



CHAPTER 11 ASSESSMENT



VISUAL SUMMARY

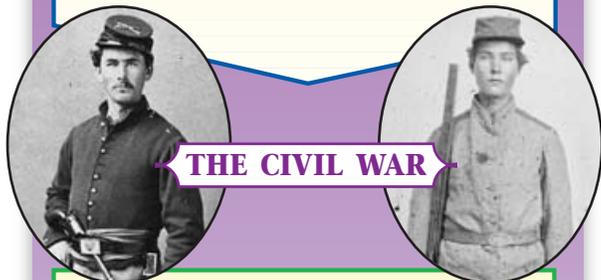
THE CIVIL WAR

LONG-TERM CAUSES

- Conflict over slavery in territories
- Economic differences between North and South
- Conflict between states' rights and federal control

IMMEDIATE CAUSES

- Election of Lincoln
- Secession of southern states
- Firing on Fort Sumter



THE CIVIL WAR

IMMEDIATE EFFECTS

- Abolition of slavery
- Widening gap between economies of North and South
- Physical devastation of the South
- Reunification of the country

LONG-TERM EFFECTS

- Reconstruction of the South
- Industrial boom
- Increased federal authority

TERMS & NAMES

For each term or name below, write a sentence explaining its connection to the Civil War.

- | | |
|------------------------------|---------------------------|
| 1. Ulysses S. Grant | 6. Andersonville |
| 2. Robert E. Lee | 7. Gettysburg Address |
| 3. Emancipation Proclamation | 8. Appomattox Court House |
| 4. conscription | 9. Thirteenth Amendment |
| 5. income tax | 10. John Wilkes Booth |

MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

The Civil War Begins (pages 338–345)

1. What were the military strategies of the North and South at the outset of the Civil War?
2. What advantages did the North have over the South?

The Politics of War (pages 346–350)

3. How did different groups react to the Emancipation Proclamation? Give examples.

Life During Wartime (pages 351–356)

4. What acts of protest occurred in both the North and South?

The North Takes Charge (pages 357–365)

5. In what ways did the South's morale deteriorate?
6. What was Grant and Sherman's rationale for using the strategy of total war?

The Legacy of the War (pages 366–371)

7. How did the Civil War provide the economic foundation for the United States to become an industrial giant?

CRITICAL THINKING

1. **USING YOUR NOTES** On a continuum like the one shown, mark where Abraham Lincoln's and Jefferson Davis's policies would fall. Support your ratings with evidence from the text.



2. **ANALYZING PRIMARY SOURCES** Poet Walt Whitman made the following observation about Lincoln.

“He leaves for America's history and biography, so far, not only its most dramatic reminiscence—he leaves, in my opinion, the greatest . . . personality. . . . By many has *this Union* been . . . help'd; but if one name, one man, must be pick'd out, he, most of all, is the conservator of it, to the future. He was assassinated—but the Union is not assassinated.”

—Walt Whitman, *Specimen Days*

Do you agree or disagree about Lincoln's legacy? Explain why.

3. **INTERPRETING MAPS** Compare the maps on pages 340–341 and 363. What do they tell you about the progress of the Civil War from 1861–1865? Explain your answer.



Standardized Test Practice

Use the cartoon and your knowledge of U.S. history to answer question 1.



- According to the cartoon, President Lincoln's "two difficulties" are how to —
 - pay government salaries and build support in Congress.
 - reduce taxes and find good generals.
 - avoid bankruptcy and stop the draft riots.
 - finance the war and find enough soldiers to fight.
- What technological advance contributed most to the Civil War's high casualty rate?
 - the ironclad ship
 - the minié ball
 - the land mine
 - the camera
- Which pair of events are listed in the order in which they occurred?
 - Battle of Gettysburg; Battle of Antietam
 - New York City draft riots; First Battle of Bull Run
 - Battle of Gettysburg; fall of Atlanta
 - First Battle of Bull Run; firing on Fort Sumter
- Which of the following is *not* true of the South after the Civil War?
 - It held 30 percent of the national wealth.
 - Most of its industry was destroyed.
 - Its labor system was dismantled.
 - As much as 40 percent of its livestock was wiped out.

ADDITIONAL TEST PRACTICE, pages S1–S33.



TEST PRACTICE CLASSZONE.COM

ALTERNATIVE ASSESSMENT

- INTERACT**
WITH HISTORY

 Recall your discussion of the question on page 337:

Can the use of force preserve a nation?

Write a short editorial—either supporting or opposing the war—for an 1861 newspaper. In light of what you now know about the Civil War, reconsider the question, along with the following points.

- What might have happened if the North had allowed the South to secede?
- Could war have been avoided?
- Did the eventual result of the war justify its cost?

- VIDEO**

LEARNING FROM MEDIA View the *American Stories* video, "War Outside My Window: Mary Chesnut's Diary of the Civil War." Discuss the following questions with a small group; then do the activity.

- What is Mary Chesnut's attitude toward the North?
- What similarities and differences might you find between Mary Chesnut's diary and the diary of an upper-class woman living in the North during the war?

Cooperative Learning Activity As a group, create several diary entries that Mary Chesnut might have written. Make sure the entries are in keeping with her personality and writing style. Each entry should refer to significant events, issues, or people of the Civil War. Share your entries with the class.