

Civil War Lesson #8: Final Assessment

Major Topics:

- ✓ Perspectives of Historical Figures
- ✓ Assessing the Civil War as a War for Freedom

Was the Civil War a War for Freedom?



*"Am I Not a Man and a Brother?" Woodcut image from an 1837 broadside publication of John Greenleaf Whittier's antislavery poem, "Our Countrymen in Chains."
Source: Library of Congress, <http://www.loc.gov/pictures/item/2008661312/>*

Throughout this unit, students have explored the different meanings of freedom and the changes in those meanings over the course of the Civil War. It is now time for them to assess the unit's focus question, "Was the Civil War a war for freedom?" While slavery was abolished at the end of the war by the Thirteenth Amendment, slaves did not gain long-term social equality or economic independence. Southern whites suffered serious losses of property and the end of their way of life, which they saw as a loss of freedom. Using the content knowledge gained in this unit, students will express both how their historical figures would have answered the focus question, and how they themselves would answer the focus question.

This assessment lesson asks students to form interpretations from two points of view (their own and their historical figure's), and support their interpretations with evidence from primary and secondary sources. They will express their interpretations in an oral Talk Show activity and in an argumentative essay.

Procedures (continued)

reasons with evidence from primary and secondary sources. The **Essay Preparation Guide (CW8.4)** contains a chart of student definitions of these essay terms. The form of the essay and the instructional scaffolds in this lesson align with Common Core Writing Standard WHST1, which requires students to make a claim and support it with logical reasons and evidence from credible sources. However, this essay prompt does not require students to address counterclaims, nor does the lesson teach them how to write good introductions and conclusions. If these conditions do not meet your students' needs, see the Modifications section for alternatives.

The following exercises prepare students to answer the prompt. Briefly introduce the Rules for Evidence on the first page of CW8.5. Then, have students read over the evidence on the Freedom Wall. Remind them of other sources they can use to gather evidence –their notes and



worksheets, the written primary sources, such as Lincoln's Speeches, the visual primary sources, such as those in the Emancipation Fact-Finding Mission, and the secondary sources, such as the readings on Perspective and the Battles. Draw a t-chart on the board. The left column should say "Evidence that the Civil War was a

war for freedom" and the right, "Reasons why the Civil War was a war for Freedom." You will repeat this process at the end for the opposing viewpoint. Ask students to brainstorm evidence for the columns, while you record it on the chart. After students have brainstormed a long list of evidence, help them to combine similar evidence and state reasons which summarize the category. Have students copy the t-chart into their notes. Then draw a second chart with the columns labeled "Evidence that the Civil War was NOT a war for freedom," and "Reasons why the Civil War was NOT a war for freedom," and repeat the process.

The **Essay Preparation Guide (CW8.4)** provides detailed examples of the answers for each chart.



Harriet Tubman, full-length portrait, standing with hands on back of a chair. C 1860-75. Photographer: H.B.Lindsley. Source: Library of Congress. <http://www.loc.gov/pictures/item/2003674596/>

Step 4: Forming an Interpretation (Class Time: 15 minutes)



Ask students to weigh the evidence to form an interpretation or argument (thesis statement) based on what they can prove.

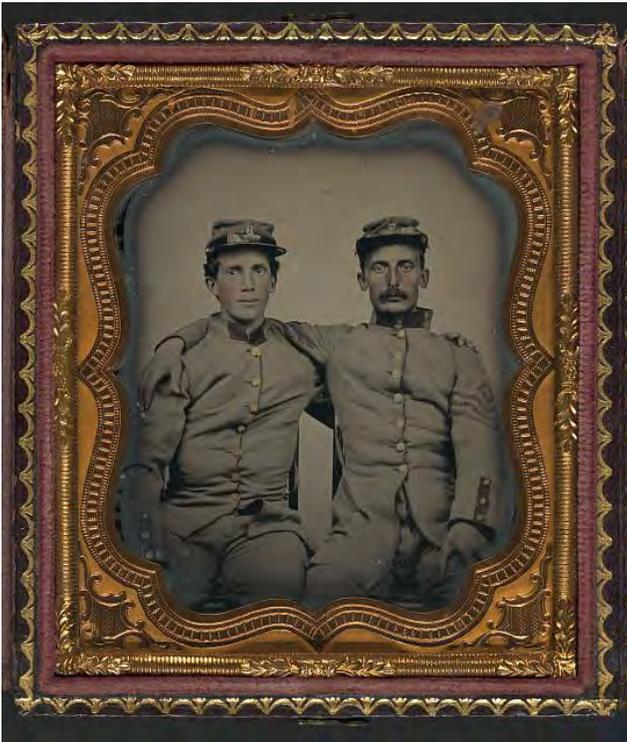
Suggest these sentence starters:

- The Civil War was a war for freedom, because _____
- The Civil War was not a war for freedom, because _____



Encourage more advanced students to form more creative interpretation thesis statements. Instruct students to record their interpretation or argument on CW8.5, p. 1. Ask student volunteers to share their interpretations and remind them that they can revise their interpretations at any time.

Procedures (continued)



Brothers Private Henry Luther and First Sergeant Herbert E. Larrabee of Company B, 17th Massachusetts Infantry Regiment, 1861-65. Source: *The Library of Congress*, <http://www.loc.gov/pictures/item/2010650293/>

Step 5: Organizing Reasons and Evidence (Class Time: 35 minutes)

Organize students into groups based on their interpretations (grouping together students who have listed the same interpretation.) Tell them to review their evidence charts and select the strongest three reasons or claims. They may select from the class list, or make up their own reasons. For the next step, you, as the teacher, should decide whether you wish to use the Evidence Gathering Charts on pp. 2-4 of CW8.5, or the **Civil War Essay Frame (CW8.6)** to organize their reasons and evidence. CW8.6 is a shorter essay organization form with room for notes on the introduction and conclusion, while CW8.5 has more room for student writing. You may wish to use both handouts, if you think your students need additional scaffolding. Tell students to record their reasons on the appropriate handout. After they finish, tell them that they need to select specific evidence. Review the Rules for Evidence from CW8.5, p. 1. Tell them to select evidence and complete the evidence portions of the appropriate chart.



Step 6: Writing the Civil War Freedom Essay (Class Time: 50-90 minutes)



Review the Civil War freedom essay prompt from the first page of CW8.5, or distribute it separately (CW8.7) Go over the different elements that are required of the writing task: the introduction, the 3 body paragraphs, and the conclusion. Then instruct students to write the essay. Assess student essays using the **Civil War Freedom Essay Rubric (CW8.8)**

Step 7: Post-Test (Class Time: 30 minutes)



In addition to the essay as a unit assessment, you may also wish to assess student knowledge with the **Civil War Unit Post-Test (CW8.9)** Use the key and diagnostic matrix in CW8.9K to identify points for re-teaching.

Modifications/Support for Student Literacy

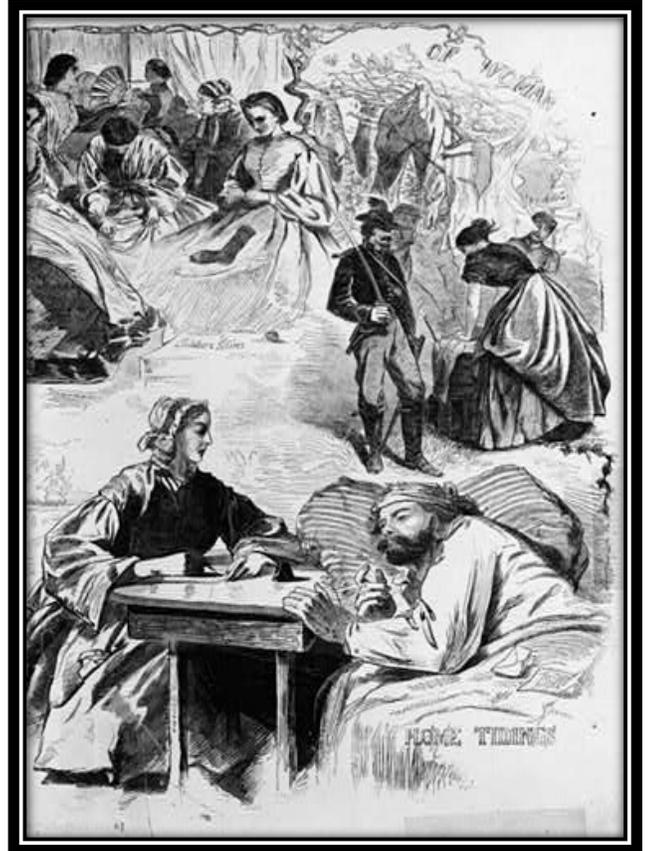
Civil War Talk Show: During the Talk Show, for students who need extra literacy support, take notes on an overhead projection for CW8.3, to guide their note-taking. If you are short of time, skip the Freedom Billboards.

Civil War Freedom Essay: If your students have little experience with writing five-paragraph essays, or you are short of time, shorten the essay assignment to two or three paragraphs. Use one or two of the Evidence of Civil War Freedom charts (CW8.5) instead of all three, and do not use the Civil War Freedom Essay Frame (CW8.6.) Stress the use of evidence, but do not stress citation of sources. Modify the prompt accordingly.

If your students have experience with writing argumentative essays, you may wish to add the requirement that they acknowledge at least one counterclaim (a reason from the opposing side.) You may not need to use all the scaffolds of this lesson (CW8.5 and CW8.6.) Modify the prompt accordingly.

Short-Track Schedule (Class Time Estimate: 2.5-3 days)

- Skip steps 1 and 2
- Introduce essay prompt and do step 3
- Shorten essay assignment to two or three paragraphs (depending on whether you want them to do a separate introductory paragraph) and use only one or two of the Evidence of Civil War Freedom charts (CW8.5.)
- Do step 4 and 5, except skip Civil War Freedom Essay Frame (CW8.6.) Have them finish the essay for homework.



Illus. in: Harper's weekly, 1862 Sept. 6, pp. 568-569. Source: Library of Congress, <http://www.loc.gov/pictures/item/91705457/>

CW8.1- Freedom Billboard and Civil War Talk Show Prep (p. 1 of 3)

Name of historical figure _____

To answer these questions, use your **Civil War Historical Figure Activity Sheet (CW4.3)** and the **Sources Handout (CW4.4)**. If you cannot find direct answers to certain questions, look at the first chart on the **Freedom Wall** (which lists examples of political, economic and social freedoms) and at your notes from Lesson 4 on "Perspectives of Majority Groups in 1860." Identify the majority group your historical figure belongs to, and use the characteristics of that majority group if you cannot find the answer to one of the questions below.

In your group, all of you should discuss the answers to the questions below, talk about the freedom slogan, and select quotes. One person should fill out p. 1 (the questions), another person should fill out the Freedom Billboard (p. 2) and the third person should speak for the group during the talk show. This talk show guest must be prepared to explain your answer to the question: Was the Civil War a war for freedom? in two minutes. He or she should also be ready to answer all of the questions and explain the **Freedom Billboard**.

Group Assignments:

Questions (Page 1): _____

Freedom Billboard (Page 2): _____

Talk Show Guest: _____

1. What does freedom mean to you (your historical figure)?
2. Did your ideas about freedom change during the Civil War?
3. What is your perspective on freedom economically, politically, and socially? (For example, "I define economic freedom as....," or "Political freedom is when....," or "I believe I should have social freedom to...")

Economic

Political

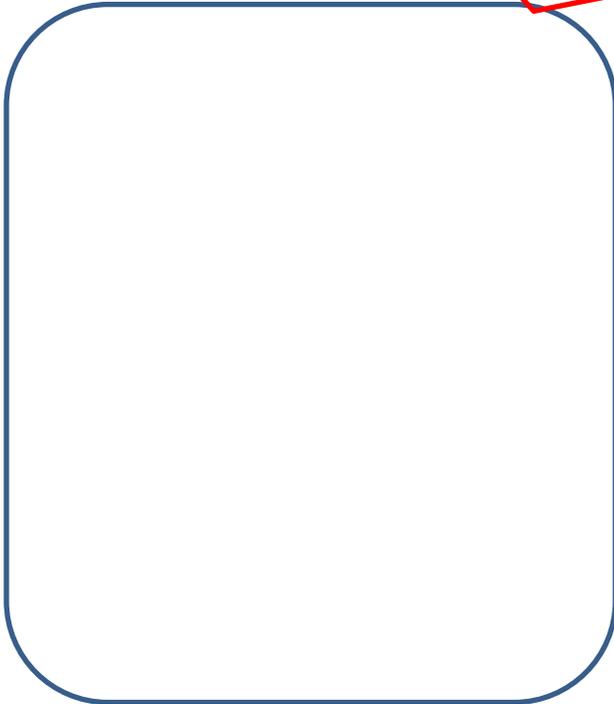
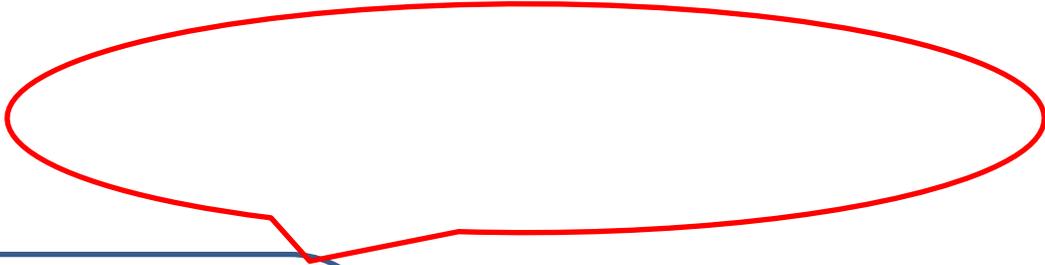
Social

4. How did you express or act on your definition of freedom throughout the war?
5. Was the Civil War a war for freedom? Why or why?

CW8.1 – Freedom Billboard and Civil War Talk Show (p. 2 of 3)

Name of Historical Figure: _____

Freedom Slogan:



Nationality/Regional Identity:

Dates: _____

Gender: _____

Race: _____

Class: _____

Perspective on Freedom:

Economic _____

Political _____

Social _____

To me, freedom means:

Evidence: Primary source quotes which show on my perspective on freedom and the war:

CW8.1 - Freedom Billboard Instructions (p. 3 of 3)

Make a **Freedom Billboard** for your historical figure using the blank template (p. 2.)

1. Make up a slogan which represents your historical figure's perspective on freedom and the war. A slogan is a short, catchy phrase. The slogan should not be a direct quote from the sources. It should be in your own words.
2. Cut out the picture of your historical figure and paste it on the billboard. (Alternative: Draw visuals and symbols to show your historical figure's perspective on freedom and the war.)
3. Fill in all the required information on the billboard.
4. From the primary source on CW4.3, choose one or two short direct quotations which show your historical figure's perspective on freedom and the war.

If your historical figure is **Robert Smalls**, read this:

Since the primary sources for Robert Smalls describe his actions rather than his thoughts, there are no quotes which tell you actually what he thought about freedom. However, from his actions you can infer what he thought about freedom. For example, when he stole the Confederate boat and handed it over the Union fleet, he showed that he wanted his own freedom, and freedom for his wife and children, and he wanted the Union to win the war. Choose quotes about Smalls's actions that allow you to infer his thoughts about freedom.

If your historical figure is **George Templeton Strong**, read this:

George Templeton Strong did not write directly about his definition of freedom, which was based on the preservation of the Union. Instead he bitterly and sarcastically criticized the Confederates for seceding from the Union. However, from his criticisms you can infer what he thought about freedom. His choice of words, such as "barbarians" and "fire-eaters," show that he was angry at the Confederates, and he wanted the Union to win the war. Choose quotes from Strong's criticism that allow you to infer his thoughts about freedom.

If your historical figure is **Michael F. Rinker, Charles Berry Sr.,** or **John P. Wilson**, read this:

These historical figures did not write about their definitions of freedom, or about why they were fighting. Choose two direct quotations from their letters which show what fighting was like in the Civil War.

CW8.2 - Civil War Talk Show Highlights (p. 1 of 2)

Keep in mind during the Civil War Talk Show your historical figure's answer to the unit question, "Was the Civil War a war for freedom?" Listen and take notes as all the panelists speak. Write down whether they agree with your answer and point of view (Supports my POV) or disagree with your answer and point of view (Challenges my POV.) Also write down the reasons each panelist gives.

Historical Figure	Supports my POV	Challenges my POV	Additional Notes and Questions
Louisa May Alcott			
Union Soldier Charles Berry, Senior			
Jefferson Davis			
Frederick Douglass			
Confederate Soldier Clinton Hatcher			
Harriet A. Jacobs			
Robert E. Lee			

CW8.2 - Civil War Talk Show Highlights (p. 2 of 2)

Historical Figure	Supports my POV	Challenges my POV	Additional Notes and Questions
Confederate Soldier Michael F. Rinker			
Robert Smalls			
George Templeton Strong			
Susie King Taylor			
Ella Gertrude Clanton Thomas			
Union Soldier John P. Wilson			

CW8.3 - Civil War Talk Show Recap

Answer the following questions from the perspective of your historical figure.

1. Was the Civil War a war for freedom?

According to my historical figure, _____, the Civil War was /was not
a war for freedom because _____

2. Some of the characters who would agree that the Civil War was/was not a war for freedom were

because _____

3. Some of the characters who would disagree that the Civil War was/was not a war for freedom were

because _____

CW8.4 – Essay Preparation Guide (p. 1 of 3)

For Step 3: Defining Essay Terms

Interpretation or Argument (Thesis Statement)	Reason or Claim (Topic Sentence or Main Idea)	Evidence (Details)	Analysis & Relevance	Concluding Sentence
<ul style="list-style-type: none"> Answers your investigation question Clearly states your argument, stance, side, position, answer Is the main idea and argument of the WHOLE ESSAY Must be supported by reasons or claims, evidence, analysis throughout essay. Often the last sentence of introduction 	<ul style="list-style-type: none"> Is the first sentence of each body paragraph Main idea of the paragraph Claim that will be proven with evidence and analysis in the paragraph Supports the interpretation or claim (thesis statement) 	<ul style="list-style-type: none"> Facts, details, or examples that support the reason or claim The PROOF for the reason or claim Can be numbers, statistics, quotations, details or further elaboration of example 	<ul style="list-style-type: none"> Completes the evidence by providing explanation, interpretation, evaluation, connection, or insight Advances your claim by linking the evidence to your reason or claim The “what does it mean,” and “so what” or “why is this significant” 	<ul style="list-style-type: none"> Last sentence of the body paragraph Restates the reason or claim in different words Summarizes the claim you have supported

For Step 3: Identifying Evidence & Categorizing the Evidence into Reasons

DO NOT HAND THIS OUT TO STUDENTS. These charts are guides for teachers, to assist them in modeling the process for their students.

This list of evidence was prepared to help you suggest possible evidence to students. After each piece of evidence is a list of the handouts that contain that evidence or similar evidence. The first list students generate does not need to be this specific. To help students identify evidence, ask them questions about sources and activities.

When the students have brainstormed a long list of evidence, help them categorize the evidence into reasons or claims. This step is done for you in column 2.

CW8.4 – Essay Preparation Guide (p. 2 of 3)

Evidence that the Civil War was a war for freedom	Reasons why Civil War was a war for freedom
<p>There were almost 4 million slaves who lacked freedom and rights before the war. (CW1.2, 1.3, 1.5, 1.10, 1.11)</p> <p>Slaves (such as Robert Smalls and Susie King Taylor) gained their freedom by escaping to the Union Army. (See also CW7.1 – Images 2D, 2E, 2F, CW5.4, Primary Source 4, 7, CW5.5)</p> <p>500,000 slaves had freed themselves by the end of the war. (CW5.2)</p> <p>From the beginning, slaves thought that ending slavery was the purpose of the war. Many also thought that fighting for the Union was a way to insure their freedom, gain pride, and overcome racism. (Emancipation Fact-finding Mission CW5.3, Primary Source 1, 3, 5, 6, 8, 9 and 10, CW5.5)</p> <p>180,000 free blacks and former slaves fought in the Union army and navy.</p>	<p>The slaves took action to make themselves free.</p>
<p>Before the war, many Northerners did not care if slavery existed in the South, but they did not want slavery in the west. They wanted “free soil and free labor,” and did not want the competition of slave labor. (CW3.1, 3.2, 1.6)</p>	<p>The end of slavery meant that Americans would have free soil and free labor.</p>
<p>Although President Lincoln did not begin the war to end slavery, in 1863, he issued the Emancipation Proclamation. After that, he said that one of the reasons for fighting the war was to end slavery. (CW4.7)</p> <p>Events of the war (the importance of slave labor to the Confederate war effort, and the Union’s need for soldiers) and that the actions of slaves (fleeing to the Union lines) helped convince Lincoln to issue the Emancipation Proclamation (Causes and Effects of the Emancipation Proclamation CW5.2)</p> <p>More than 4 million slaves lacked freedom and rights before the war. (CW1.2, 1.3, 1.5, 1.10, 1.11)</p> <p>Abolitionists (such as Louisa May Alcott, Frederick Douglass, Harriet Jacobs) wanted slaves to gain their freedom & become equal citizens.</p>	<p>Lincoln (and/or white northerners) helped free the slaves.</p>

CW8.4 – Essay Preparation Guide (p. 3 of 3)

Evidence that the Civil War was NOT a war for freedom	Reasons why Civil War was NOT a war for freedom
<p>White southern slaveholders (Ella Gertrude Clanton Thomas, Jefferson Davis, Robert E. Lee, Clinton Hatcher) defined freedom as the right to own slaves as property, and the right to keep the southern way of life without the Northerners telling them what to do. (CW3.1, 3.2)</p> <p>As property, slaves were worth \$3 billion. (CW1.5)</p> <p>In his March to the Sea, Union General Sherman destroyed railroads, homes, farms, and wealth of southern civilians. (CW7.1 – Images 4A, 4B, 4C)</p> <p>The South had very little food, so civilians starved and women rioted. (CW7.1 – Image 1A)</p>	<p>White southerners lost property (slaves, houses, farms, money, etc.) when the slaves were freed and also when the South was destroyed in the fighting. They also lost their way of life, which was based on slavery.</p>
<p>600,000 Americans died in Civil War (CW7.1 – Images 3D, 6C, 6D, 6E, 6F.)</p> <p>2/3 died of diseases.</p> <p>51,000 soldiers died in one battle – Gettysburg, in 1863.</p>	<p>Many people died in the war.</p>
<p>In the First Inaugural Address, Lincoln said “The government will not assail you [the seceded states.] You can have no conflict without being yourselves the aggressors. You have no oath ... to destroy the government, while I shall have the most solemn one to preserve, protect, and defend it. (CW4.7; CW4.10)</p> <p>Most northerners did not oppose slavery; they wanted “free soil and free labor.” (CW3.1, 3.2)</p>	<p>Lincoln and most northerners did not begin fighting the war to free the slaves. They were fighting to preserve the Union, or against the rebel South.</p>

CW8.5 - Evidence of Civil War Freedom (p. 1 of 4)

Civil War Freedom Essay Prompt

From 1861 through 1865, the Union and the Confederacy fought the Civil War, the most costly and bitter war in our nation's history. People had different perspectives on the meaning of freedom, and their differences over freedom helped cause the war. As the U.S. forcibly reunited at the end of the war, the nation and its people had to redefine what freedom meant. Considering what you have learned in this unit, do you think that the Civil War was a war for freedom?

Write a five-paragraph essay which introduces your interpretation or claim, which is your answer to the question, "Was the Civil War a war for freedom?" Support your claim with three reasons and develop each reason in a separate paragraph. Support your reasons with logical and specific evidence from a variety of sources you have studied in this unit. Analyze the evidence and cite the sources.

Write in a clear and formal style. Use words, phrases, and clauses to show the claim, reasons, and evidence, and to make the essay flow logically and smoothly. In the last paragraph, write a conclusion that restates your interpretation or claim and summarizes your reason

Writing Prompt: *Was the Civil War a war for freedom?*

Interpretation or Argument (Thesis Statement):

Rules for Evidence

- ✓ Evidence must be factual.
- ✓ Evidence must be specific. Use names, dates, places, events, and concrete details.
- ✓ You can write evidence as a direct quote (copying it) in "quotation marks," or rewrite in your own words.
- ✓ Analyze evidence by explaining what it means.
- ✓ To show relevance, explain how the evidence supports your reason.
- ✓ Cite the source of the evidence by including the type of source, the creator's name, the title, and the date.
 - Example: In her 1863 article "My Contraband," in *Atlantic Monthly*, Louisa May Alcott wrote that "manhood of the colored race shines before many eyes that would not see."
 - Example: In 1863, Edwin Forbes drew a sketch, "African American Refugees Coming into the Union Lines," at Culpeper Court House, Va., which showed many slaves, men, women and children, carrying their clothes in bundles, riding in wagons and leading horses.

CW8.5 - Evidence of Civil War Freedom (p. 2 of 4)

Reason or Claim 1:

Evidence Gathering Chart or EARS--Evidence, Analysis, Relevance, and Source

EVIDENCE	ANALYSIS What does this mean? <i>This means that ... (explanation of evidence)</i>	RELEVANCE How does this support your reason? <i>This relates to _____ (reason) because ...</i>	SOURCE Citation for the evidence

CW8.5 - Evidence of Civil War Freedom (p. 3 of 4)

Reason or Claim 2:

Evidence Gathering Chart or EARS--Evidence, Analysis, Relevance, and Source

EVIDENCE	ANALYSIS What does this mean? <i>This means that ... (explanation of evidence)</i>	RELEVANCE How does this support your reason? <i>This relates to _____ (reason) because ...</i>	SOURCE Citation for the evidence

CW8.5 - Evidence of Civil War Freedom (p. 4 of 4)

Reason or Claim 3:

Evidence Gathering Chart or EARS--Evidence, Analysis, Relevance, and Source

EVIDENCE	ANALYSIS What does this mean? <i>This means that ... (explanation of evidence)</i>	RELEVANCE How does this support your reason? <i>This relates to _____ (reason) because ...</i>	SOURCE Citation for the evidence (include type of source, creator's name, title and date)

CW8.6 - Civil War Essay Frame

Writing Prompt: *Was the Civil War a war for freedom?*

Introduction to Freedom and the Civil War

Interpretation or Argument (Thesis Statement)

Body Paragraph 1

Reason or Claim 1 _____

Evidence 1 _____

Analysis and Relevance _____

Evidence 2 _____

Analysis and Relevance _____

Restate reason & make transition _____

Body Paragraph 2

Reason or Claim 2 _____

Evidence 1 _____

Analysis and Relevance _____

Evidence 2 _____

Analysis and Relevance _____

Restate reason & make transition _____

Body Paragraph 3

Reason or Claim 3 _____

Evidence 1 _____

Analysis and Relevance _____

Evidence 2 _____

Analysis and Relevance _____

Restate reason & make transition _____

Conclusion _____

CW8.7 – Civil War Freedom Essay Prompt



"Am I Not a Man and a Brother?" Woodcut image from an 1837 broadside publication of John Greenleaf Whittier's antislavery poem, "Our Countrymen in Chains." Source: Library of Congress, <http://www.loc.gov/pictures/item/2008661312/>

From 1861 through 1865, the Union and the Confederacy fought the Civil War, the most costly and bitter war in our nation's history. People had different perspectives on the meaning of freedom, and their differences over freedom helped cause the war. As the U.S. forcibly reunited at the end of the war, the nation and its people had to redefine what freedom meant. Considering what you have learned in this unit, do you think that the Civil War was a war for freedom?

Write a five-paragraph essay which introduces your interpretation or claim, which is your answer to the question, "Was the Civil War a war for freedom?" Support your claim with three reasons and develop each reason in a separate paragraph. Support your reasons with logical and specific evidence from a variety of sources you have studied in this unit. Analyze the evidence and cite the sources.

Write in a clear and formal style. Use words, phrases, and clauses to show the claim, reasons,

and evidence, and to make the essay flow logically and smoothly. In the last paragraph, write a conclusion that restates your interpretation or claim and summarizes your reasons.

CW8.8 – Rubric for Civil War Freedom Essay (page 1 of 2)

Category	Level 1	Level 2	Level 3	Level 4
Interpretation or argument Common Core WHST 1a	There is no thesis statement of the interpretation or argument, or the thesis statement is not clear.	The interpretation or argument (thesis statement) takes a position on the question, but does not include further argument.	The interpretation or argument (thesis statement) includes an argument, but is vague or inadequate.	The interpretation or argument (thesis statement) is thoughtful, argumentative, and precise.
Reasons or claims Common Core WHST 1a & 1b	The essay only has one reason or claim, or the reasons or claims given are all unclear or inadequate.	The essay has less than 3 reasons or claims, or 2 or more of the reasons or claims are unclear, irrelevant, or inadequate.	The essay has three reasons or claims which support the interpretation or argument (thesis statement.) One reason or claim may be unclear, irrelevant, or inadequate.	The essay has three clear, thoughtful, relevant and comprehensive reasons or claims which support the interpretation or argument (thesis statement.)
Amount of Evidence Common Core WHST 1b	Each body paragraph contains less than 2 pieces of evidence.	Each body paragraph contains 2 pieces of evidence, but the evidence comes from only 1 or 2 sources, or is very general.	Evidence is sufficient and comes from more than 2 sources, and most of it is specific.	Each body paragraph has more evidence than required, from a wide range of sources, and the evidence is specific.
Quality of Evidence Common Core WHST 1b	Evidence is not accurate or does not support the stated reasons.	Some evidence supports the reasons, but it may not be stated clearly or be convincing, or some evidence is inaccurate	Evidence is accurate, clear and supports the reasons, but is copied directly from the text, or may not be convincing.	Evidence is paraphrased accurately and clearly with brief direct quotations. Evidence is well-chosen and convincing.
Citation of Evidence Common Core WHST 1b	No sources are cited for more than half of the evidence.	Sources are cited by one of the following – author, title, date and type – for more than half of the evidence.	Sources are cited by at least 2 of the following – author, title, date and type – for almost all evidence. Citations may be awkwardly stated.	Sources are cited by 3 or more of the following –author, title, date and type – for almost all evidence. Citations are expressed smoothly.

CW8.8 – Rubric for Civil War Freedom Essay (p. 2 of 2)

Category	Level 1	Level 2	Level 3	Level 4
Analysis of Evidence Common Core WHST 1b	There is no analysis of evidence.	Analysis is present but illogical, irrelevant, or unclear.	Analysis is logical and relevant, but stated awkwardly.	Analysis is insightful and expressed smoothly.
Language Common Core WHST 1c	The language used in the essay does not create cohesion and confuses the relationship among the interpretation or argument, reasons or claims, and evidence.	The essay uses words and phrases which help cohesion and point out the interpretation or argument, reasons or claims, and evidence, but there are no transitions, and many words are poorly chosen. There are few, if any, clauses.	The essay uses words, phrases, and clauses to promote cohesion, and to signal the relationships among the interpretation or argument, reasons or claims, and evidence, but the transitions may be awkward, or some words poorly chosen.	The essay uses words, phrases, and clauses to create cohesion and clarify the relationships among the interpretation or argument, reasons or claims, and evidence.
Formal Style Common Core WHST 1d	The entire essay is written in an informal style.	The majority of the essay does not use a formal style.	The majority of the essay uses a formal style.	The essay establishes and maintains a formal style.
Conclusion Common Core WHST 1e	There is no conclusion.	There is a conclusion but it does not include a statement of the interpretation or argument (thesis statement) or address the argument presented.	The conclusion states the interpretation or argument (thesis statement), but does not otherwise support the argument presented.	The conclusion follows from and supports the argument presented.

CW8.9 - Civil War Unit Post-Test (p. 1 of 4)



Source: "African American Refugees Coming into the Union Lines," Culpeper Court House, Va., by Edwin Forbes. The Library of Congress, <http://www.loc.gov/pictures/item/2004661825/>

True/False: Mark the following statements "T" if they are true, and "F" if they are false.

___ 1. Most Northerners wanted to end slavery because they thought it was morally wrong.

___ 2. The most important cause of the Civil War was slavery.

___ 3. The southern states left the union because Abraham Lincoln ended slavery.

___ 4. More Americans were killed in the Civil War than in any other war except World War II.

___ 5. Most Southern whites owned slaves.

___ 6. The Union used the Anaconda (or Great Snake) strategy and the Confederacy used the offensive-defensive strategy.

Questions 7-8 are based on the text below. Read the text and answer the questions.

George Fitzhugh, *Sociology for the South*, 1854

"The slaves are all well fed, well clad, have plenty of fuel, and are happy. They have no dread of the future – no fear of want...At the slaveholding South all is peace, quiet, plenty, and contentment. We have no mobs, no trade unions, no strikes for higher wages, no armed resistance to the law, but little jealousy of the rich by the poor..."

- ___ 7. What is the author's interpretation of slavery?
- a) Slavery should be abolished.
 - b) Slavery is a better system than free labor.
 - c) Slavery should be an issue for the states to decide.
 - d) Slavery makes people dread the future.

CW8.9 – Civil War Unit Post-Test (p. 2 of 4)

- _____ 8. Which group does the author probably belong to?
- a) Abolitionists
 - b) White Northerners
 - c) White Southerners
 - d) Free blacks

What evidence in the text supports your answer? _____

Question 9 is based on the two texts below.

Abraham Lincoln, First Inaugural Address, 1861

"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. . . . 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."

Abraham Lincoln, Gettysburg Address, 1863

"It is rather for us to be here dedicated to the great task remaining before us . . . -- that this nation, under God, shall have a new birth of freedom . . ."

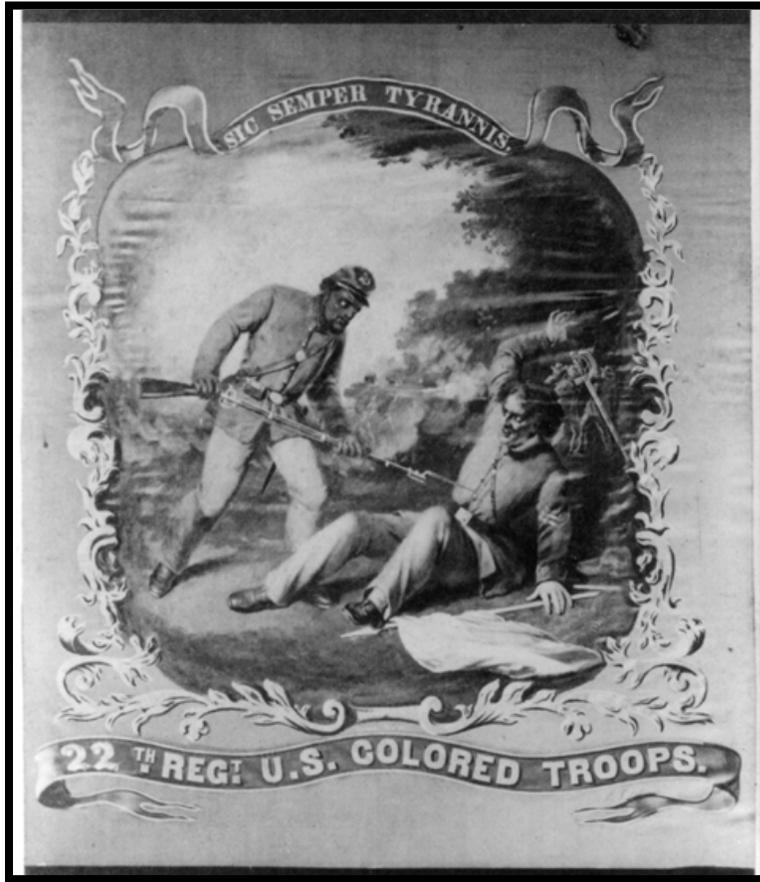
- _____ 9. How did Lincoln change his reason for fighting the war between these two speeches?
- a) In the First Inaugural Address, Lincoln said that preserving the union was the reason for fighting the war, but in the Gettysburg Address he said the purpose of the war was also to end slavery.
 - b) In the First Inaugural Address, Lincoln said that slavery should be abolished everywhere in the United States, and in the Gettysburg Address, he said that the war should be ended as quickly as possible.
 - c) In the First Inaugural Address, Lincoln said that the states had the right to secede from the union, but in the Gettysburg Address, he said that the union must be preserved.
 - d) In the First Inaugural Address, Lincoln said that equality was a reason for fighting the war, but in the Gettysburg Address, he changed that reason to preserving the union.

CW8.9 – Civil War Unit Post-Test (p. 3 of 4)

- ____ 10. Which of these events may have influenced Lincoln about abolishing slavery?
- The attack on Fort Sumner
 - Slaves escaping to the Union lines, where they were accepted as Contraband
 - The victories of the Union Army over the Confederate Army under General Robert E. Lee
 - The battle at Gettysburg
- ____ 11. Why did John Wilkes Booth assassinate President Lincoln?
- He wanted to end the war quickly.
 - He feared that Lincoln would make peace with the Confederacy.
 - He was angry because Lincoln was slow to free the slaves.
 - He wanted to encourage the Confederacy to go on fighting.
- ____ 12. Which of the following evidence supports South Carolina's argument that they had the right to secede?
- The Constitution says that Congress has to approve any changes in the form of the states.
 - The Constitution says that states could send in the Ordinances of Secession to repeal the Constitution.
 - The Declaration of Independence says that the states had sworn an oath to the Union.
 - The Declaration of Independence says that the people have the right to alter or abolish their government if it does not protect their rights.
- ____ 13. At the beginning of the war, most Union soldiers believed that they were fighting:
- To preserve the union
 - To free the slaves
 - To stop slavery from spreading to the North
 - To bring equality to all Americans
- ____ 14. Why was the battle of Vicksburg an important turning point of the Civil War?
- The Union gained control of the Mississippi River and split the Confederacy in half.
 - The Union won after an ironclad ship defeated three wooden ships.
 - The Confederacy won and the Union realized that the war was not going to end quickly.
 - The destruction of this battle convinced the Confederacy to surrender.

CW8.9 – Civil War Unit Post-Test (p. 4 of 4)

Question 15 refers to the visual:



___ 15. What was the artist's interpretation on the question, "Was the Civil War a war for freedom?"

- a) Yes, because slaves gained freedom and pride by fighting for the Union.
- b) No, because white southerners lost their property and way of life.
- c) Yes, because the union was preserved.
- d) No, because too many men died during the war.

What evidence in the visual supports your answer? _____
