
Civil War Questions And Answers For Kids

civil war quiz 1: section 1: multiple choice - civil war quiz 1: ____ section 1: multiple choice 1. ____ when did differences regarding slavery begin between the north and the south? a. 1776 - american constitution b. 1820 - missouri compromise c. 1850 - compromise of 1850 d. 1857 - john brown's raids 2. ____ though the civil war was going to be a **civil war research topics 10 - gst boces** - civil war menu civil war music men's uniforms (clothing) women's fashion during civil war era ironclad ships hot air balloons weapons used in the civil war new york city draft riots (conscription) *** women in the war effort mary ann bickerdyke mary ashton livermore mary edwards walker **civil war soldier interview questions - schoolnotes 2.0** - civil war soldier interview questions *don't be shy, he won't shoot! ca state social sciences standards for us history 5.4.6, 8:10, 11.1.4 directions: ask the soldier the following questions in order. 1. what are your names and when and where were you born? 2. why are you fighting in the civil war? **civil war final exam section 1: multiple choice** - civil war final exam ____ section 1: multiple choice 1. ____ where were the first shots of the war fired? a. antietam b. bull run c. shiloh d. sumter 2. ____ the north had a plan to "starve" out the south. what was this plan called? a. the anaconda plan b. the european composition c. the scott strategy d. **ap u.s. history sample questions** - objective pol-6) and national identity (learning objective cul-2) in the aftermath of the civil war. questions 4-8 refer to the following 1865 cartoon by thomas nast. courtesy of harpweek courtesy of library of congress 4. which of the following groups would be most likely to support the perspective of the cartoon? (a) southern politicians **civil war (1861-1865) civil war (1861-1865) enduring ...** - civil war - (1861-1865) enduring understandings: people tend to justify their actions based on ideals and principles. decisions in the past influence the present. people who live in different locations may have different values, goals, and lifestyles. leadership can play a significant role in the outcome of war. **civil war webquest - iu 17** - welcome to the civil war webquest. by completing this webquest, you will have viewed many wonderful sites on the civil war that will teach you many things. make sure that you don't miss out on the fun and enjoy learning about civil war. to complete the webquest, go through each of the questions and click on the pictures that go with the ... **civil war lesson #8: final assessment - chssp.ucdavis** - distribute copies of the freedom billboard and civil war talk show prep (cw8.1) to guide the groups in preparing for the civil war talk show. have the groups answer the questions and prepare their freedom billboard. circulate through the classroom to help groups. step 2: civil war talk show (class time: 50 minutes) **essential questions in teaching american history** - 45. was slavery the primary cause of the civil war? 46. was the civil war inevitable? 47. does abraham lincoln deserve to be called the "great emancipator"? 48. was the civil war worth its costs? 49. was it possible to have a peace of reconciliation after the civil war? 50. should the south have been treated as a defeated nation or as ... **america: the story of us - "civil war"** - as you watch the program, answer the following questions. 1. a new bullet, the mini-ball, makes the civil war more deadly than previous wars. which country invented it? 2. explain why the death toll during the civil war was extremely high. (hint: think of how the war was fought.) 3. **focus on the interest of a section of a place at th** - after the war there was concern that the proclamation, as a war measure, had not made the elimination of slavery the emancipation proclamation is a document that consists of two executive orders issued by united states president abraham lincoln during the american civil war. the first one, issued on september 22, 1862, **lesson plan civil war bingo - national park service** - lesson plan civil war bingo stonewall battlefield 3 appendix questions 1. who was the president of the united states during the civil war? 2. who was the president of the confederacy? 3. what battle was fought between december 31, **civil war 150 - history** - introduction: the american civil war is an enormous topic with a rich set of primary source documents, images and narratives for students to explore. the activities in this section are intended to ... **the civil war - chssp.ucdavis** - the civil war was very long, many soldiers died, and more were wounded. the war had a very heavy cost in human lives. as the war went on, people's ideas about freedom probably changed. as some got tired of the war and wanted it to end, they were not as angry about sectional differences. others became even more **ib hl history of the americas mr. blackmon essay questions ...** - ib hl history of the americas mr. blackmon essay questions arranged by topics 2014 1985-2014 united states civil war: causes, course and effects 1840-1877 1. why was it possible for the north and the south in the united states to reach a compromise on the issue of slavery expansion in 1820 and 1850 but not in 1860? (1985) 2. **united states history and government** - u.s. hist. & gov. rating guide - jan. '12 [4] vol. 2 1 based on these documents, state two differences between the economies of the north and the south before the civil war. score of 2 or 1: • award 1 credit (up to a maximum of 2 credits) for each difference between the economies of the north and **civil war & reconstruction study guide answer key** - civil war & reconstruction study guide answer key name: ____ this study guide is due _____. the test will be on _____. make sure you carefully and neatly answer all questions using complete sentences. you may use a separate sheet of paper if needed. key terms (define the following words) **terms to know: episode 5: civil war introduction** - discussion questions: 1. how did the invention of the minie ball bullet shape the civil war? what were some other important inventions that affected the course of the war? 2. who was clara barton ... **civil war video questions - s.e. class level 4** - civil war video questions 1. why did u.s. leaders want to build the erie canal? how did the canal change the

u.s.? they wanted to build it for transporting goods and making more money. it changed the u.s. by increasing trading productivity, increasing money, and increasing farm land. **civil war dbq - weebly** - civil war document based question part a - short answer questions directions: this task is based on the accompanying documents (1- 5)me of these documents have been edited for the purpose of the task. **united states history and government** - base your answers to questions 1 and 2 on the map below and on your knowledge of social studies. 1 what is the best title for this map? (1) eastward migration (3) territorial expansion (2) results of the revolution (4) immigration before the civil war 2 which geographic feature formed the western border of the united states in 1783? **lesson 4: african-americans in the civil war “glory” questions** - lesson 4: african-americans in the civil war “glory” questions 1. we know that antietam was the bloodiest day in american history. describe the aftermath of this battle based on what shaw saw and felt. 2. describe the scene at the party in the governor’s office. what famous american is **america: the story of us civil war ~ episode 5** - america: the story of us civil war ~ episode 5 1. what is the name of the new kind of bullet introduced during the civil war? 2. for all this new technological edge, the armies still used what kind of military tactics? 3. by the time of the north’s final victory, how many men were killed on both sides combined? 4. **the american civil war (1861-1865) - deer valley unified ...** - the american civil war (1861-1865) terms and names: ... on page 94 of your isn answer the following questions: what are some reasons people chose to fight in the civil war? what are some reasons you would fight for your country today? i. who were those who fought? and why? a. **8th grade social studies civil war and reconstruction unit ...** - 8th grade social studies civil war and reconstruction unit information milestones domain/weight: history 47 % and economics 16% purpose/goal: the intent of this standard is for students to be able to explain the importance of the key issues and events that led to the civil war. they should be able to discuss some of **the civil war - edteck** - directions: using the documents, the answers to the questions in part a, and your knowledge of social studies, write a well-organized essay about the civil war. in your essay, remember to: ♦ ♦ ♦ ♦ tell the purpose of slavery from colonial times until the civil war and how slavery denied people their basic human rights. **8th grade, civil war study guide - bruce guadalupe** - answer questions. hint: one is the gettysburg address and one is a graph. part vii - essay: be prepared to answer the following question: using information from the documents, your answers to the questions of this test, and your knowledge of u.s. history, write an essay that discusses the loss of life in the civil war, and how **civil war historiography - national park service** - civil war historiography there are many reasons that the american civil war has attracted substantial and sustained popular and academic attention, but at the heart of any explanation must be the multitude of voices. in many respects, the war gave voice to all sorts of americans, **the civil war fifth grade, social studies, civil war who ...** - the north and one from the south. develop characters and write letters in sequence throughout the civil war. or create and record a news broadcast using text based evidence of the accounts of the civil war. include quotes from actual people and show a poster of a timeline of events leading up to and including the civil war. **the civil war - orange county public schools** - the civil war i. union war strategy a. initial attempts to strike decisive blows in virginia failed miserably (bull run, peninsula campaign, vicksburg, chancellorsville) b. later, developed into four phases: strategy geared more toward attrition 1. strangle the south by blockading its coasts - anaconda plan 2. **sample social studies unit plan, grade 4: the civil war** - the civil war, including the reason the south seceded, the various battles of the civil war, the important people during the civil war, and how the civil war came to an end. it is important for students to understand that the country was completely divided in two during this time period. **a timeline of events - windsor locks public schools** - a timeline of events the three-fifths compromise was a compromise between southern and northern states that helped insure ratification of the constitution. three-fifths of the population of slaves counted for purposes ... civil war had begun. **socratic seminar questions: path to war!** - socratic seminar questions: path to war! directions: the following questions are designed to foster critical thinking involving american history and its myriad developments and understandings of who we are as a people and how we fit into the world at large. the key to scoring well is the ability to **civil war era web quest 8 grade social studies cc/es: 8.h ...** - 1) what were the most prominent deadly diseases during the civil war? 2) which side was affected by malaria? part six: civil war soldiers directions for link 10: read the article about african american soldiers in the civil war, and answer the following questions... link 10 = history channel 150 **lesson plan civil war - uscis** - lesson plan civil war. level: literacy, low beginning. ... many, most, north, people, one, south. civics test questions #60—what group of people was . taken to america and sold as slaves? #72—name . one war fought by the united states in the 1800s. #73—name the u.s. war between ... on the civil war, including the state of the nation ... **chapter 15 the civil war homework questions (answer these ...** - chapter 15 the civil war 1861-1865 homework questions (answer these on a separate piece of paper) section 1 the call to arms (p. 512) *1. why did each side in the civil war think the war would be won easily? identify the strengths of each side. 2. what conditions did soldiers have to endure? 3. **inquiry lesson plan: why did the united states civil war ...** - 3) list the many causes of the civil war after analysis of the data sets 4) create a conclusion for the question, “why did the united states civil war occur 5) properly cite sources in a research paper using the turabian/chicago citing style. standards: b12.2; analyze primary and secondary sources related to a historical question to **1 country goes to war lesson plan high school** - the civil war, focusing on the role of the

telegraph, weapons, railroads and ironclads. materials: 1. bingo review 2. bingo review with teacher directions 3. civil war timeline 4. civil war timeline teacher version 5. the country goes to war powerpoint 6. technology centers sheets 7. technology graphic organizer 8. technology in the civil war **american civil war - cloudy** - find the answers to the questions below by using the "search" tool to search key words. since this activity is about the american civil war, you can start by searching the key words "american civil war." write the answers on the lines provided or below the question. 1. historians have long debated the causes of the civil war. many of ... **key events and battles of the civil war (answer key)** - key events and battles of the civil war (answer key) s event date location significance lincoln elected president november 1860 u.s. though winning in the electoral college, lincoln's lack of a popular majority (1.9 million out of 4.7 million votes cast) is an indication of the problems he would face with a divided nation crittenden compromise ... **reconstruction reading - ms. scott** - reconstruction reading after the confederates surrendered at appomattox court house, the united states needed to start rebuilding after four years of fighting in the civil war. although the war was over, southerners were still resentful and angry with northerners. in 1865, the 13th amendment was ratified, abolishing slavery in the united states. **title: the american civil war review scavenger hunt** - title: the american civil war review scavenger hunt use the underlined sites to find the answers to the questions. (place your cursor before the question mark and type your question. highlight a word or words and link to the web site **answers-true or false quiz** - 2. music was very useful in many ways during the civil war. songs served as ways to relate ideas, to recruit volunteers, and to sell policies. during long marches, drums helped to keep order and pace. boys as young as nine joined the armies and became drummers, following fathers and brothers marching into battle. a fife's pitch **chapter 1: on the causes of civil war - uci social sciences** - questions by using economic theory as well as empirical tests. these analytical searches are driven by the hope that if we can gain a better understanding of the causes of civil war we may be able to prevent future violent conflict and help to resolve ongoing wars. this chapter of the handbook provides an overview of the existing research efforts. **video = "the civil war" by ken burns (episode 9) as you ...** - video = "the civil war" by ken burns (episode 9) as you watch the program, answer the following questions. 1. how did the civil war change our national identity? 2. how many photographs were taken during the civil war? 3. where did gen. lee surrender to the union army? 4. what was pres. lincoln doing when he was shot? 5. **classroom discussion points for syria: 1. syrian people ...** - classroom discussion points for syria: 1. syrian people & society: goals: this series of questions is designed to elicit a student's knowledge of the context surrounding the current crisis in syria, such as the impact of religion on government, the suppression of human rights and the tremendous human toll of the ongoing civil war. **civil war and reconstruction unit - roy rosenzweig center ...** - the union army during the civil war. 5. learn about the contributions of african-americans during the civil war. 6. analyze primary sources to understand how the federal government planned to reconstruct the american south following the civil war. 7. analyze the problems the country faced once the war came to an end and had to be reconstructed. **famous abolitionists lesson - social studies school service** - no comprehension questions to write, activities to ... during the civil war, harriet served as a nurse and even a spy for the union army. after the war, she helped raise money for black schools. she established the harriet tubman home for ... famous abolitionists lesson ...

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