

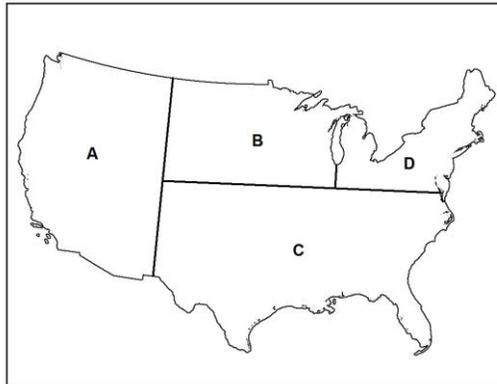
CWPT Civil War Curriculum
High School Assessment

1. Which of the following was a major cause of the American Civil War?
 - a. Foreign Invasion
 - b. Immigration
 - c. Taxes
 - d. Slavery

2. This compromise was made a decade prior to the outbreak of the Civil War in order to ease tensions over the issue of slavery in new territories.
 - a. California Compromise
 - b. New York Compromise
 - c. Missouri Compromise
 - d. Kansas-Nebraska Compromise

3. What were the two major areas in which the Northern States and Southern States differed?
 - a. Economy and Culture
 - b. Food Production and Culture
 - c. Transportation and Waterways
 - d. Language and Education

4. On the following map what section shows the Southern region of the United States.
 - a. A
 - b. B
 - c. C
 - d. D



5. What was one-way people throughout the country prepared for the Civil War?
 - a. Protested the war
 - b. Collected weapons from previous wars
 - c. Bottled water
 - d. Collected old tires

6. In 1859 this abolitionist raided Harpers Ferry, Virginia, in an attempt to ignite a slave insurrection.
 - a. Robert E. Lee
 - b. John Brown
 - c. William Lloyd Garrison
 - d. Frederick Douglass

7. Which of the following is the correct order of events leading to the beginning of the Civil War?
 - a. Confederate forces bombard Fort Sumter, Lincoln elected president, South Carolina secedes from Union, Fugitive Slave Act passed
 - b. Fugitive Slave Act passed, Lincoln elected president, South Carolina secedes from Union, Confederate forces bombard Fort Sumter
 - c. Fugitive Slave Act passed, South Carolina secedes from Union, Lincoln elected president, Confederate forces bombard Fort Sumter
 - d. Lincoln elected president, Confederate forces bombard Fort Sumter, Fugitive Slave Act passed, South Carolina secedes from Union

8. Which of the following was the capital of the Confederacy?
 - a. Raleigh, NC
 - b. Charleston, SC
 - c. Nashville, TN
 - d. Richmond, VA

9. Which of the following was NOT widely used during the Civil War?
 - a. The telegraph
 - b. Ironclad ships
 - c. Dog tags
 - d. Rifled firearms

10. Battles most often occurred at locations with...
 - a. A rail center or a river located nearby.
 - b. Many trees to hide behind.
 - c. Trenches which have already been dug.
 - d. A big field of grass with plenty of room.

11. Why did President Lincoln choose to present the Emancipation Proclamation after the Battle of Antietam?
 - a. It was his birthday
 - b. He was busy after other battles
 - c. He thought this would make Union soldiers happy
 - d. He needed to issue it after a Union victory.

12. The Emancipation Proclamation...
 - a. freed all of the slaves in the Union on January 1, 1863.
 - b. freed all of the black soldiers and gave them a piece of farmland
 - c. freed all of the slaves
 - d. freed the slaves in the Confederate States if those states did not return to the Union by January 1, 1863.

13. What advantage did the War Department's Special Order 143: Creation of the U.S. Colored Troops have for the Union Army?
 - a. The Union Army now had more troops
 - b. The Union Army now had more slaves to help the soldiers
 - c. The Union Army could now move West
 - d. The Union Army could now vote out its generals

14. Which of the following is NOT something women would do to support soldiers during the war?
 - a. Fundraise
 - b. Nurse wounded soldiers
 - c. Talk to soldiers over the phone
 - d. Write letters

15. What were the common ways people at home learned about the war?
 - a. Newspapers, photographs, and letters
 - b. Internet, newspapers, and photographs
 - c. Photographs, television, and letters
 - d. Letters, internet, and photographs

16. Photography during the Civil War...
 - a. Is currently an invaluable resource for historical research.
 - b. Extensively recorded a conflict in photographic images for the first time.
 - c. Was the beginning of war-time photojournalism.
 - d. All of the above

17. Before the Battle of Gettysburg, the Union Army...
 - a. was shoeless and without food.
 - b. had lost a number of important battles in the Eastern Theater.
 - c. had won all the major battles against General Lee's army.
 - d. had lost 90% of its men fighting in Virginia.

18. How did the victory at Gettysburg help the United States?
 - a. There was more food for American families.
 - b. Union soldiers were allowed to go home and help on the farm.
 - c. American hopes were lifted believing that the war could be won.
 - d. The Confederate Army surrendered, ending the war.

19. How did the victory at Vicksburg help the Union Army?
 - a. More waterways were opened for fishing.
 - b. The Mississippi River now came under the control of the Union.
 - c. It divided the Confederacy in half.
 - d. Both choice b and c.

20. For what occasion did Lincoln give the Gettysburg Address?
 - a. The dedication of a national cemetery
 - b. The end of the Battle of Gettysburg
 - c. The end of the Civil War
 - d. The end of slavery

21. What was one of the things Lincoln asked of the country in the Gettysburg Address?
 - a. To protect the Union capitol of Washington, DC from the Confederate forces.
 - b. To honor the dead soldiers by protecting a democratic government as the soldiers had on the battlefield.
 - c. To bury all of the dead soldiers of the Civil War in individual graves.
 - d. To build monuments at every Civil War battle site.

22. During the Civil War soldiers mainly...
- Drilled and marched.
 - Fought in battles.
 - Worked on farms.
 - Nursed the wounded in hospitals.
23. Which of the following was NOT a common hardship faced by soldiers in the Civil War?
- Disease and Injuries
 - Dehydration and Starvation
 - Imprisonment
 - Submarine Accidents
24. The United States Colored Troops (USCT)...
- mainly acted as servants to their white counterparts.
 - were commanded by white officers.
 - were treated as equals among the Union soldiers.
 - Both choices a and b
25. General William T. Sherman's March to the Sea....
- Devastated the Southern population's morale with "total war."
 - Further divided the Confederacy, blocking the movement of resources East.
 - Both choices a and b
 - None of the above
26. Which of the following is the correct order of events near the end of the Civil War?
- President Lincoln is assassinated in Washington, DC, General Lee surrenders at Appomattox, General Sherman enters Atlanta, General Grant begins the Overland Campaign
 - General Sherman enters Atlanta, General Grant begins the Overland Campaign, General Lee surrenders at Appomattox, President Lincoln is assassinated in Washington, DC
 - General Lee surrenders at Appomattox, General Sherman enters Atlanta, GA, General Grant begins the Overland Campaign, President Lincoln is assassinated in Washington, DC
 - General Grant begins the Overland Campaign, General Sherman enters Atlanta, GA, General Lee surrenders at Appomattox, President Lincoln is assassinated in Washington, DC
27. General Robert E. Lee's surrender at Appomattox did which of the following
- Completely ended all of the fighting.
 - Disbanded the Army of Northern Virginia.
 - Imprisoned thousands of Confederate soldiers.
 - Forced all Confederate soldiers to turn over their farms.

28. Which of the following was added to the United States Constitution as a result of the Civil War?
- The 2nd Amendment - The right of the people to keep and bear Arms.
 - The 13th Amendment - Neither slavery nor involuntary servitude...shall exist within the United States.
 - The 8th Amendment – No cruel and unusual punishments inflicted.
 - The 26th Amendment - The right of citizens of the United States, who are eighteen years of age or older to vote.
29. At the conclusion of the Civil War President Lincoln was assassinated by John Wilkes Booth. Which of the following is the reason Booth gave for the assassination?
- Booth believed Lincoln waged war upon Southern rights and institutions
 - Booth was fulfilling a family feud
 - Booth believed that Lincoln was pursuing his wife
 - Booth believed that Lincoln has made an alliance with Russia to defeat the South
30. What is one way to help preserve Civil War battlefield land?
- Writing letters to government officials about protecting the local battlefield.
 - Littering the battlefield
 - Searching for Civil War artifacts on a battlefield
 - Camping on a battlefield

DOCUMENT-BASED QUESTION

This question is based on the following documents. It is designed to test your ability to work with historical documents. Some of these documents have been edited for the question. Review the documents and answer the questions below each one. Be sure to closely review each document as you will be using them to answer your final essay question.

Historical Context: Throughout history, conflicts have arisen between countries, groups, or regions with differing beliefs or circumstances. It is often the task of the historian to determine the main causes of these conflicts. This knowledge can help avoid such conflicts in the future.”

Task: Using information from the documents and your knowledge of Civil War history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

1. Identify and discuss a major source of conflict that led to the American Civil War.

(a) Identify means “to recognize or establish as being a particular person or thing”

(b) Discuss means “to make observations about something using facts, reasoning, and argument; to present in detail.”

Part A
Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1

Missouri Compromise of 1820

SEC. 8. And be it further enacted. That in all that territory ceded by France to the United States, under the name of Louisiana, which lies north of thirty-six degrees and thirty minutes north latitude, not included within the limits of the state, contemplated by this act, slavery and involuntary servitude, otherwise than in the punishment of crimes, whereof the parties shall have been duly convicted, shall be, and is hereby, forever prohibited: Provided always, That any person escaping into the same, from whom labour or service is lawfully claimed, in any state or territory of the United States, such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labour or service as aforesaid

Source: The National Archives and Records Administration
<http://www.ourdocuments.gov/doc.php?flash=true&doc=22>

1a. According to the document, what is prohibited in the territory north of thirty-six degrees and thirty minutes north latitude?

1b. According to the document, what will happen to a person who escapes to the territory described above?

1c. Why do you think this document from 1820 is relevant when discussing the Civil War?

Document 2

The Compromise of 1850

It being desirable, for the peace, concord, and harmony of the Union of these States, to settle and adjust amicably all existing questions of controversy between them arising out of the institution of slavery upon a fair, equitable and just basis: therefore,

1. Resolved, That California, with suitable boundaries, ought, upon her application to be admitted as one of the States of this Union, without the imposition by Congress of any restriction in respect to the exclusion or introduction of slavery within those boundaries.

2. Resolved, That as slavery does not exist by law, and is not likely to be introduced into any of the territory acquired by the United States from the republic of Mexico...

8. Resolved, That Congress has no power to promote or obstruct the trade in slaves between the slaveholding States; but that the admission or exclusion of slaves brought from one into another of them depends exclusively upon their own particular laws.

Source: The Civil War Preservation Trust

<http://www.civilwar.org/education/history/primarysources/compromise-of-1850.html>

2a. According to the document, which institution is causing conflict between the states?

2b. According to the document, did California enter the Union as a free or slave state?

2c. According to the document, what does Congress not have the power to do?

Document 3

Fugitive Slave Act, 1850 (Part of the Compromise of 1850)

An Act to amend, and supplementary to, the Act entitled "An Act respecting Fugitives from Justice, and Persons escaping from the Service of their Masters," approved February twelfth, one thousand seven hundred and ninety-three.

... "An Act to establish the judicial courts of the United States" shall be, and are hereby, authorized and required to exercise and discharge all the powers and duties conferred by this act.

Section 5

And be it further enacted, That it shall be the duty of all marshals and deputy marshals to obey and execute all warrants and precepts issued under the provisions of this act, when to them directed; and should any marshal or deputy marshal refuse to receive such warrant, or other process, when tendered, or to use all proper means diligently to execute the same, he shall, on conviction thereof, be fined in the sum of one thousand dollars... and all good citizens are hereby commanded to aid and assist in the prompt and efficient execution of this law.

Section 6

And be it further enacted, That when a person held to service or labor in any State or Territory of the United States, has heretofore or shall hereafter escape into another State or Territory of the United States, the person or persons to whom such service or labor may be due, or his, her, or their agent or attorney... may pursue and reclaim such fugitive person, either by procuring a warrant from some one of the courts, judges, or commissioners aforesaid, of the proper circuit, district, or county, for the apprehension of such fugitive from service or labor, or by seizing and arresting such fugitive... In no trial or hearing under this act shall the testimony of such alleged fugitive be admitted in evidence...

Section 7

And be it further enacted, That any person who shall knowingly and willingly obstruct, hinder, or prevent such claimant, his agent or attorney, or any person or persons lawfully assisting him, her, or them, from arresting such a fugitive from service or labor... or shall aid, abet, or assist such person so owing service or labor as aforesaid, directly or indirectly, to escape from such claimant, his agent or attorney, or other person or persons legally authorized as aforesaid; or shall harbor or conceal such fugitive, so as to prevent the discovery and arrest of such person, after notice or knowledge of the fact that such person was a fugitive from service or labor as aforesaid, shall, for either of said offences, be subject to a fine not exceeding one thousand dollars, and imprisonment not exceeding six months...

Source: The Civil War Preservation Trust

<http://www.civilwar.org/education/history/primarysources/fugitive-slave-act.html>

3a. Was this act written at the Federal, State, or Local level? Based on your answer, who needs to obey these laws?

3a. According to Section 6 of the document, what do slave owners have the right to do? Who must help the slave owners?

3b. According to Section 6 of the document, what is it that fugitive cannot do?

3c. According to Section 7, citizens of the United States cannot...

3d. How do you think citizens of “free” states felt about Section 7?

3e. Why do you think the “Compromise of 1850” (including the Fugitive Slave Act) is called a compromise? What issue do you think they are compromising over?

Document 4

**Editorial in the Albany, New York, *Evening Journal*, 1857
Opinions of the Supreme Court in the Dred Scott Case.**

It is no novelty to find the Supreme Court following the lead of the Slavery Extension party, to which most of its members belong. Five of the Judges are slaveholders, and two of the other four owe their appointments to their facile ingenuity in making State laws bend to Federal demands in behalf of "the Southern institution."

Source: Secession Era Editorial Project, Furman University,
<http://history.furman.edu/editorials/see.py?sequence=dsmenu&location=Dred%20Scott%20Decision&ecode=nyajds570307a>

4. According to the document above, whom does this person think the Supreme Court is favoring?

Document 5

The Kansas-Nebraska Act, 1854

Territory Nebraska; and when admitted as a State or States, the said Territory or any portion of the same, shall be received into the Union with or without slavery, as their Constitution may prescribe at the time of the admission...

...Territory of Kansas; and when admitted as a State or States, the said Territory, or any portion of the same, shall be received into the Union with or without slavery, as their Constitution may prescribe at the time of their admission...

Source: The Civil War Preservation Trust
<http://www.civilwar.org/education/history/primarysources/kansas-nebraska-act.html>

5a. Both the territories of Kansas and Nebraska were above the line drawn in the Missouri Compromise of 1820. Why do you think it was decided that these new territories would choose their own states' status of free or slave?

5b. In the four years after this compromise bloodshed and violence dominated these territories with leaders from both slave holding and abolitionist factions. Why do you think these groups were fighting?

5c. How do you think news of this fighting affected Americans throughout the country?

Document 6

**Editorial from the Cincinnati Enquirer, 1859
The Cloud in the Distance No Bigger than a Man's Hand" –
The First Battle of the "Irrepressible Conflict."**

The "irrepressible conflict" of the free and slave states, which is preached by the Republican leaders as an orthodox doctrine, is well calculated to lead to such results. This affair at Harper's Ferry is but the "cloud in the distance no bigger than a man's hand," but it is the presage of the future storm, that shall desolate the whole land, if the people give this Abolition doctrine their approval. It necessarily tends to servile insurrection, civil war and disunion. BROWN and his followers are but the advance column of the partisan disciples of SEWARD and CHASE, who are burning to make a practical application of the "irrepressible conflict doctrine. They stand ready to deluge the land in blood to carry out their fanatical views; and the momentous question is, do the majority of the people of the free states sympathize with them?

Source: Secession Era Editorial Project, Furman University,
<http://history.furman.edu/editorials/see.py?sequence=jbmenu&location=%20John%20Brown%27s%20Raid%20on%20Harper%27s%20Ferry&ecode=ohcejb591019a>

6a. What event is this document referring to?

6b. According to the document, what does this person think this event will lead to?

6c. What are the "fanatical views" the author is referring to?

6d. Do you think "the majority of the people of the free states sympathize with them?"

Document 7

Timeline

November 6, 1860 - Abraham Lincoln elected President of the Union
November 10, 1860 – Both South Carolina Senators resign seats in the U.S. Senate
November 18, 1860 – Georgia legislature votes \$1,000,000 to arm the state
December 20, 1860 – The state of South Carolina secedes from the Union
January 9, 1861 – The state of Mississippi secedes from the Union
January 10, 1861 – The state of Florida secedes from the Union
January 11, 1861 – The state of Alabama secedes from the Union

Lincoln's First Inaugural Address, March 4, 1861

Fellow-Citizens of the United States:

In compliance with a custom as old as the Government itself, I appear before you to address you briefly and to take in your presence the oath prescribed by the Constitution of the United States to be taken by the President "before he enters on the execution of this office."

I do not consider it necessary at present for me to discuss those matters of administration about which there is no special anxiety or excitement.

Apprehension seems to exist among the people of the Southern States that by the accession of a Republican Administration their property and their peace and personal security are to be endangered. There has never been any reasonable cause for such apprehension. Indeed, the most ample evidence to the contrary has all the while existed and been open to their inspection. It is found in nearly all the published speeches of him who now addresses you. I do but quote from one of those speeches when I declare that- I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so.

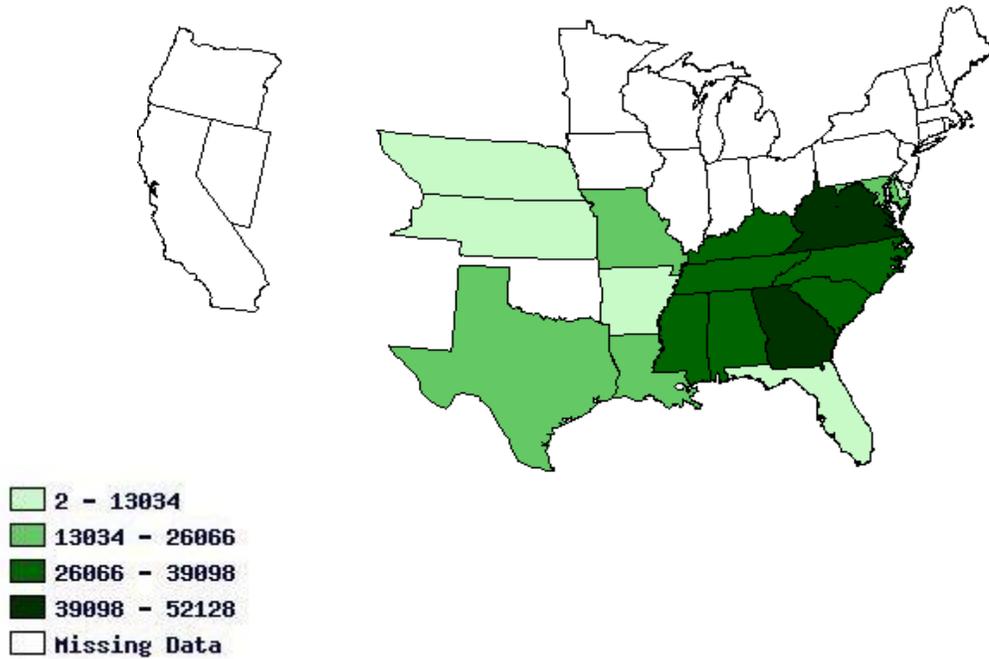
7a. Based on the documents above; after a few short words Lincoln addresses the concerns of the Southern States. Why do you think he does this so quickly?

7b. Based on the documents above, what do the Southern States begin to do immediately following Lincoln's election?

7c. Based on the documents above, what appears to be a chief concern among the Southern people?

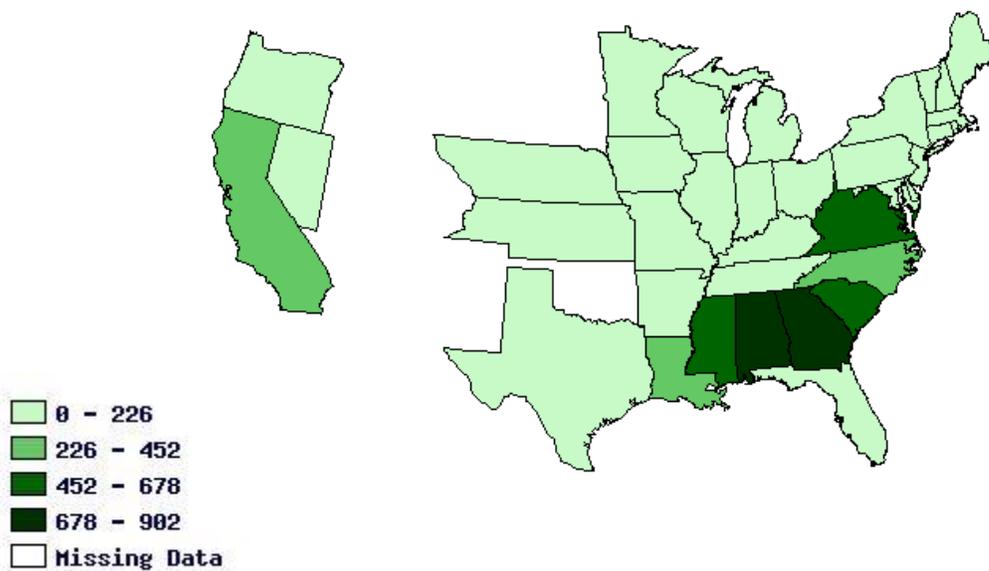
Document 8

Total Slave Holders in 1860



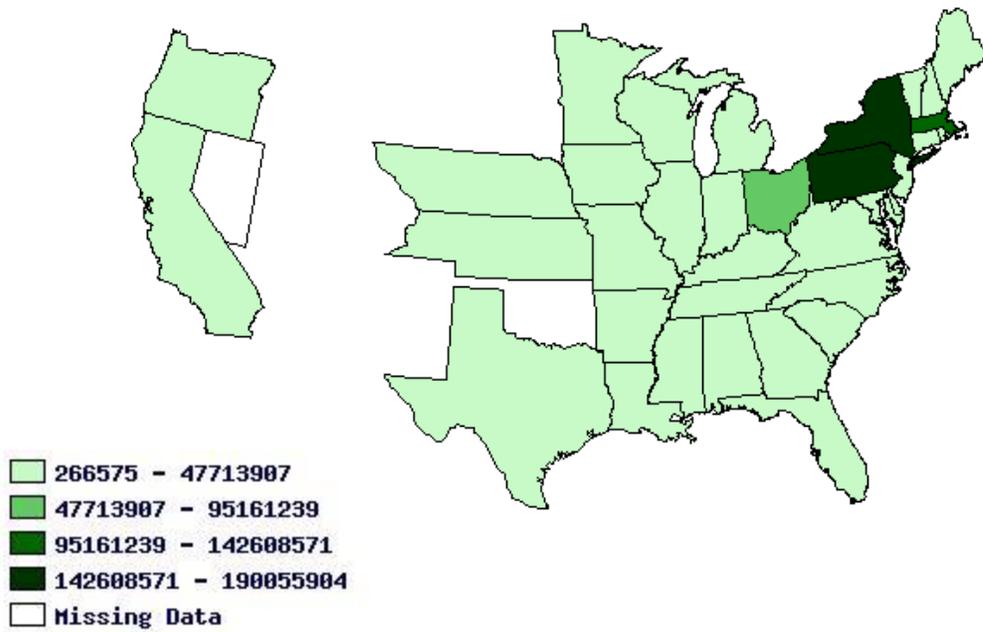
Source: University of Virginia, Historical Census Browser, <http://mapserver.lib.virginia.edu/index.html>

Farms Larger than 1000 Acres in 1860



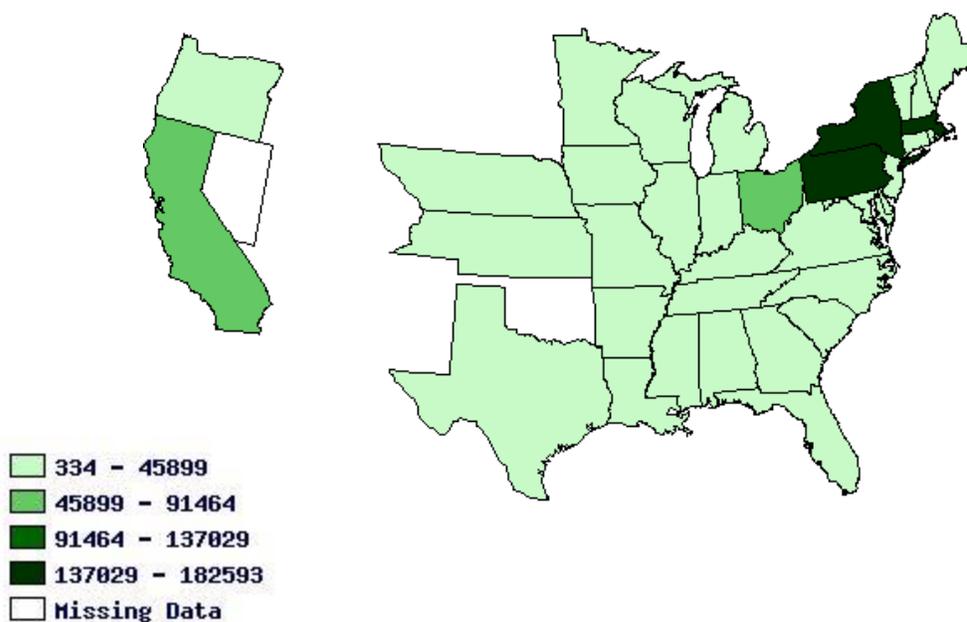
Source: University of Virginia, Historical Census Browser, <http://mapserver.lib.virginia.edu/index.html>

Capital Invested in Manufacturing (In Dollars) in 1860



Source: University of Virginia, Historical Census Browser, <http://mapserver.lib.virginia.edu/index.html>

Males Employed in Manufacturing in 1860



Source: University of Virginia, Historical Census Browser, <http://mapserver.lib.virginia.edu/index.html>

8a. According to the first map, Total Slave Holders in 1860, in which region of the US were most slave holders located?

8b. According to the second map, Farms of 1000 Acres or More, in which region did most large farms exist?

8c. According to the third map, Capital Invested in Manufacturing, from which region of the US did people invest the most money in manufacturing?

8d. According to the third map, Males Employed in Manufacturing, in which region of the US did most men work in manufacturing?

8e. Using the maps above what conclusions can you make about the economies of the North and South?

Document 9

**Excerpt from the Cornerstone Speech
Given by Alexander H. Stephens, Vice President of the Confederacy
Savannah, Georgia, March 21, 1861**

The new constitution has put at rest, forever, all the agitating questions relating to our peculiar institution African slavery as it exists amongst us the proper status of the negro in our form of civilization. This was the immediate cause of the late rupture and present revolution. Jefferson in his forecast, had anticipated this, as the "rock upon which the old Union would split." He was right. What was conjecture with him, is now a realized fact.

9. What does Alexander Stephens believe to be the main cause of the division of the Union?

Part B

Essay

Directions:

Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least five of the above documents in your essay. Support your response with examples and details. Be sure to use your prior knowledge on the topic of the Civil War.

Historical Context: Throughout history, conflicts have arisen between countries, groups, or regions with differing beliefs or circumstances. It is often the task of the historian to determine the main causes of these conflicts. This knowledge can help avoid such conflicts in the future.

Task: Using information from the documents and your knowledge of Civil War history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

1. Identify and discuss a major source of conflict that led to the American Civil War.

(c) Identify means “to recognize or establish as being a particular person or thing”

(d) Discuss means “to make observations about something using facts, reasoning, and argument; to present in detail.”

Guidelines:

In your essay, be sure to:

- Include evidence from at least *five* of the above documents
- Include an introduction, body, and conclusion
- Include relevant outside information based on your knowledge of the Civil War

DBQ Scoring Rubric

4 Points

- Answers the question(s), providing a response for every aspect of the question.
- Answers question(s) citing specific examples from given documents as well as previous/outside knowledge.
- Provided examples from or referred to at least 5 of the given documents.
- Included an introduction, several paragraphs, and a conclusion.
- Expresses ideas clearly throughout the essay.

3 Points

- Answers the question(s), providing a response for most aspects of the question.
- Answers question(s) citing general examples from given documents as well as previous/outside knowledge.
- Provided examples from or referred to at least 3 of the given documents.
- Included introduction, a body paragraph, and conclusion.
- Expresses ideas clearly for a majority of the essay.

2 Points

- Answer the question(s), providing a response for some aspects of the question.
- Answers question(s) displaying some understanding of the given documents and/or outside/previous knowledge.
- Referred to at least 1 of the given documents.
- Included an introduction, body, or conclusion.
- Expressed their main idea or thesis within the essay.

1 Point

- Limited responses to the question(s), main points are not addressed.
- Answer question(s) displaying little understanding of the given documents and/or outside/previous knowledge.
- Reference to the documents in general.
- Included only one paragraph.
- Ideas are scattered, but within the topic

0 Points

- Little or no response to the question(s).
- Answer to question(s) is unrelated or off topic.
- No reference to the documents.
- Writing is illegible or incomplete

Part A:

Part B:

Final Score: