

The Civil War

Big Idea: Conflicts over rights and economic issues lead to a violent civil war.

Lesson 1

Standards	7.5A Explain reasons for the involvement of Texas in the Civil War 7.21B Analyze information by sequencing and identifying cause-and-effect relationships
Lesson Topic	Texas Joins the Confederacy

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">Learn why Texas seceded and the steps it took to achieve this goal. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">Use key vocabulary in reading, writing, listening and speaking throughout the lesson.Watch and listen to the video, write their responses in their notebooks, and contribute in whole-class discussion.Listen and/or read the lesson passage, and write question responses in their notebooks.(In the review/assessment activity) Discuss the events that led to Texas joining the Confederacy and predict what will happen next.	<ul style="list-style-type: none">Confederacyordinancesecede/secessionsovereignty
Materials	Preparation
<ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersVideo: “Beginning of the Civil War”Passages: “Southern States Vow to Secede (pgs. 343–344); “The Convention Votes on secession” (pgs. 344–345) & “The Confederacy is Formed” (until...protection of slavery) (pg. 345)Transparency: Abolish/Abolition VocabularyTransparency: Map of Free and Slave StatesTransparency: Questions	<ul style="list-style-type: none">Post the objectivesLinks to background

Motivation (Engagement/Linkages)**3 min.**

- Review the previous week's lesson.
 - *So far, we have learned that the northern and southern states clashed because of slavery. The northern states were against slavery for moral, religious, and political reasons, and they wanted to abolish the practice.*
- Display Transparency: Abolish/Abolition Vocabulary. Review the word *abolition*.
 - *On the other hand, the southern states were pro-slavery and were fighting to maintain the practice for economic reasons.*
- Display Transparency: Map of Free and Slave States.
 - *Texas originally was considered a Union state. But with the ongoing division over slavery, which the Dred Scott decision intensified, the Texans decided to leave the Union and join the slave states. Today we will look at the steps the Texans took to leave the Union and join the Confederacy.*

Presentation**35 min.****Vocabulary****(10 min.)**

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Video: "Beginning of the Civil War"**(5 min.)**

- Introduce the video.
 - *Let's watch a short video about how Texas joined the Confederacy (slave states). Listen for the answers to the following questions: What was the statewide dispute about? What decision was reached after the voting?*
- Students watch the video clip.
- Students write their responses in their logs. They may discuss the answers in their pairs.
- Teacher summarizes the video, highlighting the question above by using a few responses from the students.

Teacher-led Reading: "Southern States Vow to Secede (pg. 343–344)**"The Convention Votes on secession" (pg. 344–345)****"The Confederacy is Formed" (untilprotection of slavery) (pg. 345)****(20 min.)**

- State the big idea of the reading.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Read the questions (on transparency) that students will focus on during the reading.
 - *Some Texans like Sam Houston and other slave owners opposed secession. What were their reasons?*
 - *As part of the Confederacy, how did most of Texas feel about slavery? Why?*
- Model thinking aloud as you read in order to make sense of text.
- As you read, demonstrate how to generate different types of questions, while allowing them to respond to these questions.

Practice

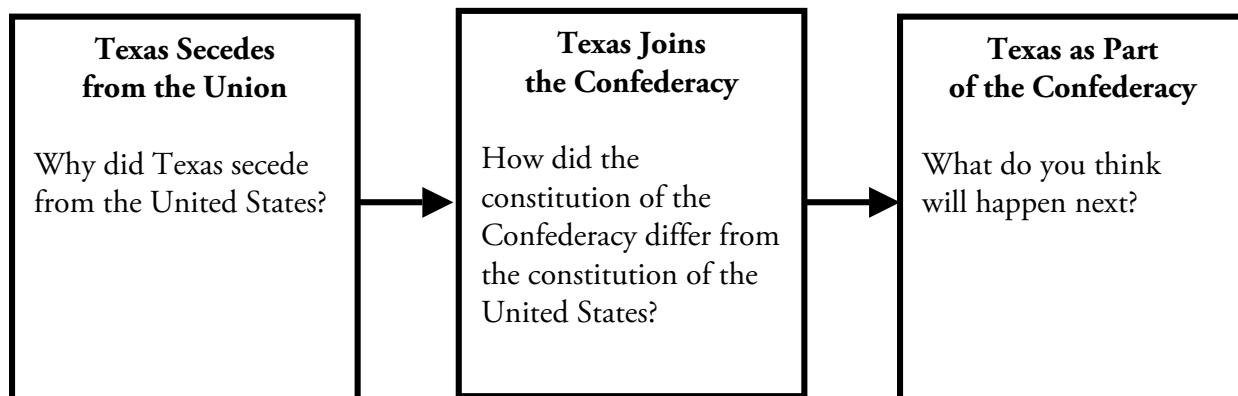
5 min.

- After the reading, in pairs, have students discuss and write responses to the above question/s in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

Review/Assessment

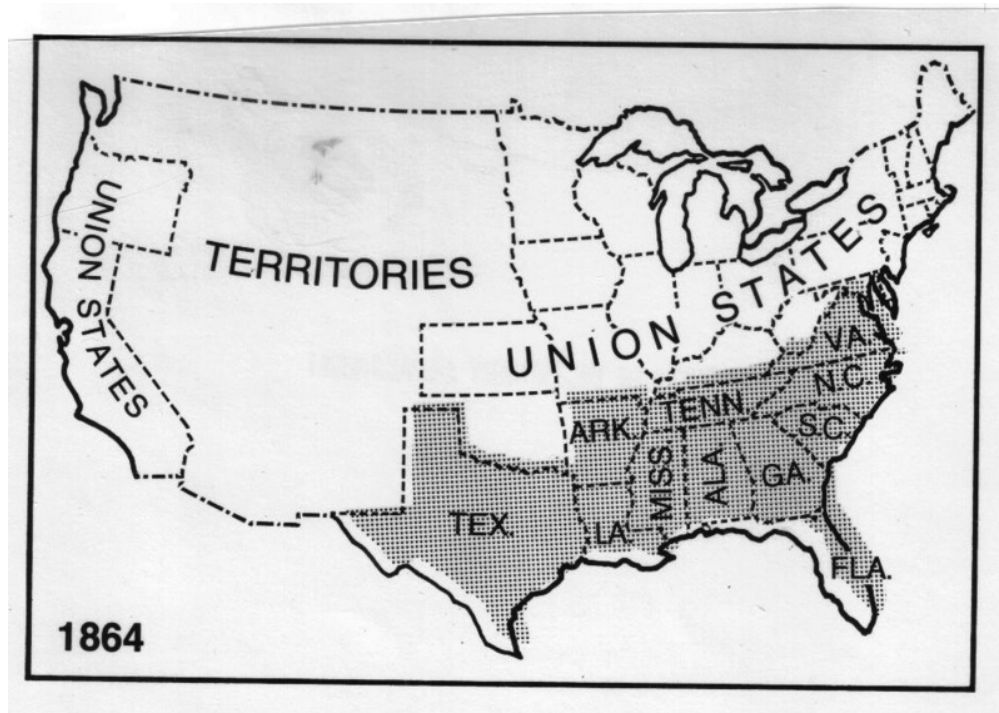
5 min.

- Introduce the activity.
 - *Today we read about the disputes between the North and the South. We know that the states thought their differences were so great that there could be no compromise, only war. So the southern states decided to secede from the United States and form the Confederacy.*
- Discuss the events that led to Texas joining the Confederacy.
- Ask students to write their responses to the questions on their graphic organizer.
- Students contribute their answers in a whole-group discussion.



Confederacy (Confederación)

The group of 11 Southern states that withdrew from the United States in 1860–1861



Pearson Scott Foresman; http://commons.wikimedia.org/wiki/File:Confederacy_%28PSF%29.png
Attribution ShareAlike 3.0 Unported (CC BY-SA 3.0)

Synonym: alliance

Texas joined the **Confederacy** and became a slave state.

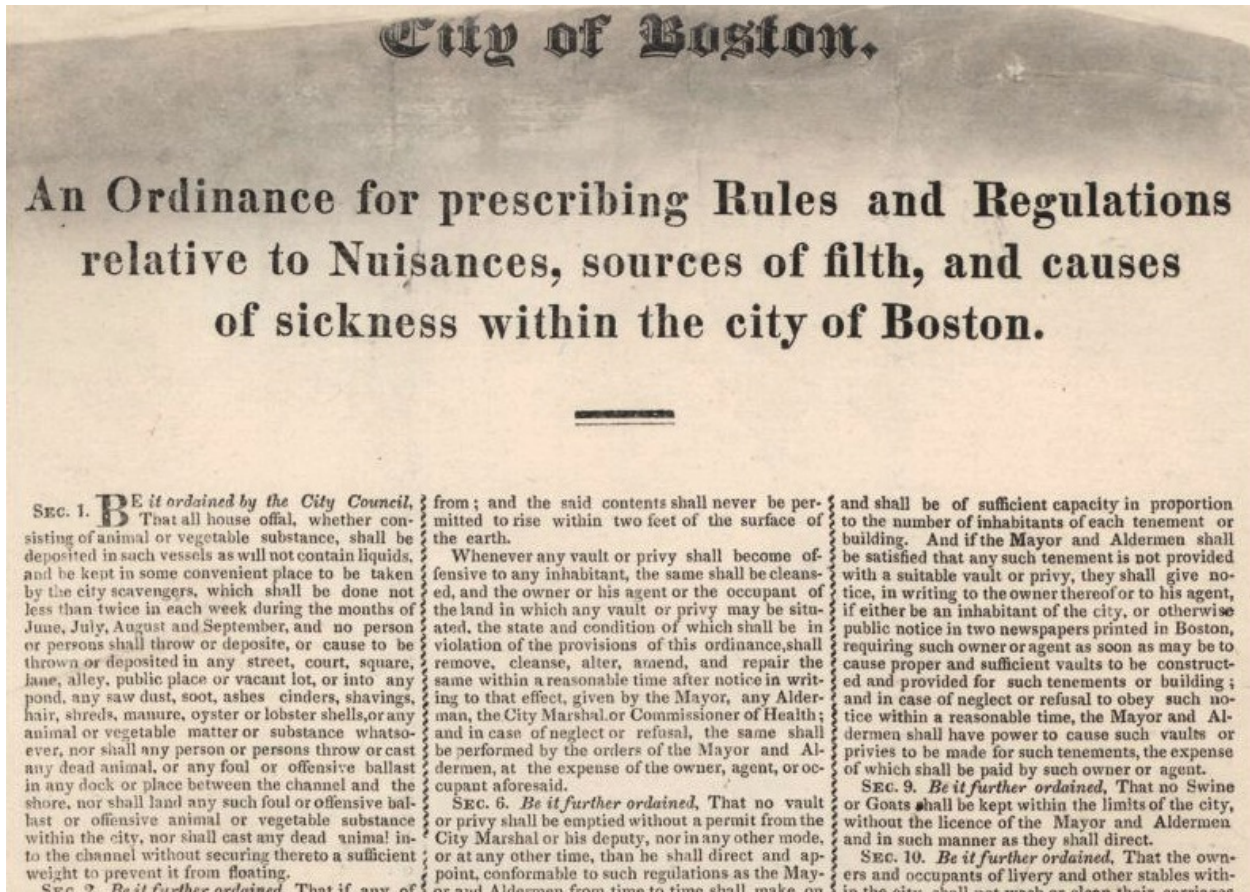
The northern states refused to recognize the **Confederacy**.

Turn and Talk

- Imagine if all the states that border Mexico (Texas, New Mexico, Arizona, California) wanted to form a new confederacy—the “Border Confederacy”—and to start charging extra money for trucks going to and from the United States and Mexico. Do you think the people in these states would vote for this plan? Why or why not?

ordinance (ordenanza)

An official rule or law



http://commons.wikimedia.org/wiki/File:1824_filth_ordinance_CityCouncil_Boston.png
Public domain because of expired copyright, Attribution-ShareAlike 3.0 Unported (CC BY-SA 3.0)

Synonyms: decree, rule

The delegates adopted an **ordinance** of withdrawal on February 1.

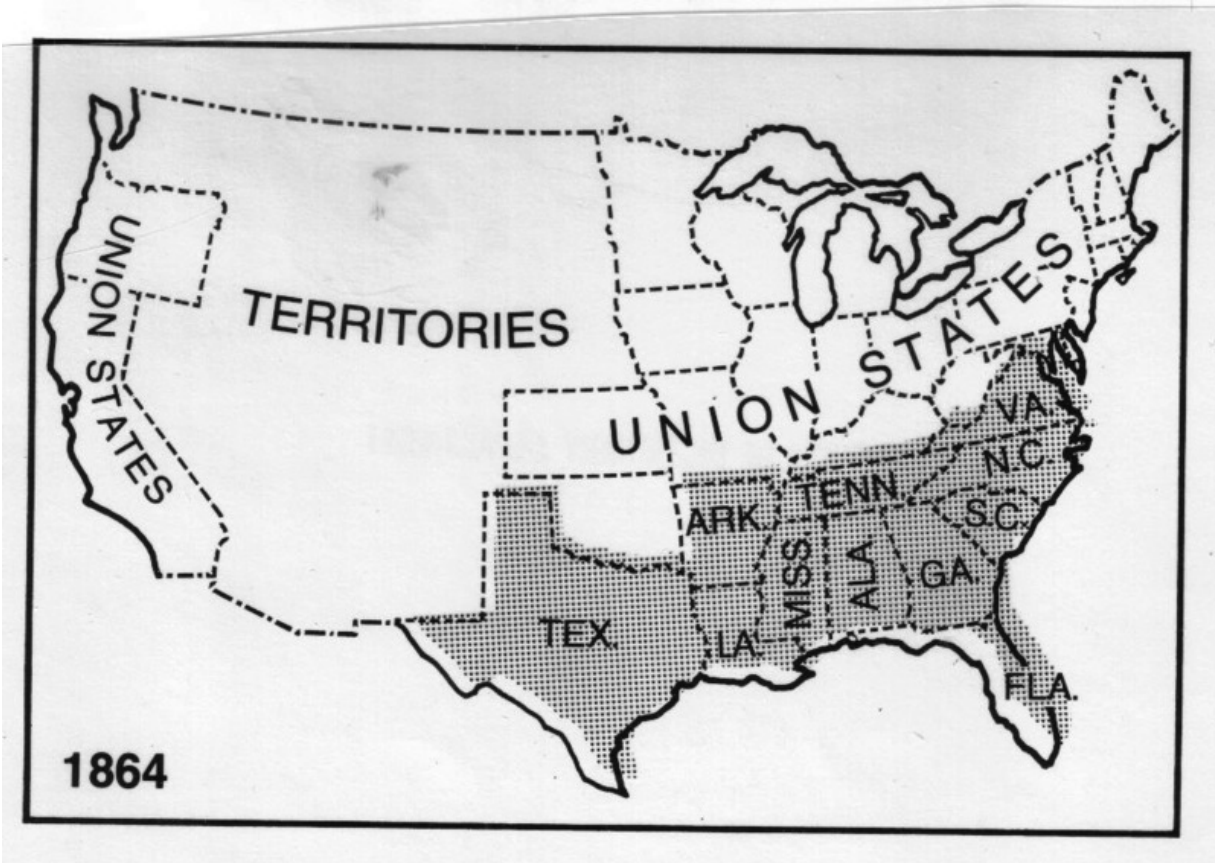
An **ordinance** signed into law last year banned smoking in most public areas in Austin.

Turn and Talk

- Mention two ordinances for students at your school.

secede/secession **(separarse/separación)**

To withdraw formally from a partnership or association



Pearson Scott Foresman; http://commons.wikimedia.org/wiki/File:Confederacy_%28PSF%29.png
Attribution ShareAlike 3.0 Unported (CC BY-SA 3.0)

Synonyms: break away, pull out

Texas became the seventh state to **secede** from the United States.
The Jackson family decided to **secede** from their current church and join another one.

Turn and Talk

- Imagine you were a member of your favorite club or team (e.g., a football or basketball team, fan club, etc.). What are some things that might make you secede?

sovereignty **(soberanía)**

Having supreme power or freedom from external control



ThornEth; <http://commons.wikimedia.org/wiki/File:SixFlagsOfTexas.jpg>
Public domain

The Confederate Constitution emphasized the **sovereignty** of the states and the right of people to hold slaves.

Many Christians see God as having **sovereignty** over their lives.

Turn and Talk

- The school has the **sovereignty** to limit student cell phone use on school grounds. Can you think of two other things the school has sovereignty over?

The Civil War

Big Idea: Conflicts over rights and economic issues lead to a violent civil war.

Lesson 2

Standards	7.5A Explain reasons for the involvement of Texas in the Civil War 7.21B Analyze information by sequencing and identifying cause-and-effect relationships
Lesson Topic	Texans Join the War

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">Learn how the people of the northern and southern states responded to the war. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">Use key vocabulary in reading, writing, listening and speaking throughout the lesson.Watch and listen to the video, write their responses in their notebooks, and contribute in whole-class discussion.Listen and/or read the lesson passage, and write question responses in their notebooks.In the review/assessment activity, in groups, explain whether they think their assigned personality (e.g. Tejanos) would answer to the Confederacy’s call to arms and explain why.	<ul style="list-style-type: none">brigadecall to armscivil warconscription/draft
Materials	Preparation
<ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersVideo: “Texans in the War”Passage: “Many Texans become Soldiers” (pgs. 347–348) & “Most Texans Support the South” (pg. 348)Transparency: QuestionsTransparency: The Confederacy’s Call to Arms	<ul style="list-style-type: none">Post the objectivesLinks to backgroundSet up for review activity

Motivation (Engagement/Linkages)**3 min.**

- Provide overview/background information of today's lesson.
 - *We have learned that the southern states, which were pro-slavery, did not vote for Abraham Lincoln for president because they feared he would abolish slavery. We also learned that Texas, which supported slavery, left the Union and joined the Confederacy when Lincoln became president.*
 - *Today we will look at how the people in the South, and specifically Texans, responded to the war.*

Presentation**25 min.****Vocabulary****(10 min.)**

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Partner Reading: "Many Texans become Soldiers" (pgs. 347–348)**& "Most Texans Support the South" (pg. 348)****(10 min.)**

- State the big idea of the reading.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Read the questions (on transparency) that students will focus on during the reading.
 - *How many people responded to the need for soldiers, and who were they?*
 - *Why do you think Texas decided to fight for the Confederacy?*
- Remind students why it is important to ask and answer different types of questions during reading.
- Pairs take turns reading paragraphs and asking and answering pair-generated questions. For example: Partner A reads the first paragraph and asks Partner B one question about the reading. Then, Partner B reads the next paragraph and asks Partner A one question about the reading. (Students can write and answer the questions as they read.)

Video: "Texans in the War"**(5 min.)**

- Introduce the video.
 - *The reading introduced us to how the state of Texas responded to the call for soldiers. Now, let's watch a video about how the people of Texas responded to the war. You'll also see the fate of those who chose not to fight in the Confederate Army. Listen for the answers to the following question: What procedure was used to draft men to fight in the war? What was the consequence for not supporting the South/Confederacy?*
- Students watch the video clip.
- Students write their responses in their logs. They may discuss the answers in their pairs.
- Teacher summarizes the video, highlighting the questions above by using a few responses from the students.

Practice**5 min.**

- After the reading, in pairs, have students discuss and write responses to the above question/s in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

Review/Assessment**15 min.**

- Introduce the activity.
 - *Today we've talked about the people who fought in the Civil War. Let's put ourselves in their shoes and decide what we would do.*
- Assign different personalities to groups of students (e.g., Tejano, African American slave, Anglo slaveholder, German Texan, etc.).
- Ask each group to complete their graphic organizer section saying whether their character would answer to the Confederacy's call to arms and to explain why. Students in the group may have differing opinions, but they need to explain why they disagree with their group members.

Groups	Call to Arms: Yes/No	Why?
Tejanos		
African American Slaves		
Anglo Slaveholders		
European settlers		

- Review responses in a whole-group discussion.

brigade (brigada)

A group of people organized for a specific purpose



Sgt. Thopgmas W. Ammons; http://en.wikipedia.org/wiki/File:Latvian_platoon_at_Camp_Lejune.jpg
Public domain

Synonyms: regiment, unit, battalion

At the beginning of the Civil War, Texans joined **brigades** from their hometowns or counties.

The town organized a fire **brigade** in case the dry fields caught fire.

Turn and Talk

- **What are some other natural disasters that might cause groups of people to form into brigades?**

call to arms **(el llamado a las armas)**

A request to report for active military duty



U.S. Army; www.flickr.com/photos/soldiersmediacenter

Synonym: invitation to combat

Thousands of Texans responded to the **call to arms** in the Mexican War.

After September 11, 2001, many young people in the United States responded to the **call to arms** and joined the military.

Turn and Talk

- **What would persuade you to follow a call to arms from your country?**
- **What reasons would you give if you did not want to follow a call to arms?**

civil war **(guerra civil)**

**A war between groups of people
living in the same country**



Kurz & Allison, Library of Congress; www.loc.gov/pictures/resource/cph.3g01749

The disagreement over slavery was a major cause of the **Civil War** between the northern and Confederate states in the United States.

There is currently a debate about whether there is a **civil war** in Iraq between the Sunni and Shiite tribes.

Turn and Talk

- What are some reasons that would make people go to war against people of the same country?

conscription/draft (reclutamiento)

Forced enrollment into military service

REGISTRATION CARD

SERIAL NUMBER 3236 ORDER NUMBER 1916

1 (First name) C (Middle name) Penney (Last name)

2 PERMANENT HOME ADDRESS: Walt Club (No.) Salt Lake City (City or town) Utah (State)

3 Age in Years 42 4 Date of Birth Sep 16 1875 (Month) (Day) (Year)

RACE

5 White 6 Negro 7 Oriental 8 Citizen 9 Indian Noncitizen

U. S. CITIZEN ALIEN

10 Native Born 11 Naturalized 12 Citizen by Father's Naturalization B. for Registrant's Majority 13 Declarant 14 Non-declarant

15 If not a citizen of the U. S., of what nation are you a citizen or subject?

16 PRESENT OCCUPATION Merchantile 17 EMPLOYER'S NAME Self

18 NEAREST RELATIVE Name 19 Roswell B. Penney, Son 20 Hill School Pottstown Penn (No.) (Street or R. F. D. No.) (City or town) (County) (State)

I AFFIRM THAT I HAVE VERIFIED ABOVE ANSWERS AND THAT THEY ARE TRUE

P. M. G. O. Form No. 1 (Red) 63-6171 (Assistant's signature or mark) (OVER)

National Archives;
www.archives.gov/atlanta/wwi-draft/penney.html

Synonym: compulsory recruitment

More soldiers were needed in the Texas army, so the Confederate Congress passed the **Conscription Act**.

There has not been a **conscription**, or a **draft**, in the United States since the 1970s. Right now, all military service is voluntary.

Turn and Talk

- Many countries in the world have a conscription/draft that requires young people to serve in the military. What do you think of this idea?

The Civil War

Big Idea: Conflicts over rights and economic issues lead to a violent civil war.

Lesson 3

Standards	7.5B Analyze the political, economic, and social effects of the Civil War 7.21B Analyze information by sequencing and identifying cause-and-effect relationships
Lesson Topic	Texas Joins the Confederacy

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">• Learn about how Texans were affected by the war. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">• Use key vocabulary in reading, writing, listening and speaking throughout the lesson.• Watch and listen to the video, write responses in their notebooks, and contribute in whole-class discussion.• Listen and/or read the lesson passage, and write question responses in their notebooks.• (In the review/assessment activity) Discuss how their life would change as a 7th grade boy/girl living in Texas at the time of the Civil War, and cite what work they might be asked to do.	<ul style="list-style-type: none">• economy• hardship• scarce• war effort
Materials	Preparation
<ul style="list-style-type: none">• Student notebooks• Overhead projector and transparency markers• Video: “Changing Roles”• Passages: “War Changes the Economy” (pg. 355) & “Shortages Make Life Difficult” (pgs. 355–356)• Transparency: Questions	<ul style="list-style-type: none">• Post the objectives• Links to background

Motivation (Engagement/Linkages)**3 min.**

- Introduce the lesson.
 - *Let's continue to talk about the Civil War and how it affected Texas. We saw from the previous readings and the video that both armies were preparing to fight with troops and artillery. The North, or the Union, wanted to conquer large amounts of territory. Their strategy, therefore, was to divide the South and fight each territory separately. The Union created blockades that cut off food and clothing supplies to the South.*
 - *We will now read about the hardships that Texas faced due to wartime shortages.*

Presentation**30 min.****Vocabulary****(10 min.)**

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Video: "Changing Roles"**(5 min.)**

- Introduce the video.
 - *Let's watch a video about how the war and the Union's strategies affected life in Texas. Listen for answers to the following question: How did the role of women change as a result of the war?*
- Students watch the video clip.
- Students write their response in their logs. They may discuss the answer in their pairs.
- Teacher summarizes the video, highlighting the question above by using a few responses from the students.

Teacher-led Reading: "War Changes the Economy" (pg. 355)**"Shortages Make Life Difficult (pgs. 355–356)****(15 min.)**

- State the big idea of the reading.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Read the questions (on transparency) that students will focus on during the reading.
 - *How did Texans adapt to shortages in food and clothing as a result of the war?*
 - *Do only the people fighting in battles feel the effects of a war? Why?*
- Model thinking aloud as you read in order to make sense of text
- As you read, demonstrate how to generate different types of questions, while allowing them to respond to these questions.

Practice**5 min.**

- After the reading, in pairs, have students discuss and write responses to the above question/s in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

Review/Assessment

5 min.

- Introduce the discussion.
 - *Today we've looked at how life in Texas changed drastically as a result of the war.*
 - *How would your life change as a 7th grade boy or girl living in Texas at the time of the Civil War?*
 - *What kind of work might you be asked to do?*
- Students write their responses in their notebooks.
- Students contribute their answers in a whole-group discussion.

economy (economía)

The wealth and resources of a country or region



FBI Buffalo Field Office; http://commons.wikimedia.org/wiki/File:Stack_of_money.jpg
Public domain

The Civil War affected the Texas **economy** in negative ways.

One of the ways Mexico builds its **economy** is through exporting agricultural products such as tomatoes, avocados, and peppers.

Turn and Talk

- How does the United States build its economy?
- When purchasing airplane tickets, most people prefer to buy the economy class ticket. Why do you think this is so? What does the word *economy* mean in this case?

hardship **(apuro)**

A condition that causes severe suffering



Steve Evans; http://commons.wikimedia.org/wiki/File:India_poverty.jpg
Attribution 2.0 Generic (CC BY 2.0)

Synonyms: hard times, severe difficulties, misfortune

During the Civil War, Texans experienced many **hardships**.

People living in refugee camps because of war or natural disasters face many **hardships**.

Turn and Talk

- **What kind of hardships do people living in refugee camps face?**

scarce
(escasa)

Not enough to meet need or demand



National Oceanic and Atmospheric Administration;
http://commons.wikimedia.org/wiki/File:California_Drought_Dry_Riverbed_2009.jpg

Synonyms: insufficient, in short supply

During the Civil War, goods became **scarce** and very expensive.

During the drought, water was **scarce**, and people had to travel for miles in search of it.

Turn and Talk

- **Other than water, what else is typically scarce during a drought?**

war effort **(esfuerzo de guerra)**

**Using industrial and human resources
to support a military force**



Alfred T. Palmer, Library of Congress; www.loc.gov/pictures/resource/fsac.1a35362
Public domain

During the Civil War, women made items at home and organized special groups to support the **war effort**.

To support the **war effort** in Iraq, many American families have sent their sons and daughters to fight.

Turn and Talk

- In what ways can individuals and industries support a war effort?

The Civil War

Big Idea: Conflicts over rights and economic issues lead to a violent civil war.

Lesson 4

Standards	7.5B Analyze the political, economic, and social effects of the Civil War 7.21B Analyze information by sequencing and identifying cause-and-effect relationships
Lesson Topic	The Civil War Ends

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">Learn about the end of the Civil War and its aftermath. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">Use key vocabulary in reading, writing, listening and speaking throughout the lesson.Watch and listen to the video, write responses in their notebooks, and contribute in whole-class discussion.Listen and/or read the lesson passage, and write question responses in their notebooks.(In the review/assessment activity) Discuss whether what they have read and seen in the video supports the idea for the Civil War that “War means fighting, and fighting means dying,” and give reasons for their answer.	<ul style="list-style-type: none">EmancipationProclamationenslavesurrender
Materials	Preparation
<ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersVideo: “The Civil War”Passage: “The Civil War Ends” (pg. 357)Transparency: Questions	<ul style="list-style-type: none">Post the objectivesLinks to background

Motivation (Engagement/Linkages)**3 min.**

- Provide overview/background information of today's lesson.
 - *This week, we've looked at how the Civil War began and how it affected Texas. The war was fought for two years, and a few battles were fought in Texas. The Union Army was stronger than the Confederate Army. The Union, which had more resources—including people, ammunition, and finances defeated the Confederate Army.*
 - *The war resulted in many deaths and left the country in shambles. Today we will read about the end of the war and its aftermath.*

Presentation**30 min.****Vocabulary****(10 min.)**

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Partner Reading: "The Civil War Ends" (pg. 357)**(10 min.)**

- State the big idea of the reading.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Read the questions (on transparency) that students will focus on during the reading.
 - *What did the end of the war mean for slavery?*
 - *What did the end of the war mean for Texas?*
 - *What did the end of the war mean for the Confederacy?*
- Remind students why it is important to ask and answer different types of questions during reading.
- Pairs take turns reading paragraphs and asking and answering pair-generated questions. For example: Partner A reads the first paragraph and asks Partner B one question about the reading. Then, Partner B reads the next paragraph and asks Partner A one question about the reading. (Students can write and answer the questions as they read.)

Video: "The Civil War"**(10 min.)**

- Introduce the video.
 - *We've read about the last battles in the war and how the South had to begin rebuilding. In this video, you'll see the violence of the war, the reasons for which it was fought, and its casualties. Listen for the answers to the following question: What do you think about the violence and brutality of war?*
- Students watch the video clip.
- Students write their response in their logs. They may discuss the answer in their pairs.
- Teacher summarizes the video, highlighting the question above by using a few responses from the students.

Practice**5 min.**

- After the reading, in pairs, have students discuss and write responses to the above question/s in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

Review/Assessment**5 min.**

- Introduce the discussion.
 - *Talking about the war and its violence, one Union general said, “War means fighting, and fighting means dying.”*
 - *Does what we have read and seen today support this idea for the Civil War? Why or why not?*
- Students write their responses in their notebooks.
- Review students’ responses in a whole-group discussion.

Emancipation Proclamation (Proclamación de Emancipación)

The official, public announcement that all slaves were free
emancipation: The act of setting free
(for example, from slavery)

proclamation: An official or public announcement



Library of Congress;
www.loc.gov/pictures/item/2004667253

In 1863, President Lincoln issued the **Emancipation Proclamation**, setting all slaves free in the Confederate States.

The **Emancipation Proclamation** provided a new beginning for the freed slaves in the Confederate states.

Turn and Talk

- Think about what we have learned about the life of slaves. In what ways did the Emancipation Proclamation change the lives of African Americans in the slave states?

enslave **(esclavizar)**

To make someone a slave



<http://commons.wikimedia.org/wiki/File:Tobacco.JPG>
Public domain

Synonyms: control, dominate

The Anglo settlers had **enslaved** African Americans and other Texans for many years.

Some immigrants are **enslaved** in the United States, where they work long hours in kitchens or fields without being paid.

Turn and Talk

- **Imagine someone brought you to America, promising you a great education. However, when you got here, the person enslaved you instead.**
- **What kind of jobs might you do?**
- **What would your life be like?**
- **Would you try to escape from the situation? How?**

surrender **(rendirse)**

To give up power or property to another



National Park Service;
http://commons.wikimedia.org/wiki/File:Surrender_on_Bataan.jpg

Synonyms: give up, give in, cede

At the end of the Civil War, the southern states **surrendered**.

Surrounded by policemen, the thief **surrendered** and was arrested.

Turn and Talk

- Suppose you were held at gunpoint. How would you indicate surrender to your enemy?

The Civil War

Big Idea: Conflicts over rights and economic issues lead to a violent civil war.

Lesson 5

Standards	None
Lesson Topic	End-of-week quiz review

Objectives	Key Vocabulary
<p>CONTENT—Students will:</p> <ul style="list-style-type: none">• Use notes constructively as preparation for the quiz.• Take end-of-week assessment. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">• Listen and provide responses to jeopardy questions during the review.• Match vocabulary words to their corresponding definitions and orally compose answers to content comprehension questions.	
Materials	Preparation
<ul style="list-style-type: none">• Student notebooks• Overhead projector and transparency markers• Weekly quiz	<ul style="list-style-type: none">• Post the objectives

Motivation (Engagement/Linkages)

1 min.

- *Today, before you take the quiz, we will first review what we have learned this week. The review is in the form of a jeopardy game. You can draw from your notes to help answer the Jeopardy questions.*

Presentation

20 min.

- Introduce the game of Jeopardy.
- Have students play Jeopardy in small groups or in two large teams. You might want to appoint a time- and scorekeeper.
- Have a team member pick a category and a point value. Make sure you set a time limit for the answer.
- Look at your Jeopardy handout for questions and answers.
- If the student is correct, the team is awarded the point value of the question.
- If the student/team is incorrect, the opposing team may take the points if they can answer the question correctly.
- Continue until all questions have been answered. The team with the most points wins.
- Remind students to answer in the form of a question (e.g., “Who is Santa Anna?”) and that they may use their notebooks to look for answers.

Practice

- Students answer the various questions in the Jeopardy game.
- The teacher provides feedback along the way.

Review/Assessment

30 min.

- Remind students to provide complete sentences in the content comprehension section of the assessment.
- Distribute the weekly assessment.
- If time permits, you may read quiz items to students in order to clarify any questions students may have prior to taking the quiz.
- Students take the weekly quiz.
- If time allows and students finish before the end of class time, review questions and answers with students after quizzes have been collected.

JEOPARDY!

People	
10	<p>A- The president of the United States that issued the Emancipation Proclamation, setting all slaves free.</p> <p>Q- Who is President Abraham Lincoln?</p>
50	<p>A- This is a group of people organized for a specific purpose.</p> <p>Q- What is a brigade?</p>
100	<p>A- In order to adapt to changes brought on by the Civil War, they had to do much of the plantation and farm work, as well as work in factories and take care of the home.</p> <p>Q- Who are women (may answer: children, slaves)?</p>
Places	
10	<p>A-The Confederacy was the group of states in this part of the country that withdrew from the United States because of their disagreement over slavery and state's rights.</p> <p>Q- What is the South or Southern United States?</p>
50	<p>A- Thousands of men from _____ answered the Confederate call to arms as part of the Confederate Conscription (Draft) Act.</p> <p>Q- What is Texas?/What is the South?</p>
100	<p>A- This is one of the reasons that Texas seceded from the United States.</p> <p>Q- What is the Republicans who were against slavery won the election with Abraham Lincoln becoming president (won the 1860 presidential election)?</p> <ul style="list-style-type: none"> • What is because the North wanted to abolish slavery and they, like many southern states, wanted the right and power (as a state) to hold slaves? • What is the belief that the United States (the Union) had abused its power in order to “strike down the interest and the prosperity of the people of Texas”?

Potpourri	
10	<p>A- This was the official and public announcement that all slaves were free.</p> <p>Q- What is Emancipation Proclamation?</p>
50	<p>A- This group was pro-slavery because they had an agricultural economy that relied on slave labor.</p> <p>Q- What is the South (Texans, Confederate States)?</p>
100	<p>A- One way the Confederate constitution was different from the constitution of the United States is that it emphasized that the _____ should have more power than the federal government.</p> <p>Q- What is the states?</p>
Vocabulary	
10	<p>A- An official rule or law.</p> <p>Q- What is an ordinance?</p>
50	<p>A- To withdraw formally from a partnership or association.</p> <p>Q- What is to secede?</p>
100	<p>A- Supreme power or complete control over oneself, an area or people.</p> <p>Q- What is sovereignty?</p>
BONUS	
	<p>A- This means using industrial and human resources to support a military force.</p> <p>Q- What is war effort?</p>

Name:
Teacher:

Class Period:
Date:

Quiz 7: The Civil War

Match each definition on the left with the sentence that uses the corresponding vocabulary word on the right. Not all sentences will be used.

- h** 1. Forced enrollment into military service.
- j** 2. Not enough to meet the need or demand.
- b** 3. To withdraw formally from a partnership or association.
- a** 4. An official rule or law.
- c** 5. A war between people living in different regions within the same country.
- k** 6. The official and public announcement that all slaves were free.
- f** 7. Having freedom from outside control.
- l** 8. The group of 11 Southern states that withdrew from the United States in 1860–61.
- i** 9. Groups of people organized for a specific purpose.
- g** 10. Using industrial and human resources to support a military force.

- a. The delegates adopted an **ordinance** of withdrawal on February 1.
- b. Texas became the seventh state to **secede** from the United States.
- c. The Confederates attacked Fort Sumter at the beginning of the **Civil War**.
- d. The Anglo settlers had **enslaved** African Americans and other Texans for many years.
- e. During the Civil War, Texans experienced many **hardships**.
- f. The Confederate Constitution emphasized the **sovereignty** of the states and the right of people to hold slaves.
- g. During the Civil War, women made items at home and organized special groups to support the **war effort**.
- h. More soldiers were needed in the Texas army, so the Confederate Congress passed the **Conscription** Act.
- i. At the beginning of the Civil War, Texans joined **brigades** from their hometowns or counties.
- j. During and after the war, goods became **scarce** and very expensive.
- k. The **Emancipation Proclamation** provided a new beginning for the freed slaves in the Confederate states.
- l. Texas joined the **Confederacy** and became a slave state.

Provide brief answers for each of the following. Some questions may ask for more than one answer.

1. During the Civil War, Texas became part of the Confederacy. How did most Texan settlers feel about slavery? Why did they feel this way?
THEY, LIKE MANY SOUTHERNERS DID NOT WANT SLAVERY TO BE ABOLISHED.
THEY WERE PRO-SLAVERY BECAUSE THEY RELIED ON SLAVE LABOR FOR THEIR AGRICULTURAL ECONOMY.
2. Why did Texas secede from the United States?
 - THE REPUBLICANS WHO WERE AGAINST SLAVERY WON THE ELECTION WITH ABRAHAM LINCOLN BECOMING PRESIDENT (WON THE 1860 PRESIDENTIAL ELECTION)
 - BECAUSE THE NORTH WANTED TO ABOLISH SLAVERY AND THEY, LIKE MANY SOUTHERN STATES, WANTED THE RIGHT AND POWER (AS A STATE) TO HOLD SLAVES.
 - BELIEVED THE UNITED STATES (THE UNION) HAD ABUSED ITS POWER IN ORDER TO "STRIKE DOWN THE INTEREST AND THE PROSPERITY OF THE PEOPLE OF TEXAS"
3. How did the constitution of the Confederacy differ from the constitution of the United States?
 - THE STATES WERE GIVEN MORE POWER AND THE FEDERAL GOVT. WAS GIVEN LESS
 - ONE SECTION GUARANTEED THE PROTECTION OF SLAVERY
4. How did people adapt to shortages (in food, clothing, men, etc.) because of the Civil War?
 - FARMERS WERE ENCOURAGED TO PLANT MORE CORN AND WHEAT FOR THE WAR EFFORT
 - OPENING OF FACTORIES TO MANUFACTURE AMMUNITION, CANNONS, WAGONS, CLOTHES, TENTS, SHOES
 - WOMEN MADE UNIFORMS AND CLOTHING FOR THE SOLDIERS AND SERVED AS NURSES
 - WOMEN DID MANY OF THE JOBS THAT MEN HAD DONE BEFORE THE WAR (E.G. FARMWORK, SHOPKEEPERS, DRIVERS, TEACHING).
 - PEOPLE ALSO USED SUBSTITUTIONS FOR THINGS THAT WERE SCARCE—THORNS FOR PINS, WORE HOMESPUN CLOTHING, SWEET POTATOES FOR COFFEE, NATIVE PLANTS AS ALTERNATIVES FOR IMPORTED GOODS, WALLPAPER AS WRITING PAPER, MEDICINES/ HOSPITAL SUPPLIES SPARED FOR SOLDIERS ETC.
5. How did the end of the Civil War affect slavery?
 - IT BROUGHT AN END TO SLAVERY
 - FEDERAL OFFICIALS STARTED ENFORCING PRESIDENT LINCOLN'S EMANCIPATION PROCLAMATION, WHICH FREED ENSLAVED PEOPLE IN CONFEDERATE STATES.