

## Guided Reading & Analysis: The Civil War, 1861-1865

### chapter 14: Civil War pp 268-282

#### Purpose:

This guide is not only a place to record notes as you read, but also to provide a place for reflection and analysis using higher level thinking skills with new knowledge gained reading.

#### Basic Directions:

1. **Pre-Read:** Read the prompts/questions within this guide before you read.
2. **Watch/Watch:** the lecture videos related to the chapter and "oh" for a.
3. **Skim:** Flip through the chapter and note the titles and subtitles. Look.
4. **Read/Analyze:** Read the chapter. Remember, the goal is to to consider.
5. **Write/Write:** your notes and analysis in the spaces provided.

#### Key Concepts FOR PERIOD 3:

**Key Concept 3.1:** The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.

**Key Concept 3.2:** Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

**Key Concept 3.3:** The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

### Section 1 Guided Reading, pp 268-282

#### 1. Intro: The Civil War, 1861-1865 page 268

Key Concepts & Main Ideas	Notes
<p>The North's greater manpower and industrial resources, its leadership, and the decision for emancipation eventually led to the Union's military victory over the Confederacy in the devastating Civil War.</p> <p>The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession....</p>	<p>Read the William Tecumseh Sherman quote and first paragraph of the chapter on page 268. List and explain the four main ways the civil war impacted the nation.</p> <p>1)The Southern states became completely destroyed due to the numerous conflicts occurring in those States.</p> <p>2)More than 3-million slaves became free due to the Union winning the war and President Lincoln's goal to end slavery</p> <p>3)Industrialization was increased heavily due to the war causing mass production and complex organizations.</p> <p>4)Mass destruction and deaths with over 625,000 Americans dying caused for a major focus on restoring the aftermath</p> <p>Which effect of war do you view as the most significant? Explain your reasoning.</p> <p>I believe that the emancipation of the slaves was the most important as it caused for every man becoming free, it also view it as the most significant since the slaves now are're all free which allowed the economy and caused for the union to become united once more.</p>

#### 2. The War Begins pp 268-271

**REMEMBER....** As you read the chapter, jot down your notes in the middle columns. Consider your notes to be elaborations on the Objectives and Main Ideas presented in the left column and in the subtitles of the text. **INCLUDE IN YOUR NOTES ALL SIGNIFICANT VOCABULARY AND PEOPLE.** After read and take notes, thoughtfully analyze what you read by answering the questions in the right column. Remember this step is essential to your processing of information. Completing this guide thoughtfully will increase your retention as well as your comprehension!



# Us History Guided Reading Activity Ch 26 Answers

**ML Yell**



## Us History Guided Reading Activity Ch 26 Answers:

**America: History of Our Nation Adapted Interactive Reading and Notetaking Study Guide 2007c** Jim Davidson, Michael B. Staff, Prentice Hall Direct Education Staff, 2005-08 This edition was developed specifically for courses covering up to the Civil War or Reconstruction The text can also be used for the first part of a two year American history course

**Us History Teachers Guide and Resource/7195-3n27** Diane Hart, 1988 *World History: Connections to Today* Elisabeth Gaynor Ellis, Pearson/Prentice Hall, 2003-12 *Leader's Guide for Primary Source Readings in Catholic Church History* Michael Greene, 2005-04 Primary Source Readings in Catholic Church History is designed to accompany Catholic Church history textbooks but may be used with any course It is a collection of significant primary sources through the Church's history Thirty chapters include select documents along with commentary on who wrote them and why how each document is significant to its time and why it has endured as an important writing in Church history The following are some of the historical writers included in this book Saint Perpetua Saint Augustine Pope Saint Gregory Saint Catherine of Siena Martin Luther Saint Theresa of Avila Saint Francis Junipero Serra Dorothy Day Second Vatican Council The teaching manual for Primary Source Readings in Catholic Church History offers teachers guidance on why and how to use primary sources It also includes review questions in depth questions with instructions for teachers take home activities and homework extenders well developed classroom activities

*America Pathways to the Present*, 1995 **Readers' Guide to Periodical Literature**, 1927 *World History* Larry S. Krieger, Kenneth Neill, Steven L. Jantzen, 1994-02 **Clinical Neuropsychology Study Guide and Board Review** Kirk Stucky, Kirk J. Stucky, Michael W. Kirkwood, Jacobus Donders, Christine Liff, 2020 Clinical Neuropsychology Study Guide and Board Review Second Edition provides an easy to study volume with sample questions and recommended readings that are specifically designed to help individuals prepare for the ABCN written examination This book can also be used as a teaching tool for graduate students and trainees at various levels The format is geared toward exam preparation Information is provided in a concise outlined manner with liberal use of bullets boxes illustrations and tables The guide also includes hundreds of mock exam questions and many recommended readings

**The United States Catalog** Mary Burnham, Carol Hurd, 1928 **Standards-Based Comprehension Strategies and Skills Guide** Miriam Myers, 2006-03-13 This series ensures that students learn necessary reading skills by offering a variety of texts combined with targeted lessons to practice and reinforce comprehension and fluency The fiction and nonfiction passages prepare students for the type of reading found on most standardized tests

**Story of the World Activity Book 4 Modern Age** Susan Wise Bauer, 2005-11-29 Presents a history of the ancient world from 6000 B C to 400 A D *Resources in Education*, 1998 *Herald of Gospel Liberty*, 1909 *School Life*, 1940 *The Open Shelf*, 1911 *The Publishers' Circular and Booksellers' Record*, 1926 *The University*, 1884 *International Journal of Religious Education*, 1927 *The Saturday Review of Politics, Literature, Science and Art*, 1861 *Herald and Presbyter*, 1915

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