

# U.S. HISTORY SUMMER INSTRUCTIONAL PACKET



Renaissance High School

## **Directions for Students:**

### **Purpose of the U.S. History Summer Instructional Packet:**

The following lessons/information contain essential background knowledge for you to acquire, comprehend, and master in order for you to be successful during your 9th grade school year at Renaissance High School. Each lesson is presented by the main standards that are tested during 9<sup>th</sup> grade U.S. History. Also, included with each standard is a link to an in depth article regarding each important topic.

### **What to do with this information?**

You are encouraged to keep a U.S. History journal in order to define terms, answer questions, and summarize information found in this packet. Your future U.S. History teacher MAY ask you to submit this journal at the beginning of the school year.

For each of the main Standards/lessons, include the **Concept Number 1 and 2** and the following in your U.S. History Journal:

Important Terms;

On-going Timeline of Important Events (**5 events per Concept**);

Reading Activity Question and Answer;

Sample Question Answer; and

Extension Activity Summary and Answers

## **Concept #1: SS.912.A.2.1 Civil War and Reconstruction**

### **What You Need To Know**

- You will need to know the causes and consequences of the Civil War.
- You will need to know the economic, political, and social causes of the Civil War.
- You will need to know the varying points of view regarding the main causes of the Civil War.
- You will need to know the constitutional issues relevant to the Civil War and Reconstruction.
- You will need to know the economic, political, and social consequences of Reconstruction.
- You will need to know the influence of significant people or groups on Reconstruction.
- You will need to know the issues that divided Republicans during the early Reconstruction era.
- 

#### **Terms to know include, but are not limited to:**

- African-American migration, Anaconda Plan, Black Codes, carpetbaggers, Compromise of 1850, Dawes Act, debt peonage, Dred Scott decision, Emancipation Proclamation, 15th Amendment, 14th Amendment, Freeport Doctrine, Gettysburg, Gettysburg Address, Abraham Lincoln, Jim Crow Laws, Kansas-Nebraska Act, Ku Klux Klan, Ostend Manifesto, Radical Republicans, reservation system, sharecropping, states' rights, 13th Amendment, Vicksburg, westward expansion. **Look up these terms on the Internet and include their definitions in your U.S. History Journal. Label them: Concept #1: Civil War and Reconstruction Terms.**

•  
**Timeline 1850 -1865: After reading the extension activity article, select the 5 most important events from the timeline below and record them in your U.S. History Journal. For each event select, write a short statement of why you selected that event as “important.”**

**Compromise of 1850** -North gets California as free states, ban of sale of slaves in D.C. -South gets stricter enforcement of Fugitive Slave Act, \$10 mil to Texas

**1852- Harriet Beecher Stowe** publishes Uncle Tom’s Cabin

**Kansas-Nebraska Act** – repeals Missouri Compromise, popular sovereignty to determine slave/free states

**1856** – “Bleeding Kansas” – John Brown leads antislavery massacre at Pottawatomie Creek, fight over slavery in Kansas

**1857 – Dred Scott vs. Sanford** – ruling effectively nullifies Missouri Compromise, declares that slaves are property – cannot sue.

**1858 – Lincoln-Douglas Debates** – Stephen Douglas wins Illinois Senate seat. Lincoln a household name

**1859 – John Brown** leads attack on arsenal at Harper’s Ferry; later captured and hanged

**1860 – Abraham Lincoln** elected 16th President; **South Carolina** secedes the Union = Civil War **1861 – Confederate States formed**, Jefferson Davis – 1st and only President

**1861 – Fort Sumter (S.C.)** – confederates attack Union – war starts

**1862 – Homestead Act** – 160 acres to each farmer willing to cultivate land in West

**1862 – Battle of Antietam** – bloodiest battle of the Civil War

**1862 – Battle of Gettysburg** – turning point of Civil War; South never recovers

**1863 – Emancipation Proclamation** – frees slaves in only Confederate states; foreign diplomacy!

**1864 – William Sherman** – ‘March to Sea’ – Atlanta to Savannah – destroys everything!

**1865 - 13th Amendment** – abolishes slavery

**1865** – Gen. Robert E. Lee (confederacy) surrenders at Appomattox Court House to Union Gen. Ulysses Grant

**1865 – Abraham Lincoln assassinated by John Wilkes Booth; Andrew Johnson now President** **Reading Activity: Evaluating the Causes of the Civil War**

It is clear that the Civil War was caused by many interlocking and complex factors. No one factor can be considered the sole, determining cause. The expansion of slavery, constitutional disputes over states' rights, economic and social differences between North and South, political disagreements, and the failure of compromise were all general causes of the Civil War. The publication of *Uncle Tom's Cabin*, "Bleeding Kansas," the *Dred Scott* case, the Freeport Doctrine, and even the election of Lincoln and the Republicans in 1860 can all be considered specific causes of the Civil War. Taken together, all of these factors played a prominent role in causing the war, with the most immediate cause being the Confederate attack on Ft. Sumter.

**U.S. History Journal Question: Explain the immediate and secondary causes of the Civil War?**

Which of the following statements is true concerning the map pictured below?

- A. The Union thought that by blockading the southern ports they could easily win the war.
  - B. The Union wanted to shut the south off from all possible help in an attempt to squeeze the Confederacy into submission.
  - C. The snake's head begins in the Union's capital and tail ends in the Confederate capital to mark the journey the soldiers would face during the war.
  - D. The Union knew that the Confederacy had the industrial advantage so they were attempting to cut off any exportation of goods.
- Extension Activity:** Access the following link, read the article,



**SCOTT'S GREAT SNAKE**

**Extension Activity:** Access the following link, read the article, "List The Top 5 Causes of the Civil War," and write in your U.S. History Journal a brief summary of the important information found in the article. Answer this question after your summary: Why is this information important for you to understand/master concept #1?

Link to Extension Activity Article:

[http://americanhistory.about.com/od/civilwarmenu/a/cause\\_civil\\_war.htm](http://americanhistory.about.com/od/civilwarmenu/a/cause_civil_war.htm)

## **Concept #2: SS.912.A.3.1 Challenges to American Farmers**

### **What You Need To Know**

- You will need to know the causes of the economic challenges faced by American farmers.
- You will need to know the strategies used by farmers to address the economic challenges of the late 1800s.

- 

**Terms to know include, but are not limited to:** agricultural surplus, business monopolies, Cross of Gold, Farmers Alliance, government regulation of food and drugs, Grange, Granger laws, Homestead Act (1862), industrialization, Interstate Commerce Act (1887), populism, urbanization. **. Look up these terms on the Internet and include their definitions in your U.S. History Journal. Label them: Concept #2: Challenges to American Farmers.**

### **Timeline (1865-1877)**

**After reading the extension activity article, select the 5 most Important events from the timeline below and record them in your U.S. History Journal. For each event select, write a short statement of why you selected that event as “important.**

**1865 – South establishes Black Codes** – limits rights of freed blacks

**1866 – Civil Rights Act of 1866** – grants citizenship to all people born in U.S. (**14th Amendment**)

**1867 – Tenure of Office Act** – used to impeach Andrew Johnson (said he had violated it)

**1867** – U.S. purchase Alaska from Russia (becomes 49th state in 1959)

**1869 – Transcontinental Railroad** – connects the coasts of the United States; greatest transportation achievement

**1870 – 15th Amendment** – grants protection of voting rights to black males

**1870 – Hiram Revels** – first black senator – Mississippi

**1871** – William “Boss” Tweed – greatest example of a political machine (NYC)

**1873 – Slaughter House Cases** – authority of state governments over individuals

**1875 – Whiskey Ring Scandal** – corruption in Grants administration & Republican party

**1876 – Sitting Bull and Crazy Horse** lead Sioux to crushing victory of General George Custer at the Battle of Little Bighorn

**1876 – Alexander Graham Bell** invents the telephone

### **Reading Activity: Evaluating the Validity of the Farm Problem and Farmers' Complaints**

American farmers complained bitterly, among other things, about declining prices for their products, rising railroad rates for shipping them, and burdensome mortgages. Some of these grievances were valid. Farm profits were certainly low; agriculture in general tends to produce low profits because of the ease of entry into the industry. It is also true that the prices of farm commodities fell between 1865 and 1890 – corn sold at sixty-three cents a bushel in 1881 and twenty-eight cents in 1890 – but they did not fall as low as did other commodity prices. Despite the fact that farmers received less for their crops, their purchasing power actually increased. Neither was the farmers' second major grievance – rising railroad rates – entirely justified. Railroads actually fell during these years, benefiting shippers of all products. Farm mortgages, the farmers' third major grievance, were common because many farmers mortgaged their property to expand their holdings or buy new farm machinery. While certainly burdensome, most mortgages did not bring hardship. They were often short, with a term of four years or less, after which farmers could renegotiate at new rates. Furthermore, the new machinery the farmers bought with their mortgages enabled them to triple their output and increase their income. Additionally, the terms of the farm problem varied from area to area and from year to year. New England farmers suffered from overworked land; farmers in western Kansas and Nebraska went broke in a severe drought that followed a period of unusual rainfall. Many Southern farmers were trapped in the sharecropping or crop-lien system that kept them in debt. They called it the "anaconda" system because of the way it coiled slowly and tightly around them.

**U.S. History Journal Question: Explain after reading this passage if farmers' problems and complaints were valid during the late 1800s.**



### **Sample Question**

**Which technologies helped settlers establish farms on the Great Plains?**

**A. repeating rifle, wooden sluices, electric light bulb**

**B. sod houses, sheep shearers, wool carders**

**C. telegraph, railroad, creation of Yellowstone National Park** **D. steel plow, windmill, barbed wire, reaper**

▪

## Sample Question

The political cartoon pictured below is titled "Modern Colossus of (Rail) Roads," and was drawn in 1879. It depicts Cornelius "the Commodore" Vanderbilt and the sign reads "all freight leaving the seaboard MUST pass here and pay any tolls we demand". Use the cartoon and your knowledge of U.S. history to answer the question below.

The reins held by Vanderbilt attach not only to the trains but also to the tracks and the railroad station. What does this convey about his control of the Railroads?

- A. Vanderbilt has total control of the entire railroad operation. Thus, he can do with it whatever he wants.
- B. Vanderbilt, along with two assistants, has the majority of control in railroad shipping operations.
- C. Vanderbilt controls the prices of railroad shipping, but has little involvement in the action operations.
- D. Vanderbilt owns the majority of the railroads, but has little involvement of any kind.



Extension Activity: Access the following link, read the article, “The Economics of American Farm Unrest,” and write in your U.S. History Journal a brief summary of the important information found in the article. Answer this question after your summary: Why is this information important for you to understand/master concept #2?

Link to Extension Activity Article: <http://eh.net/encyclopedia/the-economics-of-american-farm-unrest-1865-1900/>