

## ★ Enrichment Activity 15-1



### Representation in the House

As new lands were added to the United States, the issue of equal voting power in the Senate for the free states and slave states became very important. Yet the voting power of states in the House of Representatives, whose membership was based on population, could not be controlled by compromises. The table below shows membership in the House of Representatives.

**DIRECTIONS: Analyzing a Table** Use the information in the table to fill in the following information.

- Free states had \_\_\_\_\_ representatives in the House in 1800, but slave states had only \_\_\_\_\_ representatives in 1800.
- In 1820 free states had \_\_\_\_\_ more representatives than slave states had.
- Between the years \_\_\_\_\_ and \_\_\_\_\_, the free states experienced the greatest increase in numbers of representatives, an increase of \_\_\_\_\_ members.
- The percentage of members from slave states was \_\_\_\_\_ percent in 1800 and \_\_\_\_\_ percent in 1850.

 <b>Representation in the House of Representatives, 1800–1850</b>		
Year	Number of Members from Free States	Number of Members from Slave States
1800	76	65
1810	96	79
1820	123	90
1830	141	99
1840	135	88
1850	142	90

**DIRECTIONS: Interpreting Trends** Use the information in the table to answer the following questions.

- What was the trend in the number of representatives for free states? \_\_\_\_\_  
\_\_\_\_\_
- What was the trend in the number of representatives for slave states? \_\_\_\_\_  
\_\_\_\_\_

### Activity

**DIRECTIONS: Making a Graph** How big is the House of Representatives today? Use the media center to discover the political party of each representative. Then make circle graphs that show the representation by political party in the House today and in 1850.

★ **Enrichment Activity 15-2**



**Runaway!**

The Fugitive Slave Act of 1850 was supported by many Southerners but hated, attacked, and ignored by many Northerners. The poster, or placard, shown to the right was posted in 1851.

**DIRECTIONS: Interpreting Information**

Posters were a little like newspaper articles in the 1800s. They often provided information to answer the questions *Who?*, *What?*, *When?*, *Where?*, and *Why?* Study the poster and then fill in the information below with as much detail as you can.

Who? \_\_\_\_\_

\_\_\_\_\_

What? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When? \_\_\_\_\_

Where? \_\_\_\_\_

\_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

**CAUTION!!**

← ← ← ← → → → →

**COLORED PEOPLE**  
**OF BOSTON, ONE & ALL,**  
 You are hereby respectfully CAUTIONED and advised, to avoid conversing with the  
**Watchmen and Police Officers**  
**of Boston,**  
 For since the recent **ORDER OF THE MAYOR & ALDERMEN,** they are empowered to act as  
**KIDNAPPERS**  
 AND  
**Slave Catchers,**  
 And they have already been actually employed in **KIDNAPPING, CATCHING AND KEEPING SLAVES.** Therefore, if you value your **LIBERTY,** and the *Welfare of the Fugitives* among you, *Shun* them in every possible manner, as so many **HOUNDS** on the track of the most unfortunate of your race.  
**Keep a Sharp Look Out for**  
**KIDNAPPERS, and have**  
**TOP EYE open.**  
**APRIL 24, 1851.** Theodore Parker's placard

SECTION 15-2

**Activity**

**DIRECTIONS: Creating a Profile** What was the person like who posted this message? Prepare a profile of this person. Tell what he was like, what he believed in and valued, and what was important to him. Give reasons to support your description. Include a portrait that shows what this person may have looked like.

## ★ Enrichment Activity 15-3



### Dred Scott

The Supreme Court decision on the case of *Dred Scott v. Sanford* caused an uproar. Eventually, it became one of only four Supreme Court decisions that were overturned by a constitutional amendment. Study the poster below that appeared in 1857.

**DIRECTIONS:**

**Understanding Information**

Answer the following questions.

1. What is the poster announcing?

\_\_\_\_\_

\_\_\_\_\_

2. At what point in the case was this announcement made?

\_\_\_\_\_

\_\_\_\_\_

3. Exactly when and where is the meeting to be held?

\_\_\_\_\_

\_\_\_\_\_

4. Who will speak at the meeting?  
Who else of note will attend?

\_\_\_\_\_

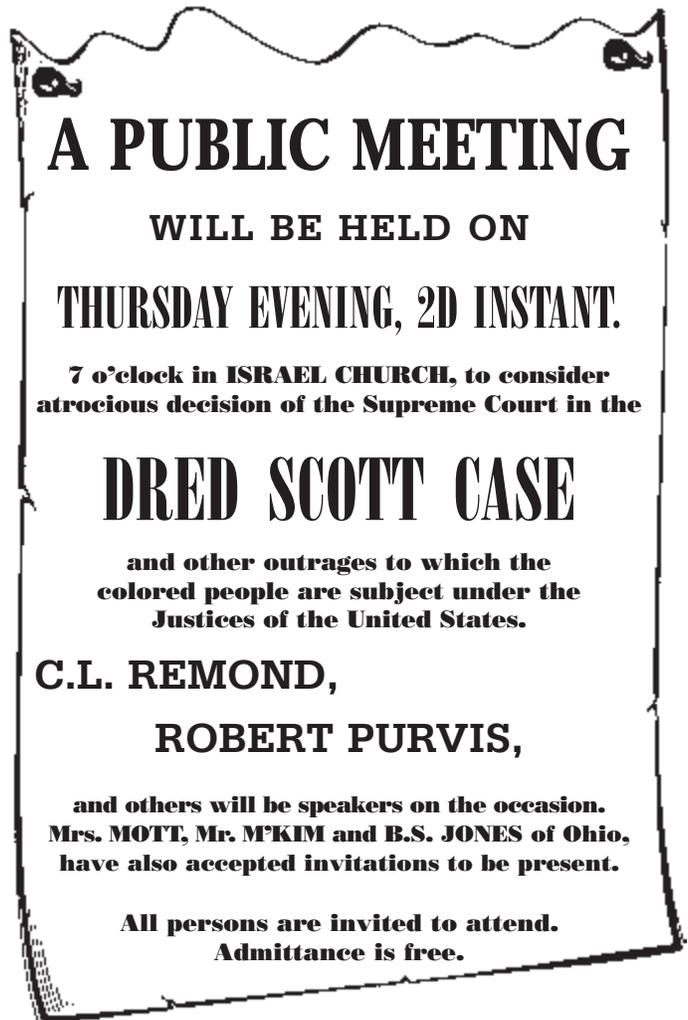
\_\_\_\_\_

5. Who is invited?

\_\_\_\_\_

\_\_\_\_\_

6. What is the cost? \_\_\_\_\_



SECTION 15-3

**Activity**

**DIRECTIONS:** Writing a Speech Imagine that you are C.L. Remond. Prepare a speech for today's meeting. Include visual aids where appropriate. Then present your speech to your classmates.

## ★ Enrichment Activity 15-4

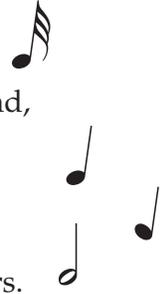


### A Battle of Songs

A popular Confederate song at the start of the Civil War was “The Bonny Blue Flag.” Soon, Northerners wrote “The Northern Bonny Blue Flag” for the same melody. Read the following stanzas.

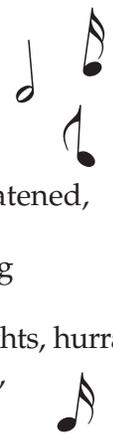
#### Northern

We’re fighting for our Union,  
 We’re fighting for our trust,  
 We’re fighting for that happy land,  
 Where sleeps our fathers’ dust.  
 It cannot be dissevered,  
 Though it cost us bloody wars,  
 We never can give up the land  
 Where floats the Stripes and Stars.  
 Hurrah! hurrah! For equal rights, hurrah!  
 Hurrah for the good old flag,  
 That bears the Stripes and Stars.



#### Southern

We are a band of brothers,  
 And native to the soil,  
 Fighting for the property  
 We gained by honest toil;  
 And when our rights were threatened,  
 The cry rose near and far:  
 “Hurrah for the Bonny Blue Flag  
 That bears a single star!”  
 Hurrah! hurrah! For Southern rights, hurrah!  
 Hurrah for the Bonny Blue Flag,  
 That bears a single star!



**DIRECTIONS: Interpreting and Comparing** Write a paragraph below stating the Northern point of view on the war that is expressed in the song. Write a paragraph on the Southern point of view.

Northern \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Southern \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Activity

**DIRECTIONS: Composing a Song** Songs have always been important to groups with a common goal. Think of a school or class activity, such as a club or athletic team. Compose a song for that activity, using the melody of a well-known song or rap. Why do you think your song will help to unify and inspire the group?

## Chapter 16 Resources

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**★ Vocabulary Activity 16**

**DIRECTIONS: Understanding Definitions** Select the term that answers each question below. Write the correct term in the space provided.

<b>ironclad</b>	<b>ratify</b>	<b>offensive</b>	<b>blockade runner</b>
<b>greenback</b>	<b>casualty</b>	<b>inflation</b>	<b>border states</b>
<b>blockade</b>	<b>habeas corpus</b>	<b>emancipate</b>	<b>entrenched</b>



1. What word refers to a Confederate ship that sailed in and out of closed Southern ports?  
\_\_\_\_\_
2. What term means to free enslaved people? \_\_\_\_\_
3. What is a ship covered with thick iron plates? \_\_\_\_\_
4. What word describes when a military force is set up in a strong position?  
\_\_\_\_\_
5. What term refers to the four states that allowed slavery yet remained in the Union when the Confederacy was formed? \_\_\_\_\_
6. What term means to go on the attack? \_\_\_\_\_
7. What word means a general increase in prices? \_\_\_\_\_
8. What is the right of accused individuals to have a hearing before being jailed?  
\_\_\_\_\_
9. What word means to approve? \_\_\_\_\_
10. What word refers to the paper money printed by the North during the Civil War?  
\_\_\_\_\_
11. What word means to close ports? \_\_\_\_\_
12. What term describes a person killed or wounded in battle? \_\_\_\_\_

**DIRECTIONS: Using Vocabulary** Use each of the following terms correctly in a complete sentence. Write the sentences on a separate sheet of paper.

<b>Yankee</b>	<b>total war</b>	<b>bounty</b>	<b>draft</b>	<b>Rebel</b>
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★ Chapter Skills Activity 16

**Taking Notes**

Notes contain the key points of something that you want to remember. You can take notes while listening to your teacher or reading a book. Notes are especially helpful when you write them in an order and language that you will understand.

**DIRECTIONS:** Read the excerpt below that is taken from the Emancipation Proclamation signed by Abraham Lincoln during the Civil War. Then fill in the blanks as if you were taking notes on this text.

... That on the 1st day of January, in the year of our Lord 1863, all persons held as slaves within any state or designated part of a state ... in rebellion against the United States, shall be then, thenceforward, and forever free; and the executive government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

The 1. \_\_\_\_\_

It was written by 2. \_\_\_\_\_ during the

3. \_\_\_\_\_

As of 4. \_\_\_\_\_ slaves were

5. \_\_\_\_\_ in Southern states in rebellion.

The U.S. government along with the 6. \_\_\_\_\_ &

navy were to help by 7. \_\_\_\_\_ .

**CRITICAL THINKING**

**8. Analyzing Information** Why do you think it was necessary for the military to support the freedom of the enslaved African Americans in the South?



**Critical Thinking Skills Activity 16** Analyzing Primary Sources

**SOCIAL STUDIES OBJECTIVE:** Use primary and secondary sources to acquire information about the United States

**LEARNING THE SKILL**

The following passage is from a letter written by Newton Scott, a private in the army during the Civil War. He is writing to Hannah Cone, his friend back home.

*I will Inform you with Pleasure that I am well at the present . . . [but] Since I wrote you last we Have Had considerable Sickness in our Co. . . .*

*. . . I Have Heard Rebel Bullets Sing But we Have Had no General Fight. we was Fired on Several times by Gurillas Fired on us & Slightly Wounded 2 of our Co. . . . We left Ft. Greenwood on the 4th & arrived Here on yesterday. . . . we Had apretty Hard time & Suffered considerable with Sickness & Done But little Damage only in the Destruction of Cotton & Property. I have See a great many large Buildings & Fencing Burned and any Amount of other Property taken. We got Several messes of Good chicken. While we was gone we Respected Rebel Property But little & where Ever they Fired on our Boats We landed & Burne Every thing that would burn. . . .*

*. . . I must tell you that I & . . . [an] old Lady living [here] . . . Had a Big chat last night. She Has two very nice girls they are Sociable & Friendly . . . But they are Secsh [Secessionists]. . . . They hear that the war will last Some time & I think myself that it will Be some time yet Before the war closes.*

SOURCE: Letter from an Iowa Soldier in the Civil War, © Bill Proudfoot, 1994.

**APPLYING THE SKILL**

**DIRECTIONS:** Use the passage to answer the following questions.

1. Is Newton Scott a Union or a Confederate soldier? How do you know?

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2. Is Newton Scott writing from a location that is part of the Union or part of the Confederacy? Explain your answer.

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**Critical Thinking Skills Activity 16**

**Analyzing Primary Sources**

3. Has Newton Scott's company done any fighting at this point? How do you know?

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4. What actions have Newton Scott and his company taken against the enemy?

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5. Does Newton Scott seem upset about having to fight in the war? Explain your answer.

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**PRACTICING THE SKILL**

**DIRECTIONS:** In the blank at the left, write the letter of the choice that best answers the question.

- \_\_\_\_\_ 1. What type of bias could a soldier such as Newton Scott have when describing the war?
  - A. He could favor the side on which he is fighting when describing what happens.
  - B. He is a soldier, so there would be no bias.
  - C. Soldiers never knew what was going on, so they made everything up.
  - D. People on one side of the Civil War conflict never wrote truthfully about people on the other side.
  
- \_\_\_\_\_ 2. How does Newton Scott feel about slavery?
  - A. He hates slavery and thinks all enslaved people should be freed.
  - B. It is impossible to tell from this passage.
  - C. It is likely that he is a slaveholder.
  - D. He supports the point of view of the rebel South.
  
- \_\_\_\_\_ 3. How does Newton Scott expect the war to progress?
  - A. He expects the North to defeat the South quickly.
  - B. He expects the South to beat the North quickly.
  - C. He thinks the war will last a long time.
  - D. He thinks the war will be over soon.

**★ GEOGRAPHY AND HISTORY ACTIVITY 16**




**DIRECTIONS:** Write your answers to questions 1–6 on the map. You may abbreviate if you wish.

1. Color the Union states blue. Color the Confederate states gray. Fill in the appropriate boxes on the map key.
2. Locate and label the Union capital and the Confederate capital.
3. Locate and label the place near the Union capital where the Union army was defeated twice.
4. Locate and label the city that surrendered to General Ulysses S. Grant in July 1863, after a siege of several months.
5. Locate the place and label the major battle in the North that was also fought in July 1863. This battle came about when the Confederate army tried to advance into Northern territory.
6. Locate and label other battle sites marked on the map. Underline Union victories and circle Confederate victories.