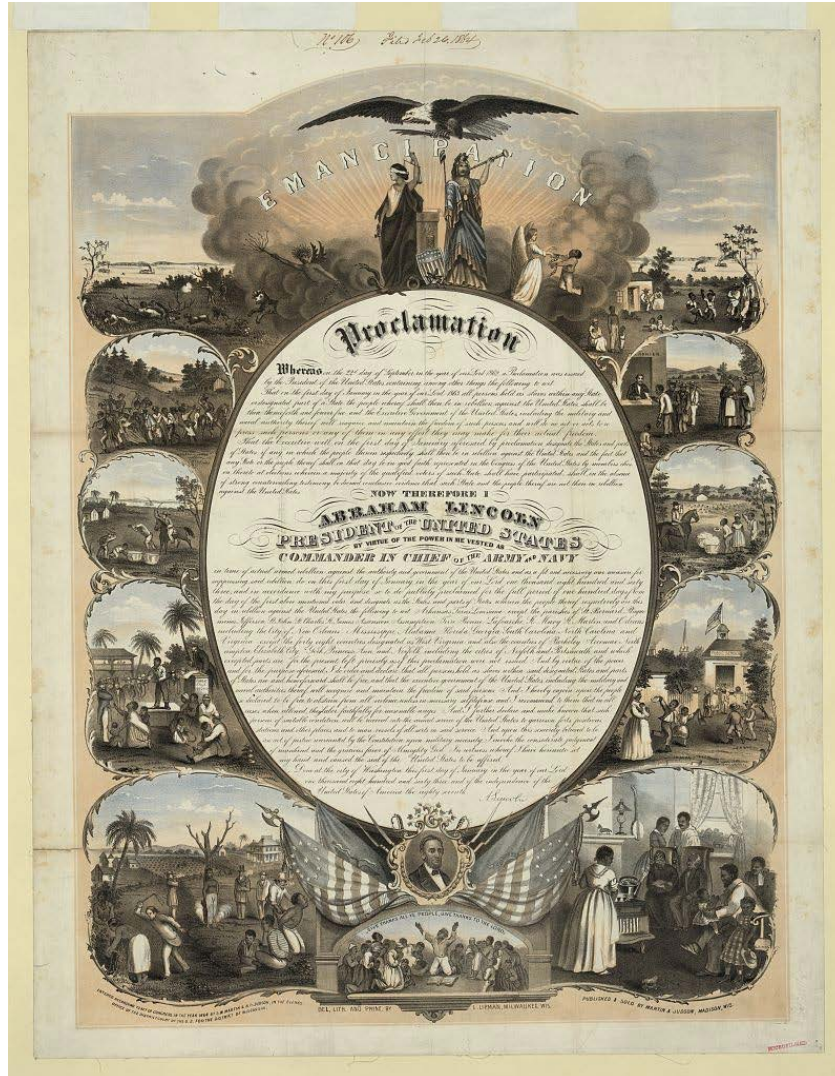
Lesson 9
Exit Ticket

1. How did women participate in the Civil War?
 - a. Many women fought as soldiers alongside men.
 - b. Many women took jobs in factories to make goods.
 - c. Many women worked as nurses and cared for injured soldiers.
 - d. Many women stayed home and continued their regular lives.

2. Why did many African Americans serve as Union soldiers in the Civil War?
 - a. African Americans were fighting to bring liberty to all African Americans.
 - b. African Americans were forced to fight by plantation owners.
 - c. African Americans hoped to gain new opportunities as generals.
 - d. African Americans were promised citizenship if they served in the war.

3. New innovations contributed to the experience of the Civil War in all of the following ways except
 - a. The rifle made warfare more deadly for soldiers.
 - b. Photography brought the horrors of the war to the home front.
 - c. New farming techniques helped feed Confederate soldiers.
 - d. The establishment of hospitals helped women care for soldiers.

Lesson 10: The Emancipation Proclamation



The Emancipation Proclamation, print by Louis Lipman, 1864
(Library of Congress)

Why did President Lincoln issue the Emancipation Proclamation?

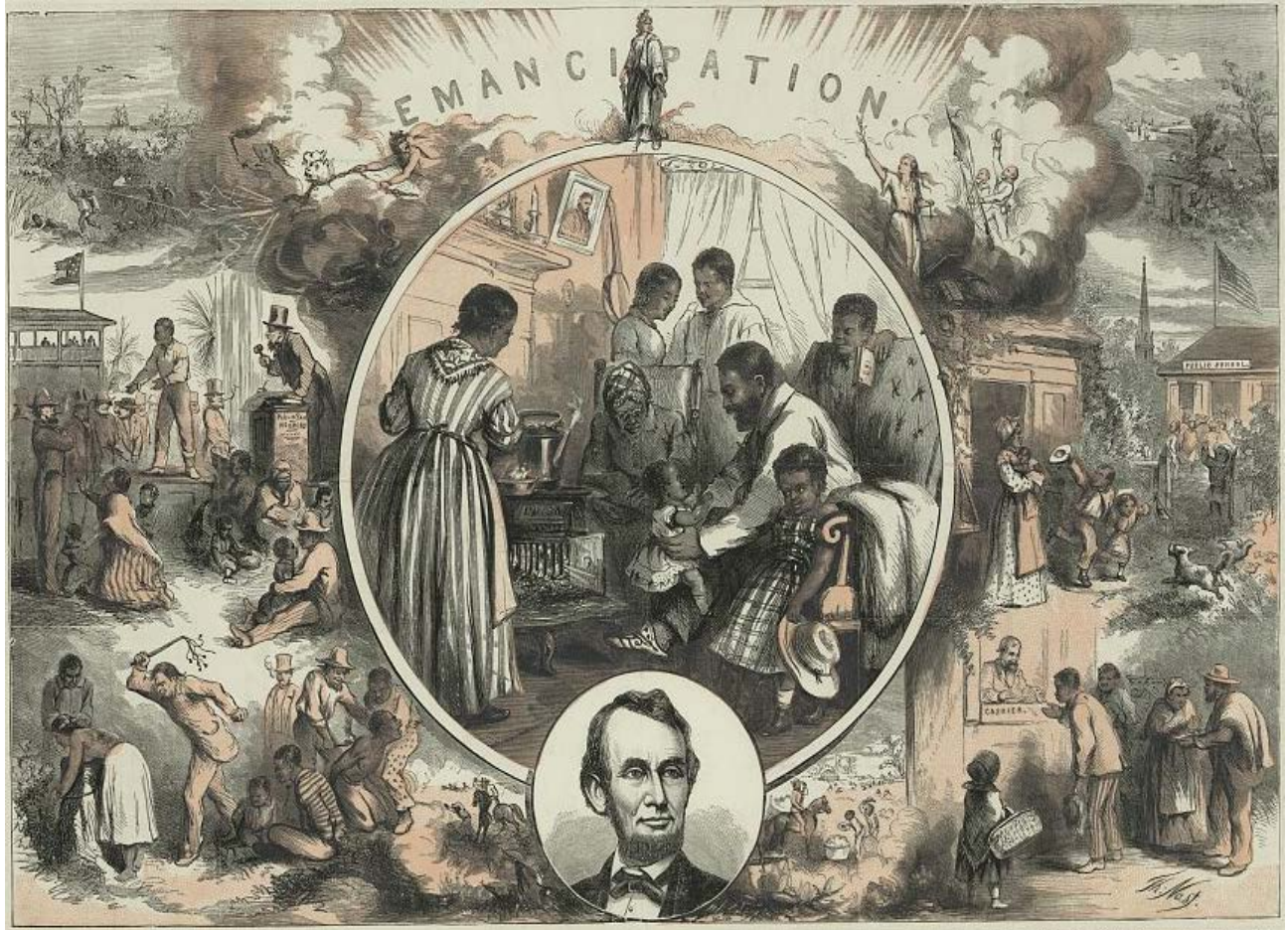
Lesson 10
Do Now



"Abe Lincoln's Last Card," by John Tenniel, 1862 (The Smithsonian Institution)

1. What are **two** things you notice about the political cartoon above?
2. What are **two** questions you have about the political cartoon above?

Lessons 12–14: Lincoln and the 13th Amendment



"Emancipation", by Thomas Nast, 1865 (Library of Congress)

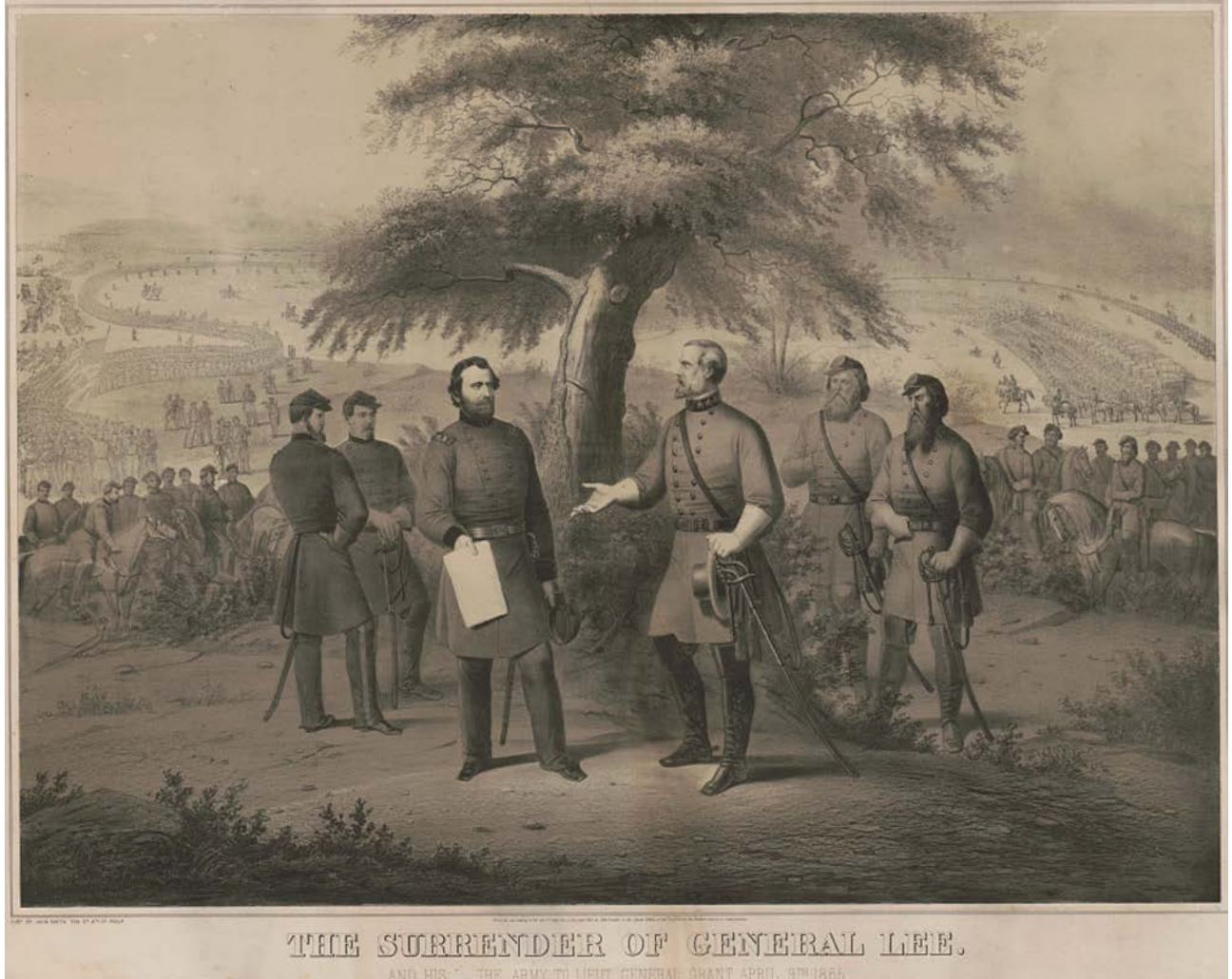
Why did Lincoln fight to pass the 13th Amendment before the end of the Civil War?

Lesson 13**Do Now**

1. Based on your understanding of *Lincoln* so far, why did he fight to pass the 13th Amendment before the end of the Civil War?

2. What else do you need to learn to better answer this question?

Lesson 15: The End of the War



"The Surrender of General Lee," by John Smith, 1865 (Library of Congress)

Why did the Union win the Civil War?

Lesson 15
Do Now



Alexander Hay Ritchie

"Sherman's March to the Sea," by Alexander Hay Ritchie, 1868 (Library of Congress)

1. What are **two** things you notice about the image above?

2. What are **two** questions you have about the image above?