

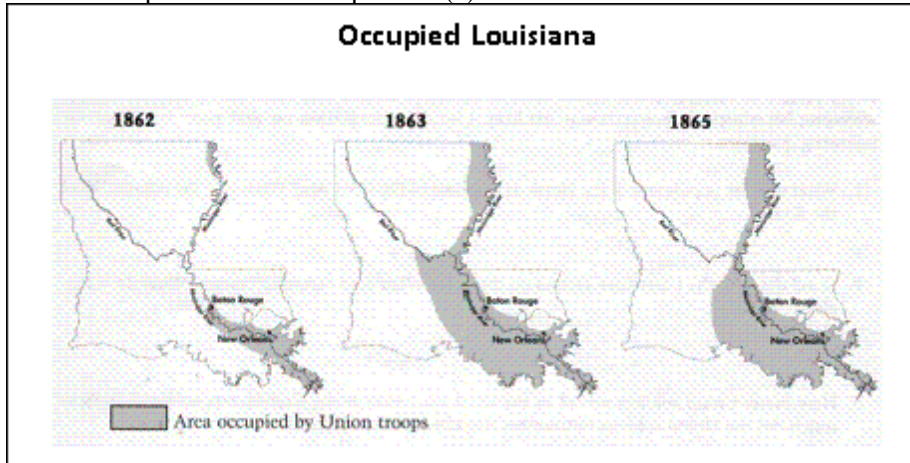
Louisiana Our History Our Home Chapter 10

Multiple Choice

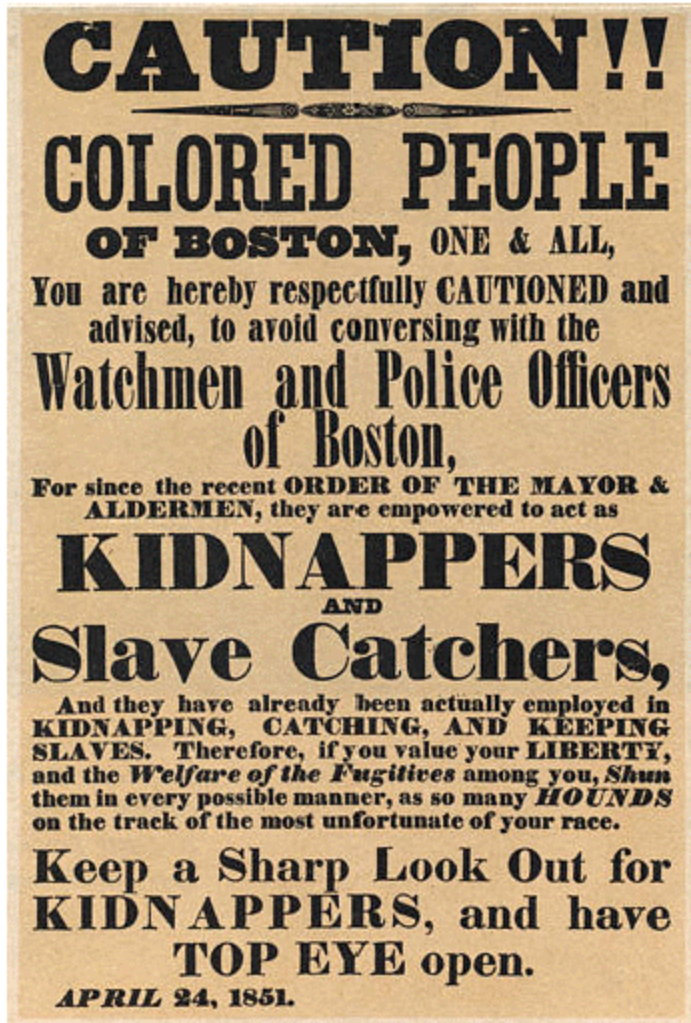
Identify the choice that best completes the statement or answers the question.

- _____ 1. Which explains why Abraham Lincoln's name was left off the Louisiana ballot in 1860?
- Louisiana did not recognize the Republican Party.
 - Lincoln's stand on slavery made him an enemy of Louisiana.
 - The Republican Party did not meet the deadline to get Lincoln's name on the ballot.
 - The printer left Lincoln's name off intentionally because he did not want Lincoln to win.
- _____ 2. Which explains the goal of the Anaconda Plan?
- to capture the capital of the Confederacy
 - to keep supplies from entering New Orleans
 - to capture Jefferson Davis and force him to end the war
 - to gain control of the Mississippi and defeat the Confederacy
- _____ 3. What was the purpose of the Emancipation Proclamation?
- to free the slaves
 - to get the slaves to join the Union army
 - to secure Lincoln's popularity with the North
 - to pressure the Confederates to end the war

Use the map to answer the question(s).

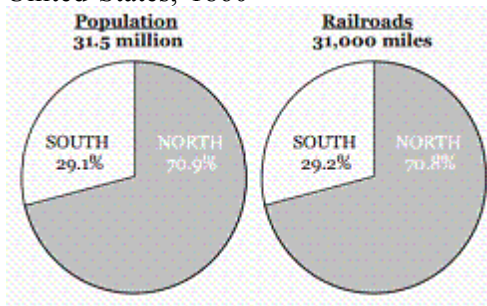


- _____ 4. How were Confederates in the Florida Parishes affected by Union occupation?
- They sought refuge in New Orleans.
 - They were isolated from the rest of the state.
 - They were able to maintain control of the Red River.
 - They continued to receive supplies through New Orleans.
- _____ 5. Which conclusion can be drawn about the role of the Mississippi in the Union strategy?
- The Mississippi was not as important as the Red River.
 - Controlling the Mississippi was not part of the Union's strategy.
 - Much of the Union's strategy depended on controlling the Mississippi.
 - Annual flooding made it too difficult for the Union to use the river to their advantage.
- _____ 6. Which of the following would be the position of a person who supported the idea of **states' rights** in the United States in the 18th century?
- each state should be its own country
 - each state should govern itself free from federal intervention
 - the rights in each state should be based on the needs of its people
 - the rights of states should prevail over the rights of the federal government
- _____ 7. Which was the purpose of the Missouri Compromise and the Compromise of 1850?
- settle tax disputes
 - settle trade disputes
 - settle disputes over land claims
 - settle disputes over slavery



- _____ 8. This poster would have been created following which event?
- Wilmot Proviso
 - Fugitive Slave Law
 - Missouri Compromise
 - Confederate States of America formed
- _____ 9. Which group would have posted this message?
- abolitionists
 - slave owners
 - slave catchers
 - police officers

- _____ 10. Which was the most controversial part of the Compromise of 1850?
- free California
 - Fugitive Slave Act
 - popular sovereignty
 - revised Texas borders
- _____ 11. Which best explains the **Fugitive Slave Act**?
- It allowed for continued international slave trading.
 - It fined judges who rejected a slave owner's claim.
 - It allowed runaway slaves to remain free if they reached a free state.
 - It required all citizens to assist officials in the locating and return of escaped slaves.
- _____ 12. Which is an example of **sectionalism**?
- leading a slave revolt
 - creating a new political party
 - dividing the nation based on slave or free
 - dividing Congress into the Senate and House of Representatives
- _____ 13. Why were sugar planters particularly concerned with secession?
- Northerners used more sugar than Southerners.
 - All of the factories to process sugar cane were in the North.
 - They would be unable to reach international markets without Northern ports.
 - Losing protective federal tariffs would affect prices and markets for their crop.
- _____ 14. United States, 1860



Which conclusion can be drawn from the graphs?

- The Confederacy was more prepared to fight a war.
- The Union underestimated the Confederacy's military strength.
- The Union would have a greater advantage during the Civil War.
- The Union and Confederacy were evenly matched at the beginning of the Civil War.

Name: _____

ID: A

- _____ 15. Which of the following was a result of the attack on Fort Sumter?
- a. The Confederate States of America was formed.
 - b. Lincoln issued the Emancipation Proclamation.
 - c. The Union and Confederacy went to war.
 - d. The Fugitive Slave Act was revoked.
- _____ 16. How was the complaint “a rich man’s struggle but a poor man’s fight” related to the Conscription Act?
- a. The draft had a salary cap.
 - b. Immigrants were drafted before native citizens.
 - c. The draft only applied to freedmen who were against slavery.
 - d. Draft exemptions favored upper class professionals and those who benefited from slavery.

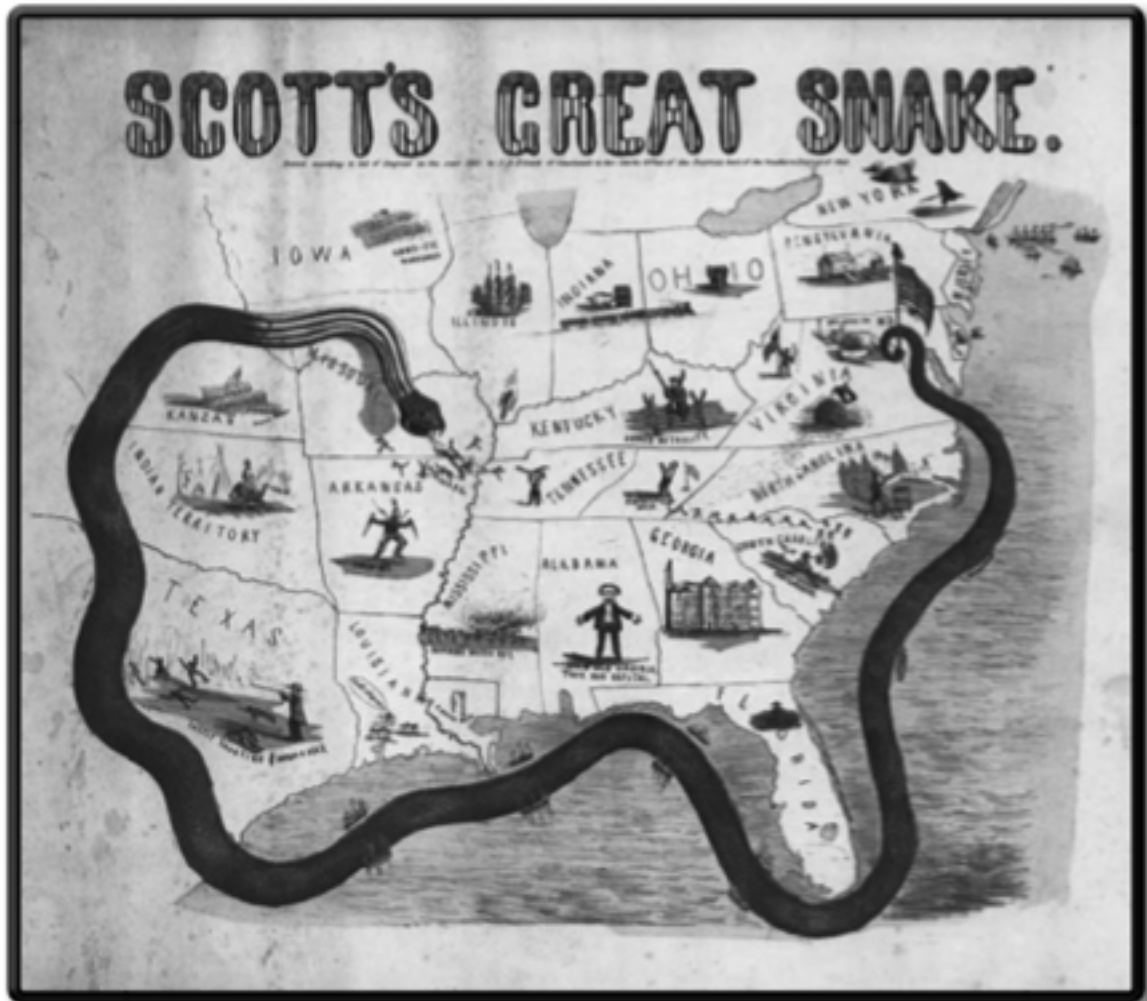
Use the three sources and your knowledge of social studies to answer the questions.

Source 1: Economy of the North and South

Resource	North	South
Overall population	22,000,000 people	9,000,000 people (3.5 to 4 million slaves)
Men of combat	4,000,000	800,000
Military forces	Trained army and navy	None
Factories	100,000 with 1,100,000 workers	20,000 with 100,000 workers
Banks/Funds	81 percent of nation's deposits	19 percent of nation's deposits
Gold	\$56 million	None
Farms	67 percent of nation's total	33 percent of nation's total
Agriculture/Grain	64 percent of nation's total	36 percent of nation's total
Draft animals (horses, mules, oxen)	4,600,000	2,600,000

Source 2: The Anaconda Plan

Winfield Scott, the Union commanding general at the outset of the war, proposed this plan.



Source 3: Excerpt from Sarah Moran Dawson's Diary

Sarah Moran Dawson kept a detailed diary of her experiences as a civilian in Louisiana during the Civil War, which were later published as *A Confederate Girl's Diary*.

May 28, 1862

It was a heart-rending scene. Women searching for their babies along the road, where they had been lost; others sitting in the dust crying and wringing their hands; for by this time we had not an idea but what Baton Rouge was either in ashes, or being plundered, and we had saved nothing. I had one dress, Miriam two, but tiche had them, and we had lost her before we left home.

Presently we came on a guerrilla (small independent group of fighters) camp. Men and horses were resting on each side of the road, some sick, some moving about carrying water to the women and children . . . as far as the eye could see through the woods, was the same repetition of men and horses. They would ask for the news, and one, drunk with excitement or whiskey, informed us that it was our own fault if we had saved nothing, the people must have been _____ fools not to have known trouble would come before long, and that it was the fault of the men, who were aware of it, that the women were thus forced to fly . . . (H)e cried, “”You are ruined; so am I; and my brothers, too! And by _____ there is nothing left but to die now, and I’ll die!” “Good!” I said. “But die fighting for us!” He waved his hand, black with powder, and shouted, “That I will!” after us. That was the only swearing guerrilla we met; the others seemed to have too much respect for us to talk loud.

- _____ 17. Based on Source 1 and Source 3, which term best describes the moral of people in the South during the Civil War?
- fear
 - victory
 - hopelessness
 - wealth

Multiple Response

Identify one or more choices that best complete the statement or answer the question.

Refer to Sources 1-3 to answer this question.

- _____ 1. Based on Source 1, which three resources forecast a quick Union victory?
- human resources
 - elected officials
 - capital tools
 - natural resources
 - religious leaders

Short Answer

Refer to Sources 1-3 to answer this question.

1. Based on Source 2 and your knowledge of social studies, identify the states that were to be “crushed” by the Anaconda Plan to ensure a Union victory ending the Civil War.

Write the correct answers from the list to the chart titled **The States in Rebellion**. Fill every space in the chart. All options will not be used from the list.

Indiana
Iowa
Louisiana
Pennsylvania
Tennessee
Texas

The States in Rebellion

2. List the five parts of the Compromise of 1850.
3. What actions did General Butler take against public schools in Occupied New Orleans during the Civil War and why did he feel the need to act?
4. How did Governor Henry Watkins Allen help the people of Louisiana as Governor during the Civil War?
5. What was the Emancipation Proclamation?
6. Following the end to the Civil War, what challenges did newly freed slaves face?

Essay

Refer to Sources 1-3 to answer this question.

1. **Based on the sources and your knowledge of social studies, describe two examples of how the Civil War was a “lost cause” for the people of Louisiana.**

Louisiana Our History Our Home Chapter 10 Answer Section

MULTIPLE CHOICE

- | | | |
|------------|--------|------------|
| 1. ANS: A | PTS: 1 | DIF: DOK 2 |
| 2. ANS: D | PTS: 1 | DIF: DOK 2 |
| 3. ANS: D | PTS: 1 | DIF: DOK 2 |
| 4. ANS: B | PTS: 1 | DIF: DOK 2 |
| 5. ANS: C | PTS: 1 | DIF: DOK 3 |
| 6. ANS: D | PTS: 1 | DIF: DOK 2 |
| 7. ANS: D | PTS: 1 | DIF: DOK 1 |
| 8. ANS: B | PTS: 1 | DIF: DOK 2 |
| 9. ANS: A | PTS: 1 | DIF: DOK 2 |
| 10. ANS: B | PTS: 1 | DIF: DOK 2 |
| 11. ANS: D | PTS: 1 | DIF: DOK 1 |
| 12. ANS: C | PTS: 1 | DIF: DOK 2 |
| 13. ANS: D | PTS: 1 | DIF: DOK 2 |
| 14. ANS: C | PTS: 1 | DIF: DOK 3 |
| 15. ANS: C | PTS: 1 | DIF: DOK 2 |
| 16. ANS: D | PTS: 1 | DIF: DOK 3 |
| 17. ANS: C | PTS: 1 | |

STA: Standard 2 - Key Events, Ideas and People: Students analyze how the contributions of key events, ideas, and people influenced the development of modern Louisiana.

LOC: GLE 8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras.

MULTIPLE RESPONSE

1. ANS: A, C, D PTS: 1

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SHORT ANSWER

1. ANS:
Louisiana Tennessee Texas

PTS: 1

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2. ANS:
1. California would enter as a free state.
 2. Utah and New Mexico Territories would decide for themselves if they wanted slavery.
 3. Texas accepted revised borders with New Mexico in exchange for a payment from the federal government.
 4. Slavery continued in Washington DC but the slave trade was forbidden there.
 5. The Fugitive Slave Act

PTS: 1 DIF: DOK 2

3. ANS:
- Butler felt that schools were “nurseries of treason” because they taught a pro-confederate history. To combat this he:
- closed schools 2 weeks early
 - had Northern books shipped in
 - demanded teachers take loyalty oaths

PTS: 1 DIF: DOK 2

4. ANS:
- traded cotton to Mexico for food and medicine
 - paid benefits to family members serving in the war
 - opened “state stores” to offer goods at fair prices

PTS: 1 DIF: DOK 2

5. ANS:
- It was a wartime measure meant to create havoc by freeing slaves in Confederate controlled territories.

PTS: 1 DIF: DOK 2

6. ANS:
- they often had no money, no education, and no documentation
 - they often had to remain on the same land in which they served as slaves, but now had to negotiate wages with their former master
 - though many desired to travel to find long lost relatives or to marry, few had the means to do so

PTS: 1 DIF: DOK 2

ESSAY

1. ANS:

Scoring Information

Score Points	Description
2	Student's response correctly describes two ways that the Civil War negatively impacted Louisiana.
1	Student's response correctly describes one way that the Civil War negatively impacted Louisiana.
0	Student's response does not correctly describe any ways that the Civil War affected the people of Louisiana.

Scoring Notes:**Ways that the Civil War was difficult for the people of Louisiana:**

- **Confederates were outnumbered by the Union both in civilians and members of the military.**
- **The Union army had more resources to carry out almost all of the fighting in the South, destroying homes, farms, and factories.**
- **The Anaconda Plan was effective in isolating the Confederacy and choking off their ability to import supplies for both the military and the civilians.**
- **The people of the South did not have the financial resources to fight a long war. They did not have a trained military, and no navy to adequately defend their ports.**
- **Accept any other reasonable answer.**

PTS: 1

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