

Civil War Curriculum—Middle School Assessment Answer Key

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 prior to the outbreak of the Civil War in order to ease tensions over the issue of slavery in new territories.

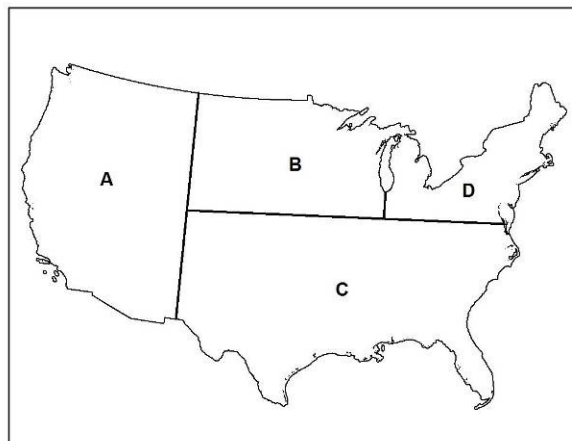
- a. California Compromise
- b. New York Compromise
- c. Missouri Compromise
- d. Kansas-Nebraska Compromise

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. Food Production and Language
- 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 incite a slave insurrection.
- a. Robert E. Lee
 - b. John Brown
 - c. William Lloyd Garrison
 - d. Frederick Douglass
7. Which of the following was the capital of the Confederacy?
- a. Raleigh, NC
 - b. Charleston, SC
 - c. Nashville, TN
 - d. Richmond, VA
8. When did Lincoln's Emancipation Proclamation go into effect?
- a. September 22, 1862
 - b. December 25, 1862
 - c. January 1, 1863
 - d. April 9, 1865
9. 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.
10. Why did President Lincoln choose to present the Emancipation Proclamation after the Battle of Antietam?
- a. Antietam was the first battle in a boarder state.
 - b. Antietam was the most deadly battle of the war.
 - c. Lincoln hoped to raise the morale of Union soldiers.
 - d. Lincoln needed to issue it after a Union victory.

11. 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 received additional troops
- b. The Union Army received more slaves to help the soldiers
- c. The Union Army could now move West
- d. The Union Army could now vote out its generals

12. 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

13. 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

14. 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.

15. 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.

16. 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 choices b and c.

17. 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

18. 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.

19. During the Civil War soldiers mainly...

- a. Drilled and marched.
- b. Fought in battles.
- c. Worked on farms.
- d. Nursed the wounded in hospitals.

20. Which of the following was NOT a common hardship faced by soldiers in the Civil War?

- a. Disease and Injuries
- b. Dehydration and Starvation
- c. Imprisonment
- d. Submarine Accidents

21. Which of the following is the correct order of events leading to the end of the Civil War?

- a. President Lincoln is assassinated in Washington, DC, General Lee surrenders at Appomattox, General Sherman enters Atlanta, Battle of Gettysburg
- b. Battle of Gettysburg, General Sherman enters Atlanta, General Lee surrenders at Appomattox, President Lincoln is assassinated in Washington, DC
- c. Battle of Gettysburg, General Lee surrenders at Appomattox, General Sherman enters Atlanta, GA, President Lincoln is assassinated in Washington, DC
- d. Battle of Gettysburg, President Lincoln is assassinated in Washington, DC, General Sherman enters Atlanta, GA, General Lee surrenders at Appomattox.

22. General Robert E. Lee's surrender at Appomattox did which of the following?

- a. Completely ended all of the fighting.
- b. Disbanded the Army of Northern Virginia.
- c. Imprisoned thousands of Confederate soldiers.
- d. Forced all Confederate soldiers to turn over their farms.

23. Which of the following was added to the United States Constitution after the Civil War?

- a. The 2nd Amendment - the right of the people to keep and bear Arms
- b. The 13th Amendment - Neither slavery nor involuntary servitude...shall exist within the United States
- c. The 8th Amendment – no cruel and unusual punishments inflicted
- d. The 26th Amendment - The right of citizens of the United States, who are eighteen years of age or older to vote

24. 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?

- a. Booth believed Lincoln waged war upon Southern rights and institutions
- b. Booth was fulfilling a family feud
- c. Booth believed that Lincoln was pursuing his wife
- d. Booth believed that Lincoln has made an alliance with Russia to defeat the South

25. What is one way to help preserve Civil War battlefield land?

- a. Writing letters to government officials about protecting the local battlefield.
- b. Littering the battlefield
- c. Searching for Civil War artifacts on a battlefield
- d. 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 groups in the minority have risen up to fight for equal rights or treatment within the larger population. It is often the task of historians to review their struggle, analyzing their successes or failures.

TASK: Using information from the following documents and your knowledge of 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. Discuss the various methods by which African Americans fought for their freedom during the American Civil War.
2. Describe how their actions affected the United States and the African American population.

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

Frederick Douglass, 1862

The true history of this war will show that the loyal army found no friends at the South so faithful, active, and daring in their efforts to sustain the government as the Negroes-. Negroes have repeatedly threaded their way through the lines of the rebels exposing themselves to bullets to convey important information to the loyal army of the Potomac.

Robert E. Lee 1863

The chief source of information to the enemy is through our Negroes.

Source: U. S. War Department, *The War of the Rebellion: A Compilation of the Official Records of the Union and Confederate Armies*. Washington, DC: Government Printing Office; 1880-1901, Vol. 25, Part 2, p. 826 (Lee to Critcher, 22 May 1863)

1a. According to the documents above how did African Americans help the Army of the Potomac? ___ **Through their ability to provide information to the Union Army.**

1b. Do you believe this was dangerous? Explain.

___ **Free response**

DOCUMENT 2

Coming into the Lines

A party of slaves...have started for the Union lines



Source: Library of Congress <http://www.loc.gov/pictures/resource/cph.3a16232/>

2a. Why would a group of slaves journey to the Union lines? **___To escape slavery or to seek a better life.**

2b. Would a journey to the Union lines be a difficult one? What challenges might the slaves have faced? **___Yes, it was very difficult. Escaping slaves had to avoid being captured, there could be violence directed towards the former slaves, they are forced to deal with the elements of nature in their travels, they would have to keep their family together, there was also the threat of illness, and lack of food.**

DOCUMENT 3**Frederick Douglass, Essay in *North Star* (November 1858)**

We deem it a settled point that the destiny of the colored man is bound up with that of the white people of this country. ... *We are here*, and here we are likely to be. To imagine that we shall ever be eradicated is absurd and ridiculous. We can be remodified, changed, assimilated, but never extinguished. We repeat, therefore, that we are *here*; and that this is *our* country; and the question for the philosophers and statesmen of the land ought to be, what principles should dictate the policy of the action toward us?

Source: *Faces at the Bottom of the Well : The Permanence of Racism* (1992) by Derrick Bell, p. 40

3a. Frederick Douglass fought for African American rights before, during, and after the American Civil War. According to the document above what does Frederick Douglass say will never happen to African Americans? ___ **Douglass explains that African Americans will never leave the United States.**

3b. According to the document above, what is Frederick Douglass asking the philosophers and statesmen to do? ___ **Establish policy that will assimilate African Americans with the rest of the citizens of the United States**

DOCUMENT 4

Excerpt from Abraham Lincoln's Emancipation Proclamation

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

4. According to the document above what could African Americans now do in the United States? They could now serve in the United States armed services.

DOCUMENT 5

Journey of a slave from the plantation to the battlefield



(Text left to right, top to bottom: In the Cotton Field, The Christmas Week, The Sale, The Parting "buy me too", The Lash, Blow for Blow, In the Swamp, Free!, "Stand Up A Man!", "Make Way for Liberty!", Victory!, "He Died For Me")

Source: Library of Congress, <http://www.loc.gov/pictures/resource/ppmsca.05453/>

5a. Based on the illustration above, what could happen to a slave if he escaped from slavery?
___**He could join the United States Army.**___

5b. Based on the illustration above, who or what do you think the man died for? ___**The man appears to die for liberty (last image contains Lady Liberty).**___

DOCUMENT 6

A letter from Samuel Cabble, Fifty-fifth Massachusetts Infantry (colored), to his wife

Dear Wife i have enlisted in the army i am now in the state of Massachusetts but before this letter reaches you i will be in North Carlinia and though great is the present national dificulties yet i look forward to a brighter day When i shall have the opertunity of seeing you in the full enjoyment of freedom...

Source: National Archives and Records Administration, <http://www.archives.gov/education/lessons/blacks-civil-war/article.html>

6a. Based on the document above, what do you think was Samuel Cabble’s role in life before enlisting? **___ Samuel Cabble was a slave before arriving in the State of Massachusetts and enlisting.**

6b. Based on the document above, what do you think Samuel is fighting for? **___ The freedom of his family.**

DOCUMENT 7

Frederick Douglass, 1863

Once let the black man get upon his person the brass letters, U.S., let him get an eagle on his button, and a musket on his shoulder and bullets in his pockets, and there is no power on earth which can deny that he has earned the right to citizenship in the United States.

Source: "Should the Negro Enlist in the Union Army?", National Hall, Philadelphia; published in *Douglass' Monthly*, August 1863

7. Based on the document above, what did Frederick Douglass believe the African Americans will earn by fighting in the Civil War? ___ **Citizenship**

DOCUMENT 8

The 13th Amendment to the US Constitution Adopted December, 1865

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Source: The Civil War Preservation Trust, <http://www.civilwar.org/education/history/primarysources/the-13th-amendment.html>

8. What does the 13th Amendment to the US Constitution state shall no longer exist in the United States?

Slavery

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 groups in the minority have risen up to fight for equal rights or treatment within the larger population. It is often the task of historians to review their struggle, analyzing their successes or failures.

TASK: Using information from the following documents and your knowledge of 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. **Discuss the various methods by which African Americans fought for their freedom during the American Civil War.**
2. **Describe how their actions affected the United States and the African American population.**

GUIDELINES:

In your essay be sure to:

- Include an introduction, body, and conclusion
- Include information from at least five of the documents
- 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:**