

# Chapter 10 | The Civil War

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

**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 era.

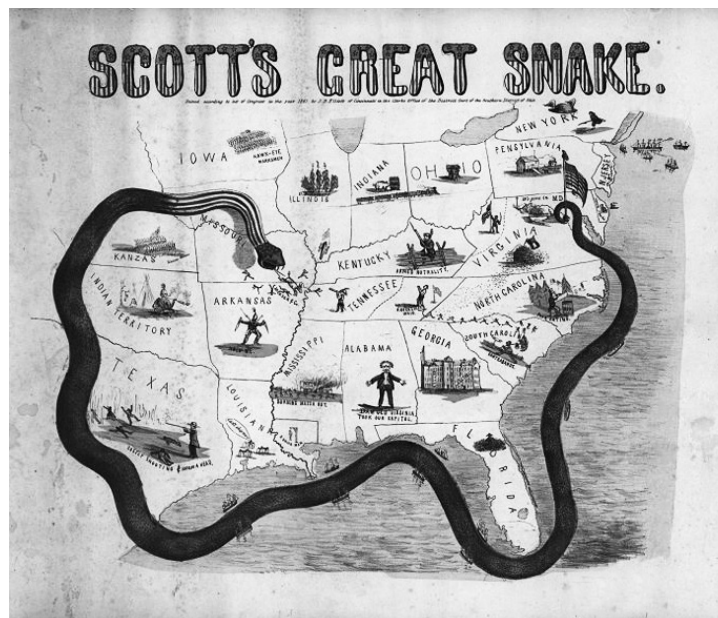
Use the three sources and your knowledge of social studies to answer the questions.

### 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.*

**Item 1: Multiple Choice**

Based on Source 1 and Source 3, which term best describes the morale of people in the South during the Civil War?

- A. fear
- B. victory
- C. hopelessness
- D. wealth

**Item 2: Multiple Select**

Based on Source 1, which three resources forecast a quick Union victory?

- human resources
- elected officials
- capital tools
- natural resources
- religious leaders

**Item 3: Technology Enhanced Item**

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. Copy 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	Louisiana	Tennessee
Iowa	Pennsylvania	Texas

States in Rebellion

**Item 4: Constructed Response**

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.

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