Name: ______ Date: _____

Civil War Study Guide Answer Key

1.	Life was hard in the South on the home front because	Prices were high and there was not enough
	food	

- Sherman's strategy of total war included ______ Attacking and destroying anything the enemy could
 use to continue fighting.
- After the Civil War, President Lincoln wanted _____ Defeated Confederate states to set up new governments and rejoin the Union quickly.
- 4. At the end of Reconstruction:

True or False: African Americans lost political power.

True or False: The president told federal troops to leave the South.

True or False: Segregation was enforced.

- 5. Why did Jim Crow laws harm African Americans? ______ They enforced the segregation of African Americans from other Americans.
- What are some advantages the North had during the Civil War? ___ The North had more factories for making weapons and supplies.
- 7. What took the place of slavery? ____Sharecropping
- 8. The Union was also known as the ____The North and The Yankees____
- 9. Why did Southern states leave the Union _____ To protect their own right to own slaves
- 10. Who won the battle at Gettysburg? the Union
- 11. Before the Civil War, why did tension increase between the northern and southern states? __ They disagreed about whether or not slavery should continue
- 12. Who was the president of the Union during the Civil War? Abraham Lincoln
- 13. Who led the Confederate troops at the Battle of Bull Run? ___Thomas "Stonewall" Jackson_____
- 14. What is the name of the famous speech Lincoln gave during the Civil War? _____Gettysburg

 Address
- 15. What was the Underground Railroad? _____ a system of escape trails that led slaves to freedom
- 16. The battles of the Civil War were mostly fought _____in the South____
- What Constitutional Amendment ended slavery in the United States? ______13th

Answer Key To The Civil War Begins Reteach

ML Yell

Answer Key To The Civil War Begins Reteach:

Horizons, Grade 4 HSP,2003 **Implementing Cognitive Strategy Instruction Across the School Irene West** Gaskins, Thorne T. Elliot, 1991 This book is about thinking Help guide students with serious reading problems to be goal oriented planful strategic and self assessing Content Area Reading and Learning Diane Lapp, James Flood, Nancy Farnan, 2005-04-11 How can teachers make content area learning more accessible to their students This text addresses instructional issues and provides a wealth of classroom strategies to help all middle and secondary teachers effectively enable their students to develop both content concepts and strategies for continued learning The goal is to help teachers model through excellent instruction the importance of lifelong content area learning This working textbook provides students maximum interaction with the information strategies and examples presented in each chapter Content Area Reading and Learning Instructional Strategies Third Edition is organized around five themes Content Area Reading An Overview The Teacher and the Text The Students The Instructional Program School Culture and Environment in Middle and High School Classrooms Pedagogical features Each chapter includes a graphic organizer a chapter overview a Think Before Reading Activity one or more Think While Reading Activities and a Think After Reading Activity The activities present questions and scenarios designed to integrate students previous knowledge and experience with their new learnings about issues related to content area reading literacy and learning and to serve as catalysts for thinking and discussions New in the Third Edition The latest information on literacy strategies in every content area Research based strategies for teaching students to read informational texts Up to date information for differentiating instruction for English speaking and non English speaking students An examination of youth culture and the role it plays in student learning A look at authentic learning in contexts related to the world of work Ways of using technology and media literacy to support content learning Suggestions for using writing in every content area to enhance student learning Ideas for using multiple texts for learning content A focus on the assessment instruction connection Strategies for engaging and motivating students Content Area Reading and Learning Instructional Strategies Third Edition is intended as a primary text for courses on middle and high school content area literacy and learning **Books in Print Supplement** ,2002 The American Journey Joyce Oldham Appleby, Alan Brinkley, James M. McPherson, 2003 Lofty Achievements Virginia A. Arnold, 1990 **History of the United States** Thomas V. DiBacco, Lorna C. Mason, Christian G. Appy, 1991 Call to Freedom Sterling Stuckey, 2003 Teaches U S history employing the themes geography economics government citizenship science technology and society culture Constitutional heritage and global relations The Best of The Reformed Journal James Bratt, 2011-12-07 For four decades from 1951 to 1990 The Reformed Journal set the standard for top notch venturesome theological reflection on a broad range of issues With a lively mix of editorial comment articles and reviews it addressed topics as diverse as the civil rights movement feminism the Vietnam War South African apartheid the plight of Palestinian Christians and the rise of the Christian Right all from a

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World History: Connections to Today Elisabeth Gaynor Ellis, Pearson/Prentice Hall, 2003-12 **Houghton Mifflin English** Houghton Mifflin, **Houghton Mifflin Reading** David J. Cooper, 2001 **Defamiliarizing Japan's** Asia-Pacific War W. Puck Brecher, Michael W. Myers, 2019-10-31 This wide ranging collection seeks to reassess conventional understanding of Japan's Asia Pacific War by defamiliarizing and expanding the rhetorical narrative Its nine chapters diverse in theme and method are united in their goal to recover a measured historicity about the conflict by either introducing new areas of knowledge or reinterpreting existing ones Collectively they cast doubt on the war as familiar and recognizable compelling readers to view it with fresh eyes Following an introduction that problematizes timeworn narratives about a unified Japan and its illegal war or race war early chapters on the destruction of Japan's diplomatic records and government interest in an egalitarian health care policy before during and after the war oblige us to question selective histories and moral judgments about wartime Japan The discussion then turns to artistic cultural production and self determination specifically to Osaka rakugo performers who used comedy to contend with state oppression and to the role of women in creating care packages for soldiers abroad Other chapters cast doubt on well trod stereotypes Japan's lack of pragmatism in its diplomatic relations with neutral nations and its irrational and fatalistic military leadership and examine resistance to the war by a prominent Japanese Christian intellectual The volume concludes with two nuanced responses to race in wartime Japan one maintaining the importance of racial categories while recognizing the performance of Japaneseness the other observing that communities often reflected official government policies through nationality rather

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