



**Bluebonnet
Learning**
K-5 Reading Language Arts

ENGLISH

THE U.S. CIVIL WAR



GRADE 2 UNIT 7 | ACTIVITY BOOK

EDITION 1

Grade 2

Unit 7

The U.S. Civil War

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email
openeducationresources@tea.texas.gov.

NAME: _____

DATE: _____

1.1

Activity Page

Slavery Around the World



Global Map (Digital Components)

Directions: Write down a list of places where slavery occurred all over the world.

Unit 7

NAME: _____

DATE: _____

1.2

Activity Page

The Problem of Slavery



Directions: Respond to each of the following questions. 1. What is slavery? 2. Why is slavery wrong? 3. Where was slavery practiced around the world? Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

Unit 7

DATE: _____

Activity Page

[illegible]

NAME: _____

DATE: _____

1.3

Take-Home

Unit 7

Dear Family Member,

Over the course of the next couple of weeks, your student will learn about the U.S. Civil War and how the end of the war also meant the end of the evil institution of slavery in the United States. During the next several days, your student will be learning about what life was like in the North and the South before the U.S. Civil War. They will learn about the conflicting ideas about slavery during the founding of our country, and the motivations of many of those opposed to slavery, including those influenced by the Great Awakenings. They will learn about the differences between the North and the South, and how the U.S. Civil War began. They will also learn about some geographic locations, as well as some important people in the years leading up to the war, including abolitionists like Frederick Douglass and Harriet Tubman. They will also study Abraham Lincoln. Below are some suggestions for activities you may do at home to reinforce what your student is learning about this time leading up to the U.S. Civil War.

1. Using a Map

Help your student locate the areas of the North and the South on a map of the United States. Have your student tell you some of the differences between the two at the time of the U.S. Civil War.

2. Harriet Tubman

Your student will learn about the life and contributions of abolitionists like Harriet Tubman. Ask why Harriet Tubman escaped to the North and why she returned to the South many times after her escape. Ask your student to tell you about the Underground Railroad.

3. Abraham Lincoln

Talk with your student about this important historical figure. Point out his image on a penny or a five-dollar bill. Ask your student about his life and the contributions that he made. Ask your student what role Abraham Lincoln had in the U.S. Civil War.

NAME: _____

DATE: _____

1.3
CONTINUED

Take-Home

4. Words to Use

Below is a list of vocabulary words that your student will be learning and using. Try to use these words as they come up in everyday speech with your student.

- *compromise* – The colonists had to *compromise* or find a way to work together to find a middle ground.
- *contributions* – Harriet Tubman made important *contributions* to help those who were still enslaved.
- *economy* – The *economy* of the North was largely dependent on factories, whereas the economy of the South was largely dependent on plantations.
- *slavery* – *Slavery* in the United States finally ended after the U.S. Civil War.
- *territories* – As the United States was forming, there were parts of the country known as *territories* that would later be divided into states.

5. Read-Aloud Each Day

It is very important that you read with your student every day. There should be time to read to your student and also time to listen to your student read to you. Be sure to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

2.1

Directions: Think about what you heard in the Read-Aloud to fill in the chart using words or sentences.

<i>Somebody</i>	
<i>Wanted</i>	
<i>But</i>	
<i>So</i>	
<i>Then</i>	

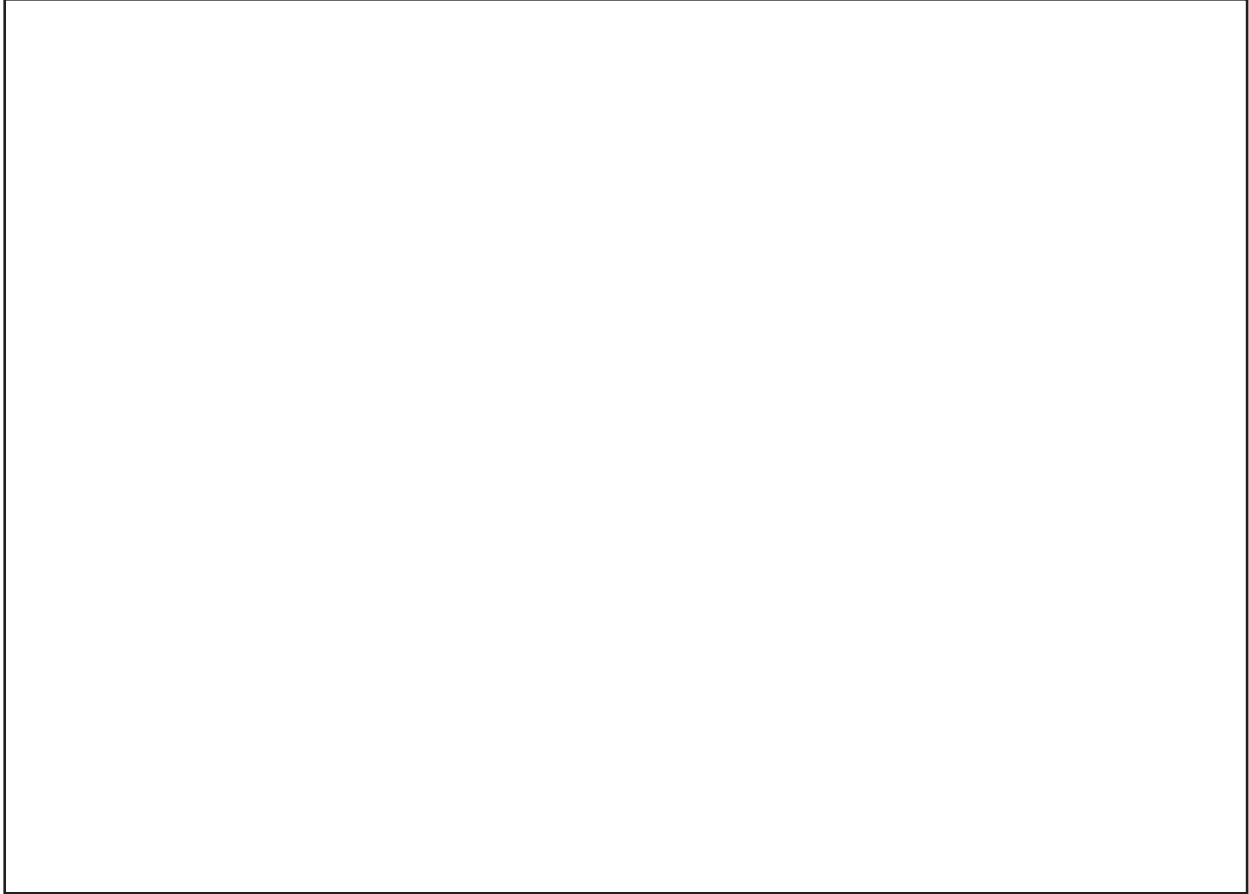
NAME: _____

DATE: _____

2.2

Activity Page

Civil War Journal: Entry 1



Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

DATE: _____

2.2
CONTINUED

[illegible]

NAME: _____

DATE: _____

3.1

Activity Page

Directions: Follow the teacher's instructions to show what you learned about the North and the South by drawing or writing in each column.

the North

the South

Unit 7

NAME: _____

DATE: _____

3.2

Activity Page

Civil War Journal: Entry 2

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

DATE: _____

Activity Page

[illegible]

NAME: _____

DATE: _____

4.1

Activity Page

Civil War Journal: Entry 3

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

DATE: _____

Activity Page

[illegible]

NAME: _____

DATE: _____

5.1

Activity Page

Christmas Bells

Henry Wadsworth Longfellow
1807 – 1882

1 I heard the bells on Christmas Day
2 Their old, familiar carols play,
3 And wild and sweet
4 The words repeat
5 Of peace on earth, good-will to men!
6 And thought how, as the day had come,
7 The belfries of all Christendom
8 Had rolled along
9 The unbroken song
10 Of peace on earth, good-will to men!
11 Till ringing, singing on its way,
12 The world revolved from night to day,
13 A voice, a chime,
14 A chant sublime
15 Of peace on earth, good-will to men!
16 Then from each black, accursed mouth
17 The cannon thundered in the South,
18 And with the sound
19 The carols drowned
20 Of peace on earth, good-will to men!
21 It was as if an earthquake rent
22 The hearth-stones of a continent,
23 And made forlorn
24 The households born
25 Of peace on earth, good-will to men!
26 And in despair I bowed my head;
27 “There is no peace on earth,” I said;
28 “For hate is strong,
29 And mocks the song
30 Of peace on earth, good-will to men!”
31 Then pealed the bells more loud and deep:
32 “God is not dead, nor doth He sleep;
33 The Wrong shall fail,
34 The Right prevail,
35 With peace on earth, good-will to men.”

Directions: Read the poem. Then respond to the questions in the Figurative Language Graphic Organizer.

Unit 7

NAME: _____

DATE: _____

5.1
CONTINUED

Activity Page

FIGURATIVE LANGUAGE GRAPHIC ORGANIZER

“Christmas Bells”

Poetic Language	Questions
Lines 1–15	What is the feeling or mood of the first 15 lines? How do you know?
Then from each black, accursed mouth The cannon thundered in the South, And with the sound The carols drowned	Underline the word “accursed”. What is the base word in accursed? Why would the poet say the cannons have “black, accursed mouths”? How does the feeling change in these lines? What do you think "And with the sound/The carols drowned" means?
Lines 16–35	What language stands out to you from the second part of the poem? How does the language you selected help show the poem's message?

NAME: _____

DATE: _____

PP.1

Assessment

democracy

abolitionist

Mason-Dixon Line

plantation

Underground Railroad

Slavery

First Great Awakening

Abraham Lincoln

Founding Fathers

conductor

Directions: Match the words in the block with the sentences below. Write the word that the sentence describes.

1. I am a form of government where people are free to vote for their leaders and decide what kind of laws they want to have. What am I called?

2. I am a very large farm where large amounts of crops are grown and harvested by enslaved laborers. What am I called?

3. I am a religious movement in the American colonies during the 1720s. What am I called?

NAME: _____

DATE: _____

PP.1
CONTINUED

Assessment

4. We are a group of men led by George Washington who helped the colonies separate from Great Britain to establish the government of the United States. Who are we?
-

5. I am someone who worked to end slavery. What am I called?
-

6. I am the secret way slaves escaped to freedom in the North. What am I called?
-

7. My job was to help lead slaves, called passengers, to freedom on the Underground Railroad. What am I called?
-

8. I am an imaginary boundary between the states of Pennsylvania and Maryland, and I separate where slavery was allowed and where it was not. What am I called?
-

NAME: _____

DATE: _____

PP.1

CONTINUED

Assessment

9. I am one of the main issues that caused the U.S. Civil War. What am I?

10. I was elected president because people in the North believed I would not allow slavery to expand. Who am I?

NAME: _____

DATE: _____

PP.2

Assessment

“Follow the Drinking Gourd”

Chorus:

*Follow the drinking gourd
Follow the drinking gourd
For the old man is a waitin'
For to carry you to freedom
Follow the drinking gourd*

Verses:

*When the sun comes up
And the first Quail calls
Follow the drinking gourd
For the old man is a waitin'
For to carry you to freedom
Follow the drinking gourd*

*The riverbank will make a mighty good road
The dead trees show you the way
Left foot, peg foot travelin' on
Following the drinking gourd*

*The river ends between two hills
Follow the drinking gourd
There's another river on the other side
Follow the drinking gourd*

NAME: _____

DATE: _____

6.1

Take-Home

Dear Family Member,

I hope your student has enjoyed learning about what life was like in the North and the South before the U.S. Civil War. Over the next several days, they will learn about the armies of the Union and the Confederacy as the battles began, as well as the generals who led those armies. They will also learn about several other important events and people, including the Emancipation Proclamation, Clara Barton, and the conclusion of the Civil War. Below are some suggestions for discussions you can have and activities you may do at home to reinforce what your student is learning about the U.S. Civil War.

1. Ulysses S. Grant and Robert E. Lee

Have your student talk about the important jobs of these two generals. Talk about how Grant and Lee were similar and how they were different. Ask your student about each general's nickname and how he earned it.

2. Clara Barton

Ask your student to tell you about the important work of Clara Barton and how she earned the nickname "Angel of the Battlefield" while caring for wounded soldiers during the Civil War. Discuss with your student what it means to be compassionate. Talk about ways for your student to be helpful to those around them, even when it isn't easy. Whenever there is mention in the news of the work of the Red Cross, ask your student who founded the American Red Cross.

3. Sayings and Phrases: "A house divided"

Your student has learned the saying "a house divided." Talk with your student about its meaning. Talk about a time when there was a disagreement or when something felt a bit mixed up. Share how you worked to make things better. Find opportunities to use this saying.

NAME: _____

DATE: _____

6.1
CONTINUED

Take-Home

4. Words to Use

Below is a list of some of the words your student has been or will be learning about and using. Try to use these words as they come up in everyday speech with your student.

- *civilians* – We are so thankful to have firefighters and police officers working to protect *civilians*.
- *abolished* – It took many years for slavery to finally be *abolished*.
- *emancipation* – The *Emancipation* Proclamation stated that slaves in the south were now free.
- *amendment* – The 13th *Amendment* to the U.S. Constitution abolished slavery in the United States.
- *defeat* – With each battle, the Confederate Army got a little smaller and that much closer to final *defeat*.

5. Read-Aloud Each Day

It is very important that you read with your student every day. There should be time to read to your student and also time to listen to your student read to you. Be sure to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

7.1

Activity Page

Poetry Analysis: “Battle Hymn of the Republic”

Full Song Lyrics

1 Mine eyes have seen the glory of the coming of the Lord;
He is trampling out the vintage where the grapes of wrath are stored;
He hath loosed the fateful lightning of His terrible swift sword:
His truth is marching on.

Refrain

Glory! Glory! Hallelujah!
Glory! Glory! Hallelujah!
Glory! Glory! Hallelujah!
His truth is marching on.

2 I have seen Him in the watch-fires of a hundred circling camps;
They have builded Him an altar in the evening dews and damps;
I can read the righteous sentence by the dim and flaring lamps;
His day is marching on. [Refrain]

3 He has sounded forth the trumpet that shall never call retreat;
He is sifting out the hearts of all before His judgment seat;
O be swift, my soul, to answer Him be jubilant, my feet!
Our God is marching on. [Refrain]

4 In the beauty of the lilies Christ was born across the sea,
With a glory in His bosom that transfigures you and me;
As He died to make us holy, let us die that all be free!
While God is marching on. [Refrain]

Directions: Read the full song lyrics. Then respond to the questions about the poetic language in the lyrics.

Unit 7

NAME: _____

DATE: _____

7.1
CONTINUED

Activity Page

Poetic Language	Questions
He has sounded forth the trumpet that shall never call retreat;	What does “never call retreat” remind you of? How does this connect to the Union Army’s mission?
As He died to make us holy, let us die that all be free!	“As He died to make us holy” is a reference to the Christian belief that Jesus sacrificed for others. How does Julia Howe connect this religious belief to the sacrifice of the Union soldiers?
His truth is marching on. [Refrain] His day is marching on. [Refrain] Our God is marching on. [Refrain] While God is marching on. [Refrain]	Look at the repetition in the last lines of each stanza: “... is marching on.” What message is Howe helping us understand about the mission of the Union troops?

NAME: _____

DATE: _____

8.1

Activity Page

Civil War Journal: Entry 4

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

DATE: _____

Activity Page

[illegible]

NAME: _____

DATE: _____

Directions: Think about what you heard in the Read-Aloud to fill in the chart using words or sentences.

Somebody	
Wanted	
But	
So	
Then	

NAME: _____

DATE: _____

9.2

Activity Page

Civil War Journal: Entry 5

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

DATE: _____

Activity Page

[illegible]

NAME: _____

DATE: _____

10.1

Activity Page

Civil War Journal: Entry 6



Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

DATE: _____

Activity Page

[illegible]

NAME: _____

DATE: _____

11.1

Activity Page

Civil War Journal: Entry 7

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

DATE: _____

Activity Page

[illegible]

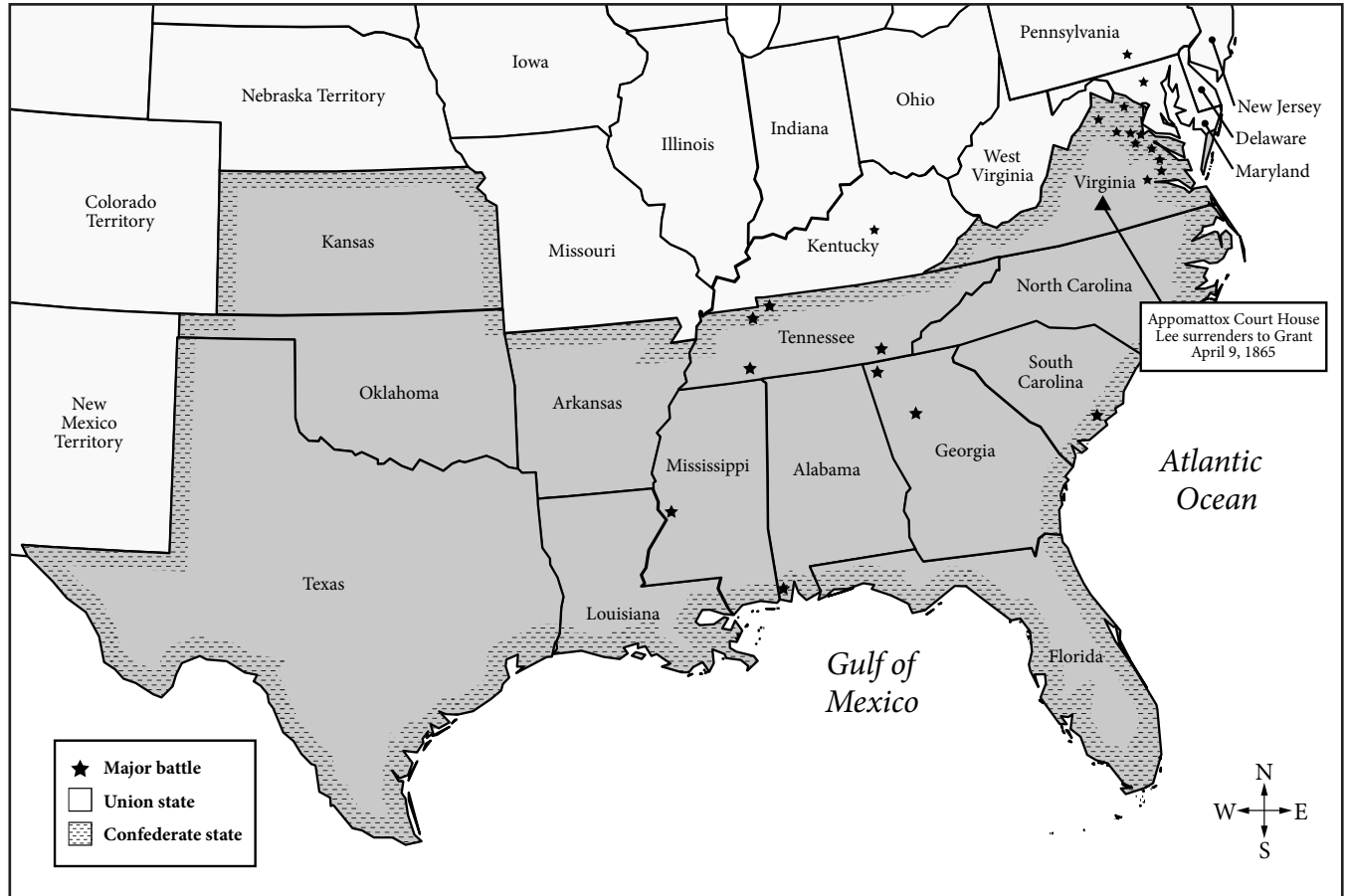
NAME: _____

DATE: _____

12.1

Activity Page

Map of the Civil War



1. In which states were there major Civil War battles?

2. Which state had the most major battles?

Directions: Look at the map. Use the key to answer the questions. Make sure to write a complete sentence to answer each question.

NAME: _____

DATE: _____

12.1
CONTINUED

Activity Page

3. Why do you think that state had the most?

4. Where and when did General Lee surrender to General Grant?

NAME: _____

DATE: _____

12.2

Activity Page

Civil War Journal: Entry 8

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

DATE: _____

Activity Page

[illegible]

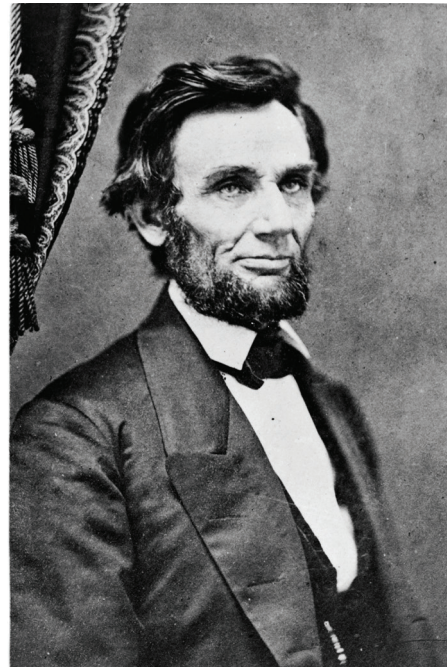
NAME: _____

DATE: _____

UR.1

Activity Page

Directions: These pictures show some important people, symbols, and events from the Civil War. Cut out the pictures. Think about the order in which things happened that involved these people, symbols, and events. When you are sure you have them in the correct order, glue or tape the pictures onto a separate piece of paper.



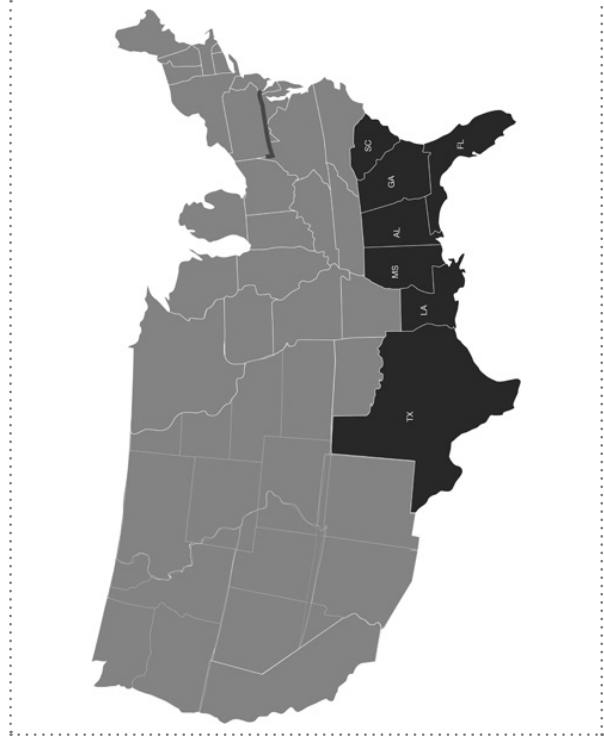
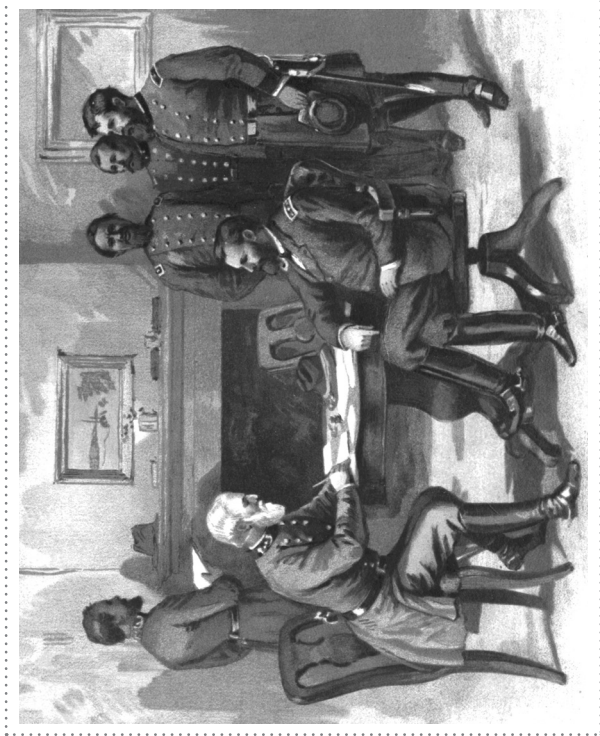
NAME: _____

DATE: _____

UR.1

CONTINUED

Activity Page



NAME: _____

DATE: _____

UA.1

Activity Page

Unit 7

Directions: Listen to your teacher's instructions.

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



NAME: _____

DATE: _____

UA.1

CONTINUED

Activity Page

11.



12.



13.



14.



15.



NAME: _____

DATE: _____

UA.2

Activity Page

Directions: Listen to each sentence read by the teacher. Read the three names in the row. Circle the name of the person the teacher has described.

1. Barton Lincoln Grant

2. Lee Grant Tubman

3. Barton Tubman Lincoln

4. Barton Grant Lee

5. Lincoln Tubman Barton

6. Lincoln Grant Lee

7. Barton Tubman Grant

8. Lincoln Tubman Lee

9. Barton Tubman Lincoln

10. Lincoln Grant Lee

Unit 7

NAME: _____

DATE: _____

UA.3

Activity Page

Directions: Read each sentence. Think about the answer to the question or statement. Write a complete sentence to answer each question or statement.

1. How did the abolitionists feel about slavery?

2. What was the Underground Railroad?

3. What caused the U.S. Civil War?

4. List two ways that the North and the South were different.

NAME: _____

DATE: _____

UA.3

CONTINUED

Activity Page

5. Why did some southern states secede, or break away from, the United States?

6. What did the end of the U.S. Civil War mean for the North and the South and for slaves?

7. What was the most interesting thing you learned about the U.S. Civil War?

ISBN 979-8-89072-268-3

© 2024. Texas Education Agency. Portions of this work are adapted, with permission, from originals created by Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org).

This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike

4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of the Texas Education Agency, as well as prior works by Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) and is made available under a Creative Commons Attribution- NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

This work is based on prior works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution- NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Printed in the USA



**Bluebonnet
Learning**

K-5 Reading Language Arts

ENGLISH

THE U.S. CIVIL WAR
GRADE 2 UNIT 7 | ACTIVITY BOOK

EDITION 1

