

Remote Learning Packet

NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.

April 27 - May 1, 2020

Course: U.S. History to 1877

Teacher(s): Mrs. Jimenez (margaret.cousino@greatheartsirving.org)

Weekly Plan:

Monday, April 27

- Read Chapter 17 Lesson 3 (489-495)
- Answer questions on Lesson (worksheet)
- Review U.S. Expansion Map (quiz on Friday)

Tuesday, April 28

- Read and annotate Lincoln's speeches
- Answer questions on Lesson (worksheet)
- Review U.S. Expansion Map

Wednesday, April 29

- Complete "Ch. 16-17 Significant People" worksheet
- Answer the discussion questions: What caused the Civil War? (worksheet)
- Review U.S. Expansion Map

Thursday, April 30

- Read Chapter 18 Lesson 1 (499-507)
- Answer questions on Lesson (worksheet)
- Review U.S. Expansion Map

Friday, May 1

- Read Chapter 18 Lesson 3 (515-523)
- Answer questions on Lesson (worksheet)
- Take U.S. Expansion Map QUIZ

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

Monday, April 27

1. Read the assigned reading (pgs. 489-495)
2. Answer the questions on these pages in this week's worksheet for Monday. Restate the question and respond in complete sentences. If you are not able to print the sheet, you may write your answers on a piece of lined paper. Be sure to include your heading and clearly mark the chapter/lesson/questions numbers.
3. Review U.S. Expansion Map - you will be taking a quiz this Friday!

Tuesday, April 28

1. Read and annotate the primary documents from Lincoln's speeches in 1861
2. Answer the questions on these pages in this week's worksheet for Tuesday. Restate the question and respond in complete sentences. If you are not able to print the sheet, you may write your answers on a piece of lined paper. Be sure to include your heading and clearly mark the chapter/lesson/questions numbers.
3. Review U.S. Expansion Map - you will be taking a quiz this Friday!

Wednesday, April 29

1. Complete the "Ch. 16-17 Significant People" worksheet.
2. Respond to the discussion question, What caused the Civil War? In the reading questions packet for this week. Respond with two or more complete sentences.
3. Review U.S. Expansion Map - you will be taking a quiz this Friday!

Thursday, April 30

1. Read the assigned reading (pgs. 499-507)
2. Answer the questions on these pages in this week's worksheet for Thursday. Restate the question and respond in complete sentences. If you are not able to print the sheet, you may write your answers on a piece of lined paper. Be sure to include your heading and clearly mark the chapter/lesson/questions numbers.
3. Review U.S. Expansion Map - you will be taking a quiz this Friday!

Friday, May 1

1. Read the assigned reading (pgs. 515-523)
2. Answer the questions on these pages in this week's worksheet for Friday. Restate the question and respond in complete sentences. If you are not able to print the sheet, you may write your answers on a piece of lined paper. Be sure to include your heading and clearly mark the chapter/lesson/questions numbers.
3. Take the U.S. Expansion Map QUIZ. Do not look at your notes, textbook, or maps during the quiz; you get 10 minutes to complete it. You and a parent must sign it for honesty to get credit for it.

Name/Section:
U.S. History
Mrs. Jimenez
April 27-May 1, 2020

Start of Civil War Reading Questions
Restate the question and respond in complete sentences.

Monday: Chapter 17 Lesson 3 (pg. 489-495)

1. What did South Carolina do after Lincoln won the election of 1860? Why?

2. What was the impact of the attack at Fort Sumter?

3. What was President Lincoln's priority when he took office in March 1861?

4. How did disagreements over the constitutional issue of states' rights increase sectional tensions?

5. What are Abraham Lincoln's and Jefferson Davis's positions on the nature of the union of states and government?

6. Do you think the South had the right to secede? Why or why not?

Tuesday: Lincoln Speeches

1. In the “Fragment” what does Lincoln claim is the fundamental principle of the United States expressed in the Declaration? How does he see the relationship between that principle and the Constitution?

2. In his addresses in New Jersey and Pennsylvania, what is Lincoln’s most important message? Why does he appeal to the Revolutionary War?

3. In the three speeches, what does Lincoln say about the possibility of civil war? What is his position?

2. Compare and contrast attitudes in the Union and the Confederacy about enlisting African American soldiers.

3. What was the goal of the Anaconda Plan? What were the parts of the plan?

4. Consider the crisis President Lincoln faced when he took office in 1861. Evaluate his leadership in responding to the situation.

Friday: Chapter 18 Lesson 3 (515-523)

1. In what ways did women contribute to the war effort?

2. How did the Civil War affect the economies of the North and South?

3. What challenges and threats did prisoners and wounded soldiers face?

4. Who were the Copperheads? What was their position on fighting the war?

Tuesday's Lesson: Lincoln Speeches

Following are some of Lincoln's written reflections, two speeches Lincoln gave while he travelled from Springfield, Illinois to Washington, D.C. in 1861 as he headed to the capital to become our 16th president, and part of the Inaugural Address he gave the day he took the oath of office. Remember, at this point, seven states have already seceded from the Union and Lincoln is becoming the leader of a fractured country with the threat of civil war looming on the horizon.

Fragment on the Constitution and Union - Abraham Lincoln - January 1861

All this is not the result of accident. It has a philosophical cause. Without the Constitution and the Union, we could not have attained the result; but even these are not the primary cause of our great prosperity. There is something back of these, entwining itself more closely about the human heart. That something is the principle of "liberty to all"—the principle that clears the path for all—gives hope to all—and by consequence, enterprise, and industry to all.

The expression of that principle, in our Declaration of Independence, was most happy and fortunate. Without this, as well as with it, we could have declared our independence of Great Britain; but without it, we could not, I think, have secured our free government and consequent prosperity. No oppressed people will fight and endure, as our fathers did, without the promise of something better than a mere change of masters.

The assertion of that principle, at that time, was the word "fitly spoken" which has proved an "apple of gold" to us. The Union and the Constitution are the picture of silver, subsequently framed around it. The picture was made not to conceal or destroy the apple but to adorn, and preserve it. The picture was made for the apple—not the apple for the picture.

So let us act, that neither picture or apple shall ever be blurred or bruised or broken.

That we may so act, we must study, and understand the points of danger.

Lincoln's Address to the New Jersey Senate - Trenton, New Jersey - February 21, 1861

Mr. President and Gentlemen of the Senate of the State of New Jersey: I am very grateful to you for the honorable reception of which I have been the object. I cannot but remember the place that New Jersey holds in our early history. In the early Revolutionary struggle, few of the States among the old Thirteen had more of the battlefields of the country within their limits than old New Jersey. May I be pardoned if, upon this occasion, I mention that away back in my childhood, the earliest days of my being able to read, I got hold of a small book, such a one as few of the younger members have ever seen, "Weem's Life of Washington." I remember all the accounts there given of the battlefields and struggles for the liberties of the country, and none fixed themselves upon my imagination so deeply as the struggle here at Trenton, New Jersey. The crossing of the river; the contest with the Hessians; the great hardships endured at that time, all fixed themselves on my memory more than any single revolutionary event; and you all know, for you have all been boys, how these early impressions last longer than any others. I recollect thinking then, boy even though I was, that there must have been something more than common that those men struggled for.

I am exceedingly anxious that that thing which they struggled for; that something even more than National Independence; that something that held out a great promise to all the people of the world to all time to come; I am exceedingly anxious that this Union, the Constitution, and the liberties of the people shall be perpetuated in accordance with the original idea for which that struggle was made, and I shall be most happy indeed if I shall be an humble instrument in the hands of the Almighty, and of this, his almost chosen people, for perpetuating the object of that great struggle. You give me this reception, as I understand, without distinction of party. I learn that this body is composed of a majority of gentlemen who, in the exercise of their best judgment in the choice of a Chief Magistrate, did not think I was the man. I understand, nevertheless, that they came forward here to greet me as the constitutional President of the United States—as citizens of the United States, to meet the man who, for the time being, is the representative man of the nation, united by a purpose to perpetuate the Union and liberties of the people. As such, I accept this reception more gratefully than I could do did I believe it was **tendered** to me as an individual.

Speech at Independence Hall - Philadelphia, Pennsylvania - February 22, 1861

Mr. Cuyler:—I am filled with deep emotion at finding myself standing here in the place where were collected together the wisdom, the patriotism, the devotion to principle, from which sprang the institutions under which we live. You have kindly suggested to me that in my hands is the task of restoring peace to our distracted country. I can say in return, sir, that all the political sentiments I entertain have been drawn, so far as I have been able to draw them, from the sentiments which originated, and were given to the world from this hall in which we stand. I have never had a feeling politically that did not spring from the sentiments embodied in the Declaration of Independence. (*Great cheering.*) I have often pondered over the dangers which were incurred by the men who assembled here and adopted that Declaration of Independence—I have pondered over the toils that were endured by the officers and soldiers of the army, who achieved that Independence. (*Applause.*) I have often inquired of myself, what great principle or idea it was that kept this Confederacy so long together. It was not the mere matter of the separation of the colonies from the motherland; but something in that Declaration giving liberty, not alone to the people of this country, but hope to the world for all future time. (*Great applause.*) It was that which gave promise that in due time the weights should be lifted from the shoulders of all men, and that *all* should have an equal chance. (*Cheers.*) This is the sentiment embodied in that Declaration of Independence.

Now, my friends, can this country be saved upon that basis? If it can, I will consider myself one of the happiest men in the world if I can help to save it. If it can't be saved upon that principle, it will be truly awful. But, if this country cannot be saved without giving up that principle—I was about to say I would rather be assassinated on this spot than to surrender it. (*Applause.*)

Now, in my view of the present aspect of affairs, there is no need of bloodshed and war. There is no necessity for it. I am not in favor of such a course, and I may say in advance, there will be no bloodshed unless it be forced upon the Government. The Government will not use force unless force is used against it. (*Prolonged applause and cries of "That's the proper sentiment."*)

My friends, this is a wholly unprepared speech. I did not expect to be called upon to say a word when I came here—I supposed I was merely to do something towards raising a flag. I may, therefore, have said something indiscreet, (*cries of "no, no"*), but I have said nothing but what I am willing to live by, and, in the pleasure of Almighty God, die by.

Lincoln's First Inaugural Address - Washington, D.C. - March 4, 1861 - (Excerpts)

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.

...

It is seventy-two years since the first inauguration of a President under our National Constitution. During that period fifteen different and greatly distinguished citizens have in succession administered the executive branch of the Government. They have conducted it through many perils, and generally with great success. Yet, with all this scope of precedent, I now enter upon the same task for the brief constitutional term of four years under great and peculiar difficulty. A disruption of the Federal Union, heretofore only **menaced**, is now **formidably** attempted.

I hold that in contemplation of universal law and of the Constitution the Union of these States is perpetual. **Perpetuity** is implied, if not expressed, in the fundamental law of all national governments. It is safe to assert that no government proper ever had a provision in its organic law for its own termination. Continue to execute all the express provisions of our National Constitution, and the Union will endure forever, it being impossible to destroy it except by some action not provided for in the instrument itself.

Again: If the United States be not a government proper, but an association of States in the nature of contract merely, can it, as a contract, be peaceably unmade by less than all the parties who made it? One party to a contract may violate it--break it, so to speak--but does it not require all to lawfully **rescind** it?

Descending from these general principles, we find the proposition that in legal contemplation the Union is perpetual confirmed by the history of the Union itself. The Union is much older than the Constitution. It was formed, in fact, by the Articles of Association in 1774. It was matured and continued by the Declaration of Independence in 1776. It was further matured, and the faith of all the then thirteen States expressly **plighted** and engaged that it should be perpetual, by the Articles of Confederation in 1778. And finally, in 1787, one of the declared objects for ordaining and establishing the Constitution was "to form a more perfect Union."

But if destruction of the Union by one or by a part only of the States be lawfully possible, the Union is less perfect than before the Constitution, having lost the vital element of perpetuity.

It follows from these views that no State upon its own mere motion can lawfully get out of the Union; that resolves and ordinances to that effect are legally void, and that acts of violence within any State or States against the authority of the United States are **insurrectionary** or revolutionary, according to circumstances.

I therefore consider that in view of the Constitution and the laws the Union is unbroken, and to the extent of my ability, I shall take care, as the Constitution itself expressly **enjoins** upon me, that the laws of the Union be faithfully executed in all the States. Doing this I deem to be only a simple duty on my part, and I shall perform it so far as practicable unless my rightful masters, the American people, shall withhold the **requisite** means or in some authoritative manner direct the contrary. I trust this will not be regarded as a menace, but only as the declared purpose of the Union that it will constitutionally defend and maintain itself.

...

In your hands, my dissatisfied fellow-countrymen, and not in mine, is the momentous issue of civil war. The Government will not **assail** you. You can have no conflict without being yourselves the aggressors. You have no oath registered in heaven to destroy the Government, while I shall have the most solemn one to "preserve, protect, and defend it."

I am loath to close. We are not enemies, but friends. We must not be enemies. Though passion may have strained it must not break our bonds of affection. The mystic chords of memory, stretching from every battlefield and patriot grave to every living heart and hearthstone all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature.

Requisite: things necessary or required.

Assail: make a violent attack on.

Insurrection: a violent uprising against an authority or government.

Enjoin: instruct or urge (someone) to do something

Plighted: pledge or promise solemnly (one's faith or loyalty).

Rescind: revoke, cancel, or repeal (a law, order, or agreement).

Perpetuity: the state or quality of lasting forever.

Menace: threaten, especially in a malignant or hostile manner.

Secede: withdraw formally from membership of a federal union, an alliance, or a political or religious organization.

Formidably: inspiring fear or respect through being impressively large, powerful, intense, or capable.

Source: teachingamericanhistory.org

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US History to 1877
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April 29, 2020

Ch. 16-17 Significant People

*Refer back to Chapters 16-17, your outlines, and your reading questions to write 1-3 sentences about the significance of each of these people regarding the topics we have covered. *You will be quizzed on this!**

1. Elisabeth Cady Stanton

2. Frederick Douglass

3. Harriet Tubman

4. Harriet Beecher Stowe

5. John Brown

6. Sojourner Truth

7. Abraham Lincoln

8. Stephen A. Douglas

9. Henry Clay

10. Dred Scott

11. Roger B. Taney

12. James Buchanan

Name/Section:
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May 1, 2020

U.S. Expansion Map QUIZ

Do not look at the map until you are ready to take your quiz. You have 10 minutes. DO NOT look at your maps or textbook while taking the quiz. Complete it with honesty and integrity.

Match the letter with the correct name.



- _____ Gadsden Purchase (1853)
- _____ Oregon Country (1846)
- _____ Florida Cession (1821)
- _____ Texas Annexation (1845)
- _____ Louisiana Purchase (1803)
- _____ Thirteen Original States (1787)
- _____ Convention of 1818
- _____ Mexican Cession (1848)
- _____ Land from Webster- Ashburton Treaty (1842)
- _____ United States (Treaty of Paris 1783)

I took this quiz honestly and did not look at maps or my book while taking it.

Student signature: _____.

Parent signature: _____.