

Social Studies Assignments for the Week of April 20th-April 24th Patrick and Rhodes

Office Hours:

9:00-10:00(M-F) available via video through Office 365 Teams. See Teams Calendar.

10:00-11:00 (M-F) available through Office 365 Teams chat or Edmodo messaging.

Email:

8:00-3:30, M-F kpatrick@tusd.net drhodes@tusd.net

Day	Assignment
Monday	<p>-Read and take notes from pages 488-489, which are attached. You do not need to write a summary.</p> <p>EQ 1.1- What was the role of the attack on Fort Sumter and the importance of the border states in the Civil War?</p> <p>-Answer Historical Thinking questions #1-3 on page 489. -Answer question #11 from the chapter review. 11. How did the call for soldiers affect the states on the border between the North and the South?</p>
Tuesday	<p>Read and take notes on pages 490-491, which are attached. You do not need to write a summary.</p> <p>EQ 1.2- How did the Battle of Bull Run affect the course of the Civil War?</p> <p>-Answer Historical Thinking questions #1-3 on page 491. -Answer question #12 from the chapter review. 12. Why did the first battle of the Civil War take place near Manassas, Virginia?</p>
Wednesday	<p>-Read and take notes from pages 494-495, which are attached. You do not need to write a summary.</p> <p>EQ 2.1- How did divided family loyalty and improved weapons affect Civil War soldiers?</p> <p>-Answer Historical Thinking questions #1-3 on page 495. -Answer questions #13 + #14 from the chapter review. 13. What new technological advances in weapons were introduced during the Civil War? 14. Who made up about half of the men who enlisted in the war on both sides?</p>
Thursday	<p>-Read and take notes from pages 496-497, which are attached. You do not need to write a summary.</p> <p>EQ 2.2- How did women's roles change during the Civil War?</p> <p>-Answer Historical Thinking questions #1-3 on page 497. -Answer question #15 from the chapter review. 15. What did Sally Tompkins contribute to the war effort?</p>
Friday	<p>-Read and take notes from pages 505-505, which are attached. You do not need to write a summary.</p>

EQ 3.1- How did the strengths and weaknesses of both sides influence strategies used during the Civil War?

-Answer Historical Thinking questions #1-3 on page 504.

-Answer question #16 from the chapter review.

16. Why did most of the fighting in the Civil War take place in the Confederate states?

Submission Options

If you have access to technology, you can take a picture of your notes and insert it into your word document that has your typed responses to the questions. You will submit your work to class notebook in Microsoft Teams.

MS Office 365:

www.office.com

-General

-Class Notebook

-Homework Name the page with the section and date

*add a new page for each assignment (+new page) and name it with the section and date

Login username:

Student#@student.tusd.net

Login password:

Password!

If you do not have access to technology, you will do all the work on paper and then return assignments to the school on May 8th.

1.1 Shots at Fort Sumter

Imagine a hot, dry landscape where rain hasn't fallen for months. It would take only a spark to send the whole area up in flames. The spark that ignited the Civil War was the attack on Fort Sumter.

MAIN IDEA Once the northern states declared war and most southern states had seceded, the country waited to see whether the states in between would remain in the Union.

THE SPARK THAT CAUSED THE FIRE

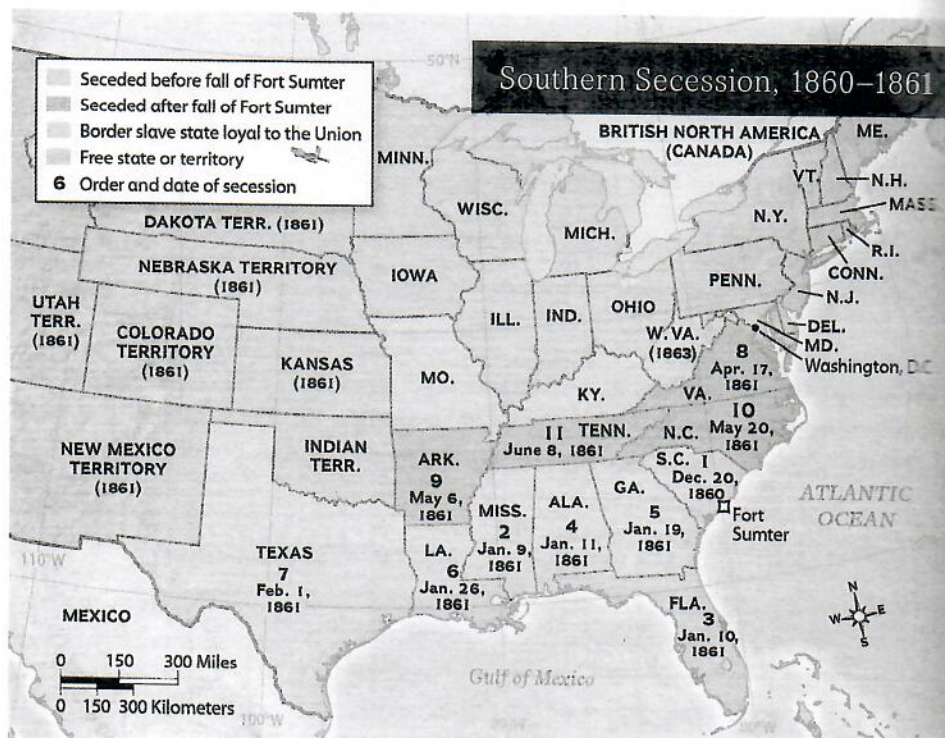
As you have read, President Abraham Lincoln declared that secession was illegal under the Constitution. Southerners, on the other hand, claimed secession as a states' right guaranteed by the document. They decided to secede because they perceived Lincoln's election as a threat to the lawful institution of slavery.

After they split from the Union, the newly formed Confederate states declared that everything owned by the U.S. government within their boundaries now belonged to the Confederacy. Fort Sumter in Charleston, South Carolina, was among the possessions they claimed.

Union major **Robert Anderson**, who was in charge of the fort, had watched the people of Charleston get swept up in secession fever, and he was worried. More than 5,000 Confederate soldiers surrounded Anderson and his men, and the Union soldiers were so low on provisions that they faced starvation. Lincoln sent a message to the southern leaders stating that he was going to send food, but not weapons, to the soldiers at Fort Sumter.

On April 11, 1861, before the Union's provisions arrived, Confederate leaders demanded that the Union troops **evacuate**, or leave, the fort. Otherwise, Confederate forces would take the stronghold by force. Lincoln and Anderson refused to agree to this demand, and the next day, Confederate forces began bombarding the fort from all sides. The shelling lasted for 34 hours. On April 14, with no more food or ammunition, Anderson surrendered.

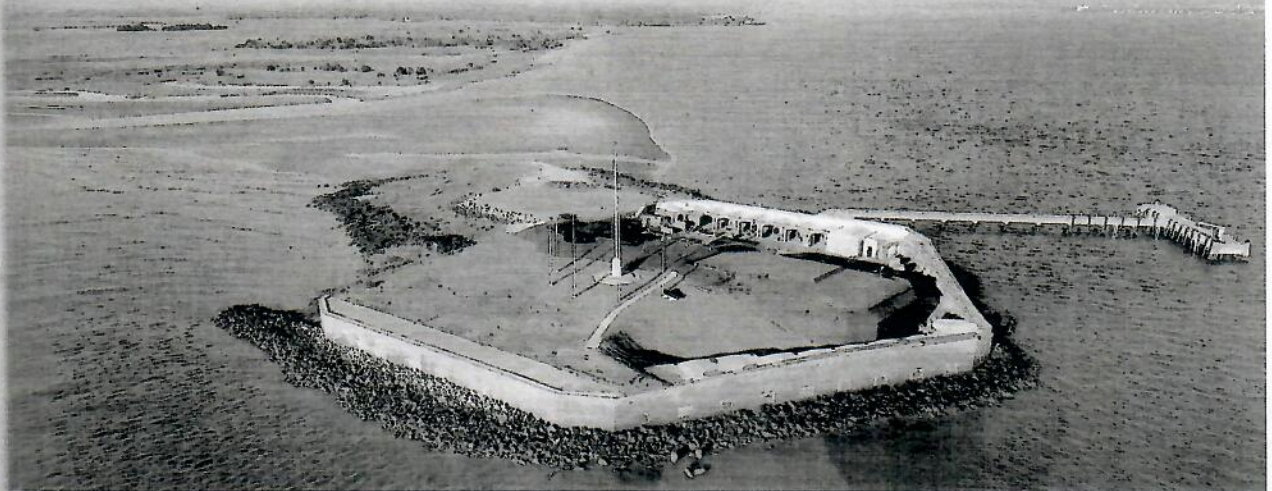
War was unpopular among northerners, but the attack stirred the Union to action. Lincoln declared South Carolina to be in rebellion and called to form a militia. The Civil War had begun. Its purpose then was not to end slavery but to reunite the nation.





Fort Sumter

Fort Sumter was built after the War of 1812 with Britain had revealed the need for added defense along the U.S. coast. The five-sided island fort was designed to protect Charleston Harbor. No one was killed during the 1861 bombardment of the fort, but two Union soldiers accidentally died during a 100-gun salute.



THE GEOGRAPHY OF WAR

Within two days of Lincoln's call to arms, Virginia seceded. The Confederacy established its capital at Richmond, Virginia. Soon after, Arkansas, Tennessee, and North Carolina left the Union. However, four states bordering both the Union and the Confederacy—Maryland, Delaware, Missouri, and Kentucky—remained undecided. These states, called the **border states**, lay in the middle ground between the warring North and South and so were very important geographically.

Maryland, for example, bordered Washington, D.C., on three sides. If the state joined the Confederacy, the Union's capital would be completely surrounded by Confederate states. In an effort to keep Maryland in the Union, Lincoln threatened to jail any Confederate soldier who entered the state.

Missouri was also vital to the Union cause. With its large population, Missouri could supply the Union with many soldiers. The state also produced a great deal of food and protected the western side of the Union. In addition, its biggest city, St. Louis, was an important commercial and transportation center.

8.10.4 Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865); **8.10.6** Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.

In Kentucky, both Confederate recruiters and pro-Union leaders tried to sway the state's citizens. But when Confederate forces invaded Kentucky in September 1861, the state asked the federal government for help. Lincoln sent troops to the state, the invaders were driven out, and Kentucky stayed in the Union.

The president gained more ground when 50 counties in northwest Virginia decided to form a new state. The people in those counties no longer wanted to be a part of pro-slavery Virginia and so, in 1863, West Virginia became part of the Union. Overall, Lincoln succeeded in keeping the border states in the Union. He would need all the forces he could gather to prepare for war and fight the long, tough battles ahead.

HISTORICAL THINKING

- 1. READING CHECK** What happened after the Confederates attacked Fort Sumter?
- 2. SUMMARIZE** Why was it important for the Union to keep the border states out of the Confederacy?
- 3. IDENTIFY PROBLEMS AND SOLUTIONS** How did Lincoln deal with Confederate attempts to seize the border states?

1.2 An Early Confederate Victory

Sometimes you jump into something before you're really ready.

Without enough time to make a plan or devise a strategy, you could find that you just have to "wing it." In a way, that's what happened to the Union and Confederate armies.

MAIN IDEA Confederate forces gained an early victory by winning the Battle of Bull Run.



Robert E. Lee

Born into a celebrated Virginia family, Robert E. Lee wanted to make a name for himself. He enrolled in the U.S. Military Academy at West Point in New York and was one of only six soldiers in his class who graduated with a clean record of behavior. After graduating, Lee met and married a descendant of Martha Washington, George Washington's wife. During the Mexican-American War, Lee impressed his commanding officer, General Winfield Scott, with his keen military mind. He became an officer in the Confederate Army after turning down Lincoln's offer to command the Union Army. His loyalty to his home state outweighed the president's request.

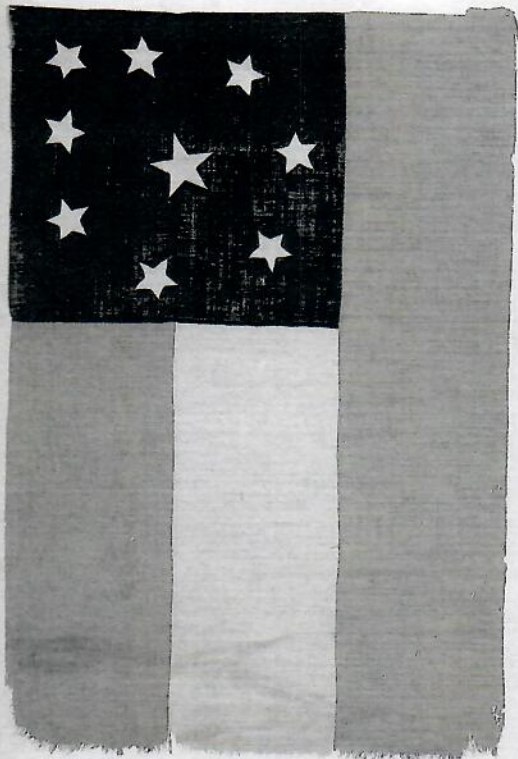
PREPARING FOR WAR

War had begun, but neither the Union nor the Confederacy was actually prepared for it. In April 1861, the Union forces included only 16,000 professional soldiers, while the Confederacy had fewer than 2,000. Both sides quickly took steps to **mobilize**, or organize and prepare troops for active service.

The North and the South enlisted troops at the local and state levels. A local leader would encourage men to join and serve under his command, or a group of men would get together and elect their commander. Many military units also formed along ethnic lines. Some northern regiments consisted only of European immigrants who communicated in their native language. Germans were the largest European immigrant group fighting for the Union. European immigrants also fought for the South, and a Texas regiment consisting of Mexicans called the Tejas soon joined the Confederate cause as well. Mobilization helped swell the ranks on both sides, but neither army was at full strength.

THE BATTLE OF BULL RUN

The armies were put to the test in July 1861. Hoping to bring a swift end to the war, Lincoln decided to send Union forces to seize Richmond. To carry out his plan, Lincoln first ordered General Irvin McDowell to attack the Confederate forces in Manassas, Virginia, a town less than 100 miles from Richmond. McDowell and his troops were in Washington, D.C., only 40 miles east of Manassas. But McDowell didn't believe his 35,000 volunteers were ready for battle, so he and his troops left



The first official Confederate flag is shown at the left. Often called the “Stars and Bars,” it sometimes caused confusion on the battlefield because it looked so much like the U.S. flag. The flag below was first flown by a Virginia regiment. Soon other regiments began using it, but the Confederacy never officially adopted the flag.



Washington, D.C., more than a week later than planned. When the Confederate general stationed in Manassas, P.G.T. Beauregard, learned of the delay, he sent for help. Soon 11,000 more Confederate soldiers arrived to strengthen his forces.

The battle began on July 21, when Union forces crossed a small creek called Bull Run to attack the Confederates. As the Confederate soldiers charged, they unleashed a high-pitched battle cry that could be heard for miles. The earsplitting cry came to be known as the “rebel yell.” Many Union soldiers wrote in letters and diaries about the terror the scream inspired.

During the battle, Confederate general Thomas Jackson and his forces filled a gap in the line of Confederate soldiers. He held the line so bravely that another general told his men to take heart from the sight of Jackson, “standing like a stone wall!” Jackson would be known by the nickname **Stonewall Jackson** for the rest of his life. Meanwhile, **J.E.B. Stuart**, the leader of the Virginia Confederate **cavalry**, or soldiers on horseback, watched Union movements on a hill

overlooking the battlefield. At a critical point in the battle, Stuart’s cavalry charged and scattered the Union **infantry**, or foot soldiers. The charge forced the Union troops to retreat to Washington, D.C.

The Confederacy won the battle, but both sides suffered heavy casualties: about 3,000 soldiers for the North and more than 1,700 for the South. Another battle at Bull Run would take place more than a year later. Once again, the Confederates, under General **Robert E. Lee**, would win but with staggering casualties: nearly 15,000 for the Union and 9,000 for the Confederacy. These extremely high casualty rates continued to make the war unpopular in the North. Lincoln knew it would be a long and grueling war.

HISTORICAL THINKING

- 1. READING CHECK** How did the North and the South prepare for the war?
- 2. ANALYZE CAUSE AND EFFECT** How did the first Battle of Bull Run affect the course of the early part of the war?
- 3. DRAW CONCLUSIONS** How did this battle reflect the beginnings of a broad pattern of leadership in the North and the South?

8.10.5 Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments; 8.10.6 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox; 8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare; HI 2 Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.

2.1 Hardship and Weapons

Siblings fight over all kinds of things: household chores, toys, television programs. During the Civil War, however, some siblings argued over a much larger issue: whether to support the Union or the Confederacy.

MAIN IDEA Soldiers in the Civil War faced difficulties at home and in the field, including dealing with technological advances on the front lines.

A SOLDIER'S LIFE

The Civil War divided not only a nation but also families. Siblings, parents, and even spouses sometimes found themselves on different sides of the debate. It was not uncommon to hear of two brothers serving in opposing armies. No one was spared from these divisions, not even Abraham Lincoln. His brother-in-law, Ben Hardin Helm, was a Confederate general.

Whichever side the soldiers served on, life was difficult and dangerous. For every 30 days in the field, the average soldier engaged in battle one day and drilled, trained, and marched the remaining 29. Army leaders had difficulty keeping track of their units' needs, so supplies didn't always arrive when required. The soldiers were often cold and hungry as a result. Disease killed more men than fighting did.

And now army leaders had more soldiers under their command. After Bull Run, both the Confederate and Union leaders realized they needed larger armies. Farmers under the age of 30 made up about half of the men on both sides. Some older men joined the ranks as well, and boys as young as 12 served as



drummers and buglers. About a quarter of the Union volunteers were young immigrants, mainly from Germany, Ireland, Canada, and England. Another group of people, African-American men, could have been drafted into fighting, but it would be several years before either army began to recruit them or even allow them to enlist.

A NEW KIND OF WAR

The Civil War battlefield was far more dangerous than it had been in previous American wars. Advances in technology made fighting more efficient and deadlier than ever. In earlier wars, soldiers carried muskets, which were not very accurate. The inside of a musket's barrel was polished smooth, causing the bullet's flight to be unpredictable. And a man fighting on the battlefield with a musket had to stand within 80 yards of his enemy in order to hit him. All that changed in the 1850s when a new kind of rifle replaced the musket. The grooves carved inside the barrel made the bullet spin as it hurtled toward its target. The spinning made the bullet fly in a straighter line and gave it a greater range—more than 1,000 yards.

Wooden Legs, Iron Arms

Approximately 70,000 soldiers lost limbs during the battles of the Civil War. The government offered veterans money to buy prosthetic, or artificial, arms, feet, and legs, like this one, to replace their missing limbs. Many options made of wood, iron, and leather were soon available. Few, however, were comfortable or functional.

Most soldiers chose to use crutches and hooks instead.

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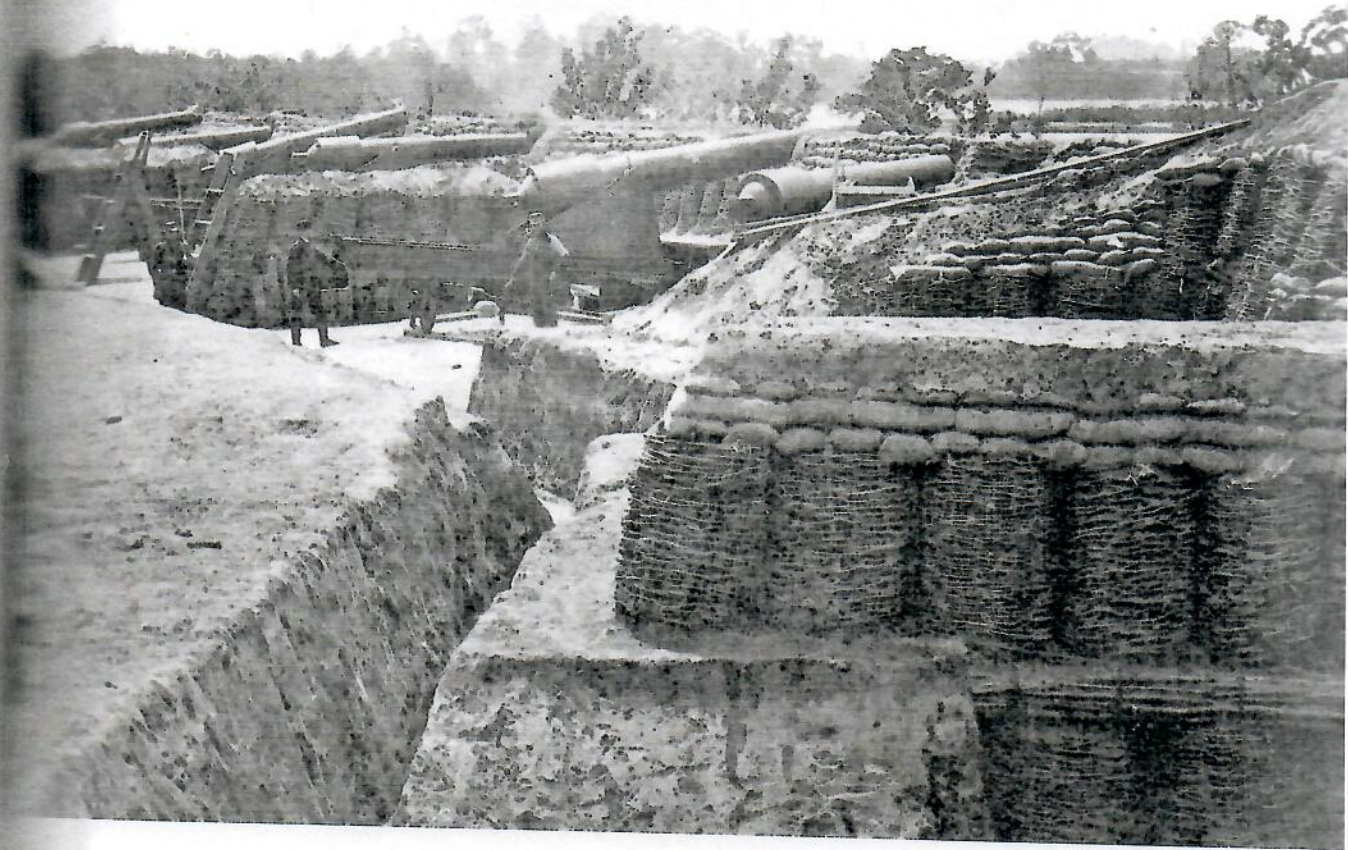


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CRITICAL VIEWING As this 1862 photograph of the Union Army reveals, Civil War soldiers used heavy guns and fought from trenches. What might have been some of the disadvantages of fighting and living in trenches such as these?



Some Union soldiers had another technological advantage in their hands: the repeating rifle. Instead of having to reload a gun after each shot, a soldier armed with a repeating rifle could fire several times before having to replenish his ammunition. These technological advances would continue to be improved and affect how future wars were fought.


With improvements to both rifles and larger cannons, soldiers increasingly resorted to **trench warfare** during the Civil War. Opposing armies dug lines of trenches, or ditches, roughly parallel to each other. The trenches gave soldiers both a vantage point from which to fire and a place to shelter from incoming rounds of ammunition. Advances in naval technology also brought changes to warfare at sea. Before, ordinary wooden ships were vulnerable to cannon and rifle fire. New **ironclad ships**, or ships plated with thick metal, could withstand this heavy artillery.

Unfortunately, the technology of medical treatment had not transformed as fast as the technology of war. Effective treatments for infections, such as antibiotics, had not yet been invented. **Mortality,**

or the death rate, from wounds and disease was high. And the hundreds of thousands of sick and wounded required medical attention, which in turn created a shortage of people to care for them. Hard-working male doctors and nurses set up hospitals in makeshift buildings and did their best to treat the soldiers, but they struggled to keep up with the flood of patients. The acute need for more caregivers was soon answered, however. Large numbers of women volunteered to provide much-needed care as nurses and administrators.

HISTORICAL THINKING

- 1. READING CHECK** What sort of struggles did Civil War soldiers face before they arrived on the battlefield?
- 2. DETERMINE WORD MEANING** What context clues help you understand what *replenish* means?
- 3. MAKE INFERENCES** What impact do you think technological advances had on the soldiers' mortality rate?

 8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare.

2.2 Women and the War

Think of a time when you stepped up and took on a role you'd never shouldered before. You might have felt uncomfortable about assuming the role, but—like women during the Civil War—you probably felt that you had to do it.

MAIN IDEA Women took an active role in the Civil War, both on the battlefield and at home.

WOMEN ON THE BATTLEFIELD

Just as they had in the American Revolution, women during the Civil War took on roles that brought them closer to the field of battle. Many women, in particular, became nurses. Before the war, society considered it inappropriate for women to care for injured and ill men. The Civil War quickly changed all that. Soon, most nurses were women, and at least one woman, **Mary Edwards Walker**, became a doctor.

In the North, Dorothea Dix and a **philanthropist** named **Clara Barton** led the nursing effort. A philanthropist is someone who actively promotes human welfare. Already known for her work on behalf of the mentally ill, Dix led volunteer nurses in a march on Washington in April 1861, demanding that women be allowed to help the Union forces. As a result, the Secretary of War gave Dix the responsibility of recruiting female nurses. Dix insisted that her volunteers be no younger than 30 years old. More than 2,000 women volunteered. For her part, Barton collected and delivered medical supplies, clothing, and food for Union soldiers throughout the war. She aided wounded Union soldiers and the Confederate prisoners they captured.

In the South, a young woman named **Sally Tompkins** led the effort to provide nursing care through her private hospital in Richmond, which she supported with her own personal fortune. The hospital treated more than 1,300 soldiers during the four years it was open, and it returned more men to the battlefield than any other hospital. In

addition, more than 600 nuns from 12 different Catholic religious communities also served as nurses during the war and attended to both Union and Confederate soldiers.



The founder of the American Red Cross, Clara Barton was 29 years old when this photo was taken (1850). A former teacher, Barton was working as a clerk at the U.S. Patent Office in Washington, D.C., when the Civil War began. Determined to support the war effort, she set out to help the soldiers, some of whom were once her students. Soon, Barton was following the Union Army to the battlefields, where she tended to the wounded and dying.

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CRITICAL VIEWING A nurse feeds a wounded Union soldier in a hospital in Pennsylvania in 1861. How would you describe the conditions in the hospital?



WOMEN AT HOME

While some women helped on the battlefield, many more did their part at home. When war came, women all over the country took over the roles of their husbands, brothers, and sons in order to keep family farms and businesses running. On small farms, women and children took charge of raising animals and planting, tending, harvesting, and selling crops. On southern plantations, women directed the overseers and enslaved people. In the cities, women took jobs in factories and offices, replacing the men who had left to fight. Many women also volunteered to raise food and money, make clothing, and provide medical supplies for the troops and their communities.

Even for those women who stayed at home, the war sometimes came uncomfortably close. **Civilians**, or people not in the military, who lived near the battlefields had to deal with the sounds and dangers of battle. They could only

watch as enemy combatants marched through their towns and raided their homes for supplies. To add to the stress, a family's only means of communicating with husbands and sons at war was through letters. Since troops were constantly on the move, delivering mail to them was difficult. If a soldier was killed or missing in action, the bad news arrived by letter. And since soldiers carried no official identification, many families were not informed at all. If a loved one's letters stopped coming, his family had to assume that he was not coming home.

HISTORICAL THINKING

- 1. READING CHECK** How did Dorothea Dix open up the occupation of nursing to women?
- 2. SUMMARIZE** What new roles did women play during the Civil War?
- 3. ANALYZE CAUSE AND EFFECT** How did the war impact women, combatants, and civilians in different ways?

3.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare; **HI 2** Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.

3.1 Different Strategies

Everyone has strengths and weaknesses. You may be good at math and sports but not so great at science and card games. The trick is figuring out how to use what you've got to the best advantage.

MAIN IDEA Both the Union and the Confederacy had advantages and disadvantages, and each came up with strategies for winning the war.

STRENGTHS AND WEAKNESSES

During the Civil War, both the North and the South had strengths and weaknesses. The North had a much larger population than the South. And Union states were home to large cities, which were centers of business and industry. More than 100,000 factories were located in Union states—about five times the industrial capacity of the agrarian South.

The Union also boasted a stronger military infrastructure. It had a navy and many more ships than the South. West Point, the best military academy in the country to train leaders in the midst of war, was in the North. Many northern officers had trained there. However, the South also had talented graduates of West Point leading its soldiers. You may remember that Robert E. Lee graduated from the military academy, and so did Jefferson Davis, the Confederate president.

With its smaller numbers, the South fought the war largely on the defensive. Simply trying to defend itself seemed to be the best way to win the war, at least initially. As a result, most of the fighting took place in Confederate states. But this gave the Confederate forces a geographic advantage. They were fighting in areas they knew well, while the Union Army found itself on unfamiliar ground.

The South also used more offensive tactics to wear down the North. Confederate leaders encouraged private ship owners to intercept and capture northern merchant ships and their cargo in the Atlantic. And some southern generals planned to concentrate their forces and exert pressure on the northern capital of Washington, D.C., which bordered southern states.

MAKING A GAME PLAN

One of the renowned generals who led the Union, Winfield Scott, a hero of the Mexican-American War and the War of 1812, also had a plan. When the Civil War began, Scott was the commander-in-chief of the U.S. Army. In early 1861, he formulated a strategy he hoped would put an end to the war. His plan called for blocking Confederate ports along the Atlantic and Gulf coasts with Union warships. The North hoped to cripple the Confederate war effort and economy by preventing the delivery of weapons and halting cotton exports. Scott also proposed sending troops to gain control of the Mississippi River and capture major cities and river ports, creating divisions in the South.

Scott's massive blockade was risky. No blockade of this size had ever been tried before. There were more than 3,000 miles of coastline to block with fewer than 40 ships! Scott's idea was nicknamed the **Anaconda Plan** after a type of snake that strangles its prey. Within a week after the loss of Fort Sumter, Lincoln ordered the blockade to be carried out, and it was somewhat successful. However, many northern leaders ridiculed the plan. They wanted to take action and fight.

To counter the plan, the South tried to create a cotton shortage on the European market. The Confederacy hoped the shortage would force Great Britain and France, two major cotton consumers, to join the Confederate cause and help break up the Union blockade. The attempt backfired when both countries bought cotton from Egypt and India instead. Meanwhile, the Confederate Army engaged in terrible battles on the ground that would claim many lives and, eventually, give the South greater hope.



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SCOTT'S GREAT SNAKE

The Anaconda Plan was meant to strangle the South by cutting off all trade among southern states and allowing the Union to take control of the Mississippi River. Scott believed his plan would put an early end to the war and limit the number of casualties.



Scott's plan was never fully implemented, but a naval blockade was maintained throughout the war. The blockade succeeded in cutting off the South's resources and probably did shorten the war. But not even Scott knew how the war would develop. He guessed it would go on for two years, not four.

HISTORICAL THINKING

- 1. READING CHECK** What was General Scott's strategy for winning the war?
- 2. COMPARE AND CONTRAST** What geographic advantages did the South have over the North?
- 3. ANALYZE VISUALS** What resources did the Anaconda Plan attempt to prevent from being traded in the South?

8.10.5 Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments; 8.10.6 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.

3.3 War in the West and East

You may have heard the phrase “divide and conquer” from a parent or coach. Union military leaders used the same strategy to try to defeat the South.

MAIN IDEA The Union attacked strategic areas in the western and eastern parts of the Confederacy in the early years of the Civil War.

THE BATTLE OF SHILOH

In 1862, Union and Confederate forces clashed in important battles in the western part of the Confederacy. The region had some of the Confederacy’s most important assets, including New Orleans, its largest city, and many major ports along the Mississippi River. The North set its sights on capturing the region.

To that end, two Union generals, **Ulysses S. Grant** and **William T. Sherman**, sailed troops on a fleet of 19 riverboats up the Tennessee River. Seven of the vessels were **gunboats**, small, fast ships carrying mounted guns. The fleet successfully captured two key forts in Tennessee, Fort Henry and Fort Donelson, forcing the Confederate Army to retreat. On February 25, the Union Army continued its march across Tennessee with the goal of reaching Corinth, Mississippi—a major rail center—where 20,000 more Union soldiers awaited them. If Grant captured the railroads at Corinth, the Union would control most of the western part of the Confederacy.

However, General Albert Sidney Johnston, the Confederate commander in the region, learned of Grant’s plan and ambushed the Union general’s forces near a church in Shiloh, Tennessee, on April 6. The larger Confederate forces drove Grant’s troops back. By the next day, however, more Union forces had arrived, and Grant led a counterattack. The Confederates conceded defeat and withdrew to Corinth.

The two-day **Battle of Shiloh** was the bloodiest battle in the war to that point. The South lost more than 10,000 men, including General Johnston. Even though it won the battle, the Union Army

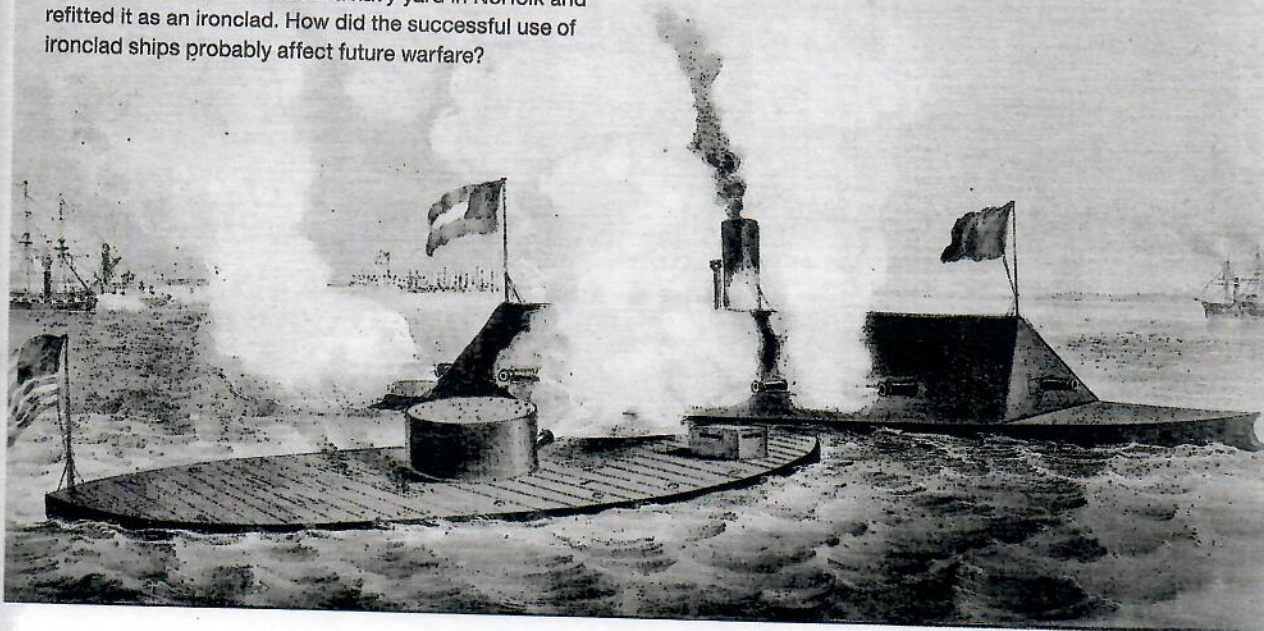
actually lost more men: about 13,000 soldiers. Because of the high casualty count, some people called for Grant’s removal, but Lincoln refused. He is said to have remarked, “I can’t spare this man [Grant]; he fights!”



Ulysses S. Grant

After graduating from West Point, Ulysses S. Grant served with General Winfield Scott during the Mexican-American War, as had his Confederate opponent, Robert E. Lee. After the Civil War, Grant became president of the United States in 1868, when he was only 46 years old. His presidency was plagued by scandal, although Grant himself was an honest man.

CRITICAL VIEWING This illustration shows the *Monitor* (in the front) firing its guns at the *Virginia* (in the back) at Hampton Roads Harbor, Virginia. The *Virginia* began its life as a standard steam-powered vessel built in the North, when it was called the *Merrimack*. The Confederates salvaged the *Merrimack* from a navy yard in Norfolk and refitted it as an ironclad. How did the successful use of ironclad ships probably affect future warfare?



THE SEVEN DAYS' BATTLES

Meanwhile, the Union had undertaken another campaign in the eastern part of the Confederacy with the goal of capturing the Confederate capital of Richmond, Virginia. On March 9, 1862, the Confederate ironclad ship, the C.S.S. *Virginia*—also known as the *Merrimack*—faced off against the Union ironclad, the U.S.S. *Monitor*. It marked the first skirmish between ironclad warships. The battle took place in the harbor of Hampton Roads, Virginia, and ended in a standoff.

Lincoln urged General George B. McClellan to continue the advance toward Richmond. McClellan had replaced Winfield Scott as the leader of the Union Army and was a brilliant general. But McClellan's tendency to overestimate the enemy's strength and postpone troop movement often frustrated Lincoln. McClellan eventually set sail with about 120,000 troops to the coast of the Virginia Peninsula. The Union forces battled their way to within a few miles of Richmond. But, fearing that he might be outnumbered, McClellan pulled his men back.

On June 1, rebel forces led by the new commander of the Confederate Army, Robert E. Lee, took

advantage of McClellan's caution and moved to protect Richmond. From June 25 to July 1, Lee and his forces went on the attack and fought an offensive war, called the **Seven Days' Battles**. Lee forced McClellan to retreat back down the Virginia Peninsula, but even as they were being pursued, the Union forces still managed to inflict heavy casualties on the Confederates.

Nonetheless, the victory of the Seven Days' Battles boosted southern morale, saved the Confederate capital, and made Lee a hero. But as Lee's star was rising, McClellan's was falling. McClellan's failures made Lincoln's opinion of him sink even lower.

HISTORICAL THINKING

- 1. READING CHECK** What did the Union Army hope to accomplish in the western part of the Confederacy in 1862?
- 2. SUMMARIZE** Describe the Union advance toward Richmond.
- 3. ANALYZE CAUSE AND EFFECT** How did the Seven Days' Battles affect the combatants and the leaders of the war?

8.10.6 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox; 8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare.

3.4 Bloody 1862

When a friend lets you down, you likely give him or her one more chance. But at a certain point, you get fed up. As Lincoln realized, you can give someone “just one more chance” only so many times.

MAIN IDEA The bloody battles of Antietam and Fredericksburg exacted a high cost from both Union and Confederate forces.

THE BLOODIEST DAY

You’ve read about the first Battle of Bull Run in 1861. A second battle took place there in 1862. After driving General George McClellan and his troops back to Washington, D.C., General Robert E. Lee marched his men northward to battle again at Bull Run outside Manassas, Virginia. On the third day of fighting, the Confederates forced the Union soldiers to retreat. Afterward, Lee went on the offensive and marched his troops north into Maryland. He wanted to move the war into the Union states.

President Lincoln called McClellan back into action and ordered him to defend the Union capital.

On his way to meet Lee, McClellan got lucky. By chance, a Union soldier found a packet of cigars in a field, dropped by a careless Confederate officer. Wrapped around the cigars were Lee’s detailed plans for the assault on Maryland. McClellan learned that Lee’s forces were in two groups several miles apart. If McClellan moved quickly, he could destroy Lee’s army before the groups joined up. But McClellan acted too late. The Confederate Army met Union soldiers on the battlefield at Antietam (an-TEE-tuhm) Creek near Sharpsburg, Maryland, on September 17.

The casualties for both sides at the **Battle of Antietam** numbered at least 23,000 men. The day of the battle would later be called “America’s Bloodiest Day.” The Union considered it a victory because Lee’s forces left Maryland. But Lincoln was frustrated with McClellan’s errors. He said, “If General McClellan does not want to use the army, I would like to borrow it for a time.” The president named Ambrose Burnside as the new commander.

THE BATTLE OF FREDERICKSBURG

For his first campaign, General Burnside decided to lead his troops back toward Richmond to try to capture the Confederate capital. To reach Richmond, Burnside marched to Falmouth, near Fredericksburg, Virginia, where he planned to cross the Rappahannock River. The Union troops arrived at Falmouth in December 1862, but Lee’s army had got there first and destroyed all the bridges. Burnside ordered army engineers to build floating bridges using **pontoons**, or hollow metal cylinders, but Confederate soldiers shot at the Union engineers while they worked.

Meanwhile, Lee and the rest of his troops dug into the hills above Fredericksburg and readied their artillery. When Burnside finally crossed the Rappahannock River, his forces fought for three days in an unsuccessful effort to take the hills. The Battle of Fredericksburg ended when Burnside retreated across the river.

After so many defeats, northern civilians were becoming restless. They did not like the turn the war had taken, and neither did Lincoln.

HISTORICAL THINKING

- 1. READING CHECK** How did McClellan discover Lee’s plans at the Battle of Antietam?
- 2. SUMMARIZE** How did these two battles reflect broader strategic patterns in the war?
- 3. INTERPRET MAPS** Where were most of the Civil War battles fought, in the North or in the South? Explain why.

8.10.5 Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments; 8.10.6 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox; 8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare; HI 4 Students recognize the role of chance, oversight, and error in history.

George Kelly School – 8th Grade Language Arts Assignments

Week of: **April 20 – April 24, 2020**

Subject and Office Hours	Assignment	Platform to receive attachments and learning links
<p>Language Arts Patrick and Rhodes</p> <p>Office Hours: 9:00-10:00 (M-F) available via video through Office 365 Teams. See Teams Calendar.</p> <p>10:00-11:00 (M-F) available through Office 365 Teams chat or Edmodo messaging.</p> <p>Email: 8:00-3:30, M-F kpatrick@tusd.net drhodes@tusd.net</p>	<p>This week (4/20-4/24) for Language Arts, students will:</p> <ul style="list-style-type: none"> • Research a pre-assigned Civil War battle. • Evaluate multiple print and digital sources about your Civil War battle including your history textbook and two websites of your choice. • Compile relevant information and evidence about your Civil War battle from your history textbook and the two websites that you evaluated. • Create a 10 slide PowerPoint with your information and evidence about your Civil War battle. • Use the provided instructions and format for your PowerPoint from the handout that your teacher provided in class prior to school closure. A copy of the instructions will also be available in Edmodo and MS Office 365 Teams. • Submit the completed PowerPoint on Office 365 Teams to the corresponding assignment: Civil War Battle Research Project. If you do NOT have the technology to create and /or submit this assignment, please contact your Core teacher for alternate instructions. • Work should be submitted on or before Friday, 4/24. <p>Note: The Monday, April 20th scheduled video chat will be available to review of instructions and provide answers to any questions you have about the project. To join the video chat, go to MS Office 365 Teams and open up the calendar for your team 8His. Select JOIN on the April 20th meeting that occurs 9:00-10:00AM.</p> <p>Attached: Civil War Battle Research Project – Instructions</p>	<p>Edmodo www.edmodo.com Turn on your Edmodo notifications!</p> <p>Patrick- avbf5j Rhodes – x8w9ff</p> <p>Nat Geo History Textbook Online www.nglsync.cengage.com Make sure to activate your online account with the instructions and the URL provided in Edmodo!</p> <p>MS Office 365: www.office.com -PowerPoint -Teams</p> <p>Login username: Student#@student.tusd.net Login password: Password!</p>

**Unit 4: Research
Civil War Battle
PowerPoint**

Due Date: _____

Sources

- o You will need to research an assigned Civil War Battle.
- o You will use 3 sources:
 - o National Geographic Textbook
 - o Website #1 - Choice
 - o Website #2 - Choice
- o You will need to provide a CRAAP test write up on both websites to show that you have evaluated them and that they are "good" sources.

PowerPoint Format

- o **Title Page Slide 1:**
- o **Battle Name and Date(s)**
- o **Thesis Statement**
- o **Kelly Heading**

PowerPoint Format

- o **Slide 2:**
- o **Location**
 - o What city and state did the battle take place?
 - o How did the battle get its name?
- o **Map Image**
 - o Identify location of battle on a regular map or battle map.

PowerPoint Format

- o **Slide 3:**
- o **Outcome**
 - o Who won?
 - o Who lost?
- o **Number of Casualties**
 - o How many dead or wounded?

PowerPoint Format

- o **Slide 4:**
- o **Southern General**
 - o Name
 - o Picture
 - o Quote

PowerPoint Format

- o Slide 5:
- o Northern General
 - o Name
 - o Picture
 - o Quote

PowerPoint Format

- o Slide 6:
- o Significance #1
 - o 1st reason that this battle was significant. Must include evidence from your research.

PowerPoint Format

- o Slide 7:
- o Significance #2
 - o 2nd reason that this battle was significant. Must include evidence from your research.

PowerPoint Format

- o Slide 8:
- o Significance #3
 - o 3rd reason that this battle was significant. Must include evidence from your research.

PowerPoint Format

- o Slide 9:
- o Restate Thesis
- o Provide a summary of 3 reasons.

PowerPoint Format

- o Slide #10:
- o Bibliography
 - o All sources must be included
 - o You may use www.easybib.com for MLA format