

McGovern 4th grade Social Studies

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UNIT 7



The Civil War—Causes, Events, & Results



CHAPTER 15

Correlates with SS4H5a-b
Connects to SS4CG1b-c; SS4E1a-f; MGS 6-9

STATES' RIGHTS AND SLAVERY INCREASE SECTIONAL TENSIONS

Key Terms

states' rights
Missouri Compromise
Compromise of 1850

Fugitive Slave Act of 1850
Harriet Beecher Stowe
Uncle Tom's Cabin

Kansas-Nebraska Act
popular sovereignty
John Brown

Growing Pains

In the 1850s, the United States was still a young, growing country. Despite all the ways the states had worked together in the past, they were not getting along. As the country grew, so did the differences between the North and South. Their differences were pushing the North and South apart. Their differences were:

- cultural – how people lived their lives
- economic – how people earned their money
- constitutional – how people viewed the federal government



Vocabulary

agriculture: growing crops or raising livestock

The South was mainly a **rural** society. Most people lived in small villages, on farms, or on plantations. Most people **specialized in agriculture**. The South's climate and fertile soil were great for growing cotton, indigo, tobacco and other crops. Agriculture was profitable, and few Southerners saw a need for industrial development. Social status was important, and with three tiers (aristocracy/wealthy, middle class/small farmers, and slaves), everyone knew his or her place.

The Northern soil and climate were not suitable for large farms or plantations, so industry grew instead, fueled by the country's abundant natural resources. The industrial North **specialized in manufacturing**. They produced a variety of items at factories, ranging from textiles and shoes to farm equipment and guns. The North was mainly an **urban** society. Most people worked at jobs in cities, so they lived in or near cities. Most immigrants settled in the North.

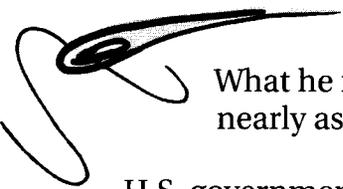
Because of their differences, people in the North and South found it difficult to agree on social, economic, and political issues.

Writing Prompt

Write a journal entry from the point of view of someone living in the North or South in the early 1800s. Describe a busy day. Include sights and sounds and smells. Share journal entries with your classmates. Then decide—in which part of the country would you have rather lived?



A Stitch in Time Saves Nine



Benjamin Franklin wrote, "A stitch in time saves nine." What he meant was that if a repair is made when a tear is first noticed, it is not nearly as hard to fix than if the tear is left alone and allowed to become worse.

U.S. government leaders of the mid-1800s could see that the nation was starting to tear. They started trying to make repairs before the tear became worse. One measure the federal government took to resolve differences between the North and South was to create compromises that balanced the number of states that had slaves with the number of those that did not.



Missouri Compromise

The first compromise occurred in 1820 when Missouri applied for statehood. Missouri requested to be admitted to the Union as a slave state. Admitting Missouri as a slave state would upset the balance between slave states and free states. Through the efforts of Kentucky Senator Henry Clay, Congress acknowledged that compromise was necessary to satisfy both sections of the country.

Under the **Missouri Compromise**, Missouri joined the Union as a slave state, and Maine joined as a free state. Areas that could apply for statehood as slave states in the future was limited. Slavery would not be allowed north of the 36° 30'N line of latitude.

Compromise of 1850

Controversy exploded again over territory in the Southwest that the United States gained from Mexico in 1848. Henry Clay once again worked out a plan.

Under the **Compromise of 1850**, California joined the Union as a free state. Other lands gained from Mexico were divided into the two territories of New Mexico and Utah with the plan they would decide the issue of slavery themselves. Also under the Compromise of 1850, slave trade was abolished in Washington, D.C., although slavery was still permitted. The Compromise of 1850 also included a stricter fugitive slave law.



Quick Review



For each action taken by Congress, write MC if it was part of the Missouri Compromise, or 1850 if it was part of the Compromise of 1850.

- ___ 1. California admitted as a free state; New Mexico and Utah organized as territories
- ___ 2. Maine joined the Union as a free state; Missouri entered as a slave state
- ___ 3. Slave trade abolished in Washington, D.C.
- ___ 4. Slavery not allowed north of the 36° 30' line of latitude
- ___ 5. Balance maintained between free states and slave states
- ___ 6. Fugitive Slave Act added to please the slave states



A Book Makes a Big Impression

A novel written by **Harriet Beecher Stowe** had a huge impact on the abolitionist movement in America.

While living in Maine in the early 1850s, Harriet Beecher Stowe wrote a book about the mistreatment of slaves by a cruel owner. Her book, ***Uncle Tom's Cabin***, was based on memories of living in Cincinnati, Ohio for 18 years. Those vivid memories included runaway slaves fleeing nearby Kentucky, and an abolitionist named John Rankin who helped them escape on the Underground Railroad.



The book became extremely popular and was even made into a play. The novel's shocking and emotional details turned many people against slavery, aiding the abolitionist movement.



Primary Source



Answer the questions about Harriet Beecher Stowe and *Uncle Tom's Cabin*.

1. What was Harriet Beecher Stowe's position on slavery? _____
2. What was her purpose in writing *Uncle Tom's Cabin*? _____

3. What occurred as a result of her book? _____
4. Why does the U.S. government allow books to be published about controversial issues like slavery? (Some governments would not have allowed it.)



Assess Your Understanding



The Fugitive Slave Act required that anyone accused of being a fugitive slave stand trial before a special commissioner, not a judge. There was no jury, and the accused person could not testify. The commissioner received a \$5 fee if the accused was set free, and \$10 if he or she was sent back to slavery.

Describe three things that were unjust about the trial provision of the Fugitive Slave Act, and explain why they were unfair.



Coming Apart at the Seams!

The state of South Carolina had threatened to **secede** from the Union if Abraham Lincoln was elected president. They were not kidding! South Carolina was the first of many Southern states to secede following Lincoln's election. South Carolina seceded on December 20, 1860.



Vocabulary

secede: to withdraw from a political union (in this case, the United States)

The states that seceded from the Union were those that depended heavily on agriculture. These agricultural states depended on labor-intensive cash crops to keep their economy running. "Labor-intensive" is another way of saying that a lot of work is required from a lot of people. The states that depended on agriculture depended heavily on slaves to raise crops. Some slave states actually chose not to leave the Union. They were the **border states** of Delaware, Kentucky, Maryland, Missouri, and West Virginia.

SLAVE STATES THAT SECEDED FROM THE UNION:

- | | | | |
|----------|----------------|----------------|-----------|
| Alabama | Georgia | Mississippi | Tennessee |
| Arkansas | Louisiana | North Carolina | Texas |
| Florida | South Carolina | Virginia | |

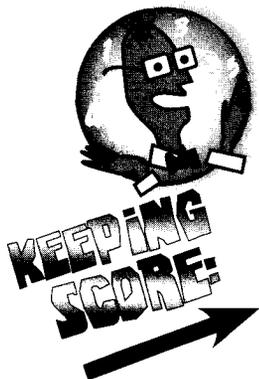
FREE STATES THAT REMAINED IN THE UNION:

- | | | | |
|---------------|------------|---------------|--------------|
| California | Maine | New York | Connecticut |
| Massachusetts | Ohio | Wisconsin | Illinois |
| Michigan | Oregon | Indiana | Minnesota |
| Pennsylvania | Iowa | New Hampshire | Rhode Island |
| Kansas | New Jersey | Vermont | |

SLAVE STATES THAT REMAINED IN THE UNION (BORDER STATES):

- | | | | | |
|----------------|----------|----------|----------|----------|
| West Virginia* | Delaware | Maryland | Kentucky | Missouri |
|----------------|----------|----------|----------|----------|

*West Virginia was a new state created in 1863 by the western counties of Virginia that refused to secede from the Union.



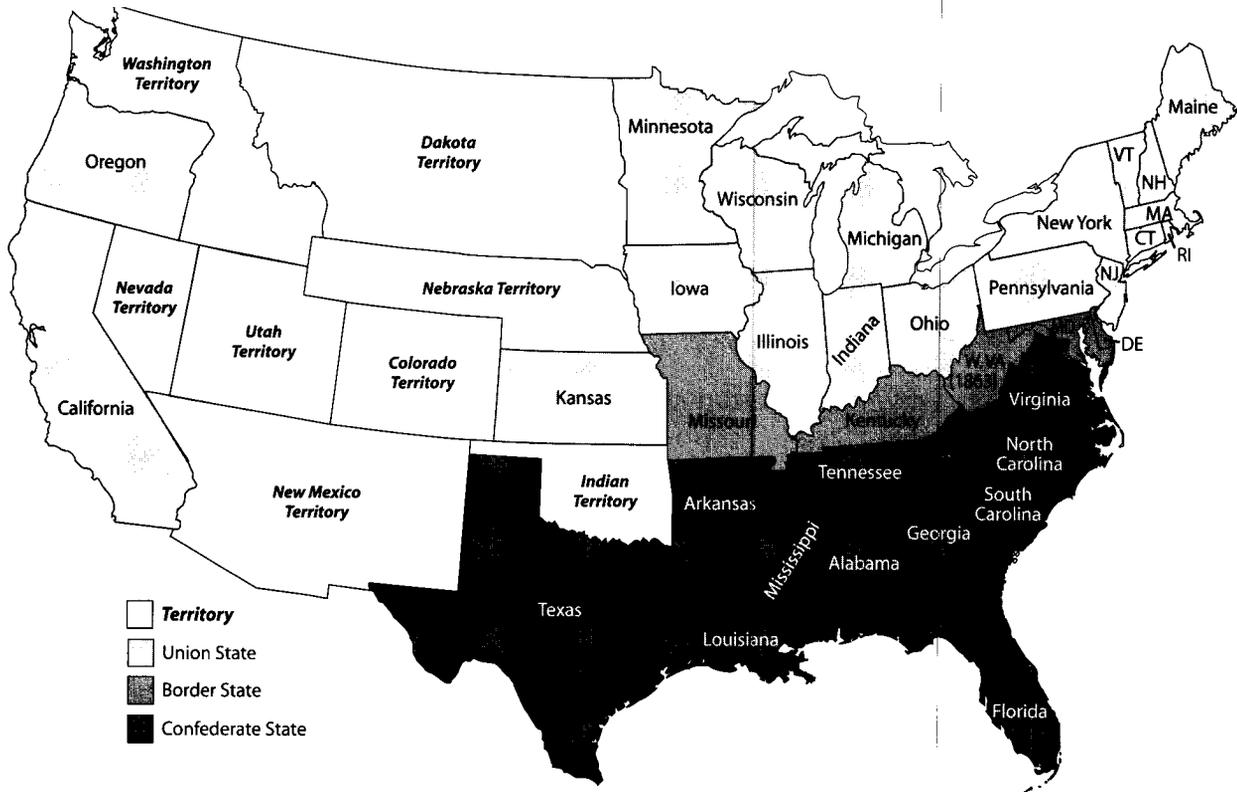
	Total IN UNION	Total OUT OF UNION
Dec 1860; SC secedes	32	-1
Jan 1861; MS, FL, AL, GA, LA secede	27	-6
Jan 1861; KS admitted to Union	28	
Feb 1861; TX secedes	27	-7
Apr 1861; WAR!		
Apr-Jun 1861; VA, AR, NC, TN secede	23	-11



Map Skill-Builder



List the 11 states that seceded from the Union and joined the Confederacy.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

7. _____
8. _____
9. _____
10. _____
11. _____

Why did the Confederate flag have 13 stars?

Missouri and Kentucky did not secede from the Union, but secessionists within each state sent representatives to the Confederate Congress. This accounts for the 13 stars on the Confederate flag, even though only 11 states actually joined the Confederacy.



President Abraham Lincoln

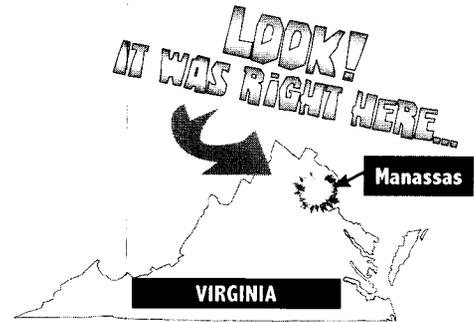


Most Southerners believed that the states had freely created and joined the Union, and could freely leave it. Abraham Lincoln believed the United States was one nation, not a collection of independent states. He did not believe that states had a right to secede. As president, Lincoln was determined to preserve the Union—by force if necessary! Two days after the Confederates took control of Fort Sumter, President Lincoln issued a call for 75,000 volunteers to form a Union army.

Lincoln's action prompted four more states to secede from the Union.

First Major Battle

The Confederacy chose Richmond, Virginia, as its capital. Abraham Lincoln was eager to take control of Richmond, as he believed it would lead to a swift end of the war. Lincoln ordered the Union army to attack Confederate soldiers who were camped along a muddy stream known as Bull Run in Manassas, Virginia. A Union victory at Manassas would open the door for an attack on Richmond.



The **First Battle of Bull Run**, which is also known as the **Battle of First Manassas**, was the first major battle in the Civil War. It was fought on July 21, 1861.

As Union troops assembled to march from Washington, D.C. to Bull Run, many residents of Washington decided to go along to watch. They expected Union troops to quickly defeat the Confederates. Buggies full of spectators and picnic baskets traveled to watch the battle!

It did not take long for people to realize war is no picnic. The reality of the battlefield was torn limbs, agonizing screams, and the living picking the pockets of the dead. By afternoon, bodies littered the ground, and neither side seemed to be winning. At one point the Union side thought they had won. But the tide turned when Confederate reinforcements arrived. The Confederate soldiers attacked with bloodcurdling shouts that became known as the “rebel yell.” Union soldiers retreated—scattering surprised spectators in their path.



Math



FIRST BATTLE OF BULL RUN STATISTICS

Army	Estimated Casualties*
Confederate	1,750
Union	2,950

*Killed/
Wounded/
Missing or
Captured

Use the chart to answer the questions.

- How many more casualties did the Union sustain than the Confederates? _____
- The Confederate casualties were about what percentage of Union casualties? _____
- Who won the First Battle of Bull Run? _____



Civil War Generals Who Were Important Leaders

Thomas "Stonewall" Jackson

Thomas "Stonewall" Jackson was a skilled Confederate general from Virginia. General Jackson earned his nickname during the First Battle of Manassas (Bull Run). Another general saw him bravely facing the enemy and said, "There is Jackson, standing like a stone wall." The nickname stuck!



Robert E. Lee

Robert E. Lee was offered the command of the Union forces at the beginning of the Civil War. Lee opposed secession but did not believe the Union should be held together by force. Lee chose NOT to fight against his home state of Virginia. Instead, he became a Confederate general and led the Army of Northern Virginia. Lee was a skilled general, and the Army of Northern Virginia became one of the most successful Confederate armies in the Civil War.



Ulysses S. Grant

Union General Ulysses S. Grant led the Union armies during the late years of the Civil War. Many historians say that he was the most capable of all the Union generals. He was a master of military strategy. President Lincoln said of Grant, "I can't spare this man—he fights."



Quick Review



Match each Civil War leader to the correct description.

- | | |
|--------------------------|---|
| ___ 1. Abraham Lincoln | A. President of the Confederacy |
| ___ 2. Jefferson Davis | B. Led the Army of Northern Virginia |
| ___ 3. Robert E. Lee | C. Earned his nickname for bravery |
| ___ 4. Ulysses S. Grant | D. President of U.S. during the Civil War |
| ___ 5. Stonewall Jackson | E. Led the Union armies |



Discuss It



Stonewall Jackson's left arm was amputated after he was accidentally wounded by his own men. He died about a week later. Before Jackson's death, Robert E. Lee wrote, "He has lost his left arm, but I have lost my right arm." What do you think that meant?

Battle of Gettysburg

In May 1863, Confederate General Robert E. Lee went on the offensive. He marched the successful Confederate Army of Northern Virginia into Maryland, and then Pennsylvania—both states part of Union territory! Lee hoped that a show of strength would earn support for the Confederacy from Great Britain and France. Lee also hoped to divert troops from the siege at Vicksburg.

When Lee heard Union troops were pursuing him, he decided to prepare for battle at the small town of Gettysburg, Pennsylvania. When Lee arrived, he found that Union cavalry troops had gotten there first. Lee's men outnumbered the defending Union soldiers, and they forced the Union soldiers to retreat to Cemetery Hill, about a half mile from town. Lee wanted to attack, but his general refused. While Lee waited for another general, more and more Union troops arrived. By morning, Union troops had established a strong defensive position from Culp's Hill to Cemetery Ridge. Union soldiers had claimed the high ground.

The next day, Lee's army attacked what was now a much larger Union force. For the next two days, Union and Confederate troops fought a series of bloody battles. Both sides suffered terrible losses of life. Finally, the larger Union army overwhelmed Lee's troops, and the Confederates were forced to retreat.

**The Battle of Gettysburg lasted three days.
Afterward, 30,000 dead or wounded soldiers lay on the battlefield.
Overall, as many as 51,000 soldiers were killed, wounded, captured, or missing.**

The **Battle of Gettysburg** was a **turning point** in the Civil War.

The Union victories at Gettysburg and Vicksburg left the South with no chance of winning the war.



Gettysburg Address

President Abraham Lincoln visited Gettysburg in November 1863. At a ceremony dedicating part of the battlefield as a cemetery, Lincoln made a speech called the **Gettysburg Address**. In it, he said the Civil War was to preserve a government “of the people, by the people, and for the people.”

Even though it was less than three minutes long, many people consider the Gettysburg Address one of the most inspiring speeches in American history.

“of the people, by the people, and for the people”



Key Concept Check-Point



Answer the questions.

1. What did Robert E. Lee hope to gain in the Battle of Gettysburg?

2. What was the main difference between Battle of Gettysburg and other Civil War battles?

3. What role did geography play in the outcome of the Battle of Gettysburg?



Math



Use your math skills and social studies knowledge to answer these questions.

1. The Gettysburg Address begins, "Four score and seven years ago..." A "score" is a period of 20 years. How long is "four score and seven years"? _____

2. Calculate how many years ago the Gettysburg Address was given using the concept of "score."



Primary Source



Identify which items are a primary source and which items are a secondary source. Write PS for primary source and SS for secondary source for each.

- _____ 1. **a photograph of a battlefield from the Civil War**
- _____ 2. **a chapter from a textbook about the Civil War**
- _____ 3. **one of President Lincoln's speeches**
- _____ 4. **a Confederate soldier's journal**
- _____ 5. **a quotation from the journal of a Union soldier**
- _____ 6. **a movie about the Civil War**

Grant Takes Over

In March of 1864, President Lincoln named General Ulysses S. Grant commander of ALL Union armies. Grant then named William Tecumseh Sherman as one of his generals.

Grant and Sherman believed in “total war.” This meant defeating all Southerners, not just the Confederate military forces. They believed if they not only fought the soldiers on the battlefield, but also destroyed Southerners’ homes and land, they would destroy their morale and will to fight, resulting in a collapse of the Confederacy.

Grant’s three-pronged strategy was to send one army through Virginia’s fertile Shenandoah Valley, another to Richmond, and a third to Atlanta.



Apply What You Learned

Answer the questions.

1. Describe the concept of three-pronged strategy.

2. What other three-pronged strategy was used in the Civil War?

3. Create your own three-pronged strategy to tackle something in your life, like homework!

Grant’s Three-Pronged Approach In Action

1. Capture the Confederate Capital

Ulysses S. Grant himself led the the effort to defeat Confederate General Robert E. Lee. They fought in the **Wilderness** near Fredericksburg, Virginia, at **Spotsylvania**, at **Cold Harbor**, and then for nine long months at **Petersburg**. Grant lost twice as many men as Lee, but Grant had reserves to replace them. When Lee finally withdrew his remaining forces, Grant quickly took Petersburg and nearby Richmond—capital of the Confederacy. As the Union army approached Richmond, fleeing Confederate soldiers set fire to the city to keep Confederate storehouses and supplies out of Union hands.

2. Capture the Shenandoah Valley

Meanwhile, Union General Philip Sheridan forced the Confederates out of the Shenandoah Valley in northern Virginia.

End of the War

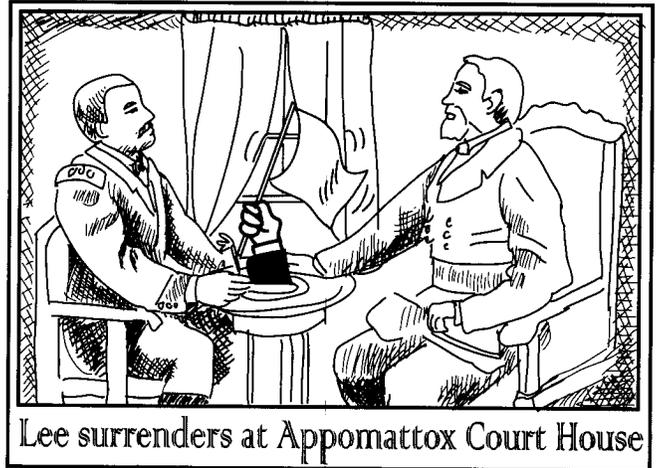
A week after Grant captured Richmond, Lee's army was trapped near Appomattox Court House, a small town west of the Confederate capital. Lee's troops tried to defend their position, but they were outnumbered.

Lee's army was suffering. Confederate soldiers were starving, many were sick, and their clothes were in rags. Lee realized the end had come. He finally agreed to a surrender.

Lee's surrender to Grant at Appomattox Court House in 1865 ended the war. When some Southerners wanted to fight on, Lee urged them to accept defeat and reunite as Americans.

President Lincoln had requested that the terms of surrender be generous to the Confederates. Grant allowed the Confederate soldiers to keep their personal possessions, as well as their horses and mules to help farm their land when they got home. Officers were allowed to keep their sidearms. Grant also gave them food.

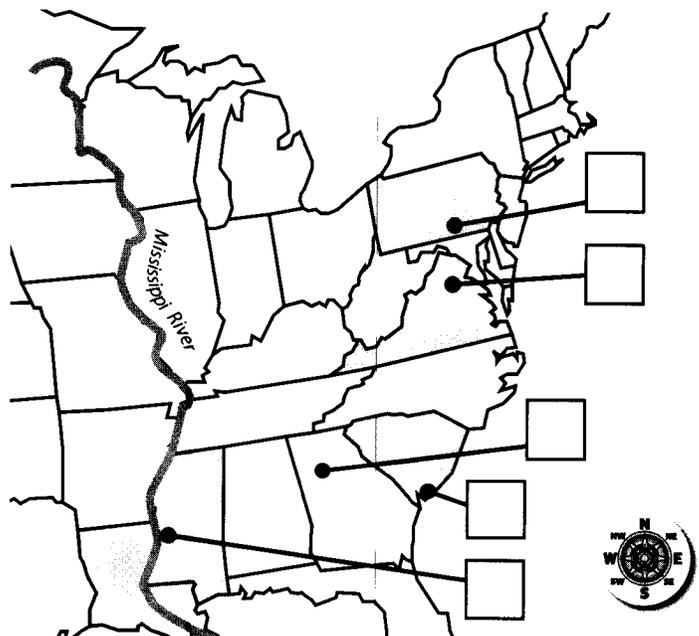
There was little celebration. Most men on both sides just quietly returned home.



Map Skill-Builder

Identify the locations where these five Civil War battles or events took place by writing the letter for each in the corresponding box on the map. Then number the events in the order in which they occurred.

- ___ A. Battle of Gettysburg
- ___ B. First Battle of Manassas (Battle of First Bull Run)
- ___ C. Firing on Fort Sumter
- ___ D. Burning of Atlanta
- ___ E. Battle of Vicksburg



Both Sides Suffer

The Civil War affected both the North and the South. Life on the battlefield and on the home front was extremely harsh, regardless of which side you were on.

So Many Deaths

The death toll of the Civil War exceeded 600,000. Three main causes of death were:

Combat Exposure Disease

Brutal Combat

Combat in the Civil War was brutal and often man-to-man. Many soldiers died right on the battlefield. Wounded soldiers often died from their injuries in the days afterward.

Brrrrrrr!

Many soldiers died from **exposure** to the elements. Especially in the South, supplies became scarce. Because most clothing was manufactured in the North, Southerners often lacked proper shoes and uniforms as the war went on. Southern troops became increasingly more poorly equipped and clothed. Southern troops also became increasingly younger.

Germs—More Deadly Than Bullets

Diseases were a deadly problem for both sides in the Civil War. For every soldier who died of a battle wound, two died from disease. Why was disease so prevalent? Many soldiers came from isolated farms where they had not been exposed to many diseases, and therefore they did not have immunities. Also, in the crowded army camps, germs spread like wildfire—mumps, measles, diarrhea, and smallpox struck thousands. When soldiers went hungry because of food shortages, this made them even more susceptible to getting sick. And, thousands of soldiers died in the unsanitary conditions resulting from the close confines of prison camps.

Clara Barton: Angel of the Battlefield

During the Civil War, Clara Barton became especially well known for her efforts to help others. She collected supplies and took them to the battlefields. She nursed injured soldiers. She was nicknamed "the angel of the battlefield."

Clara Barton went on to create the American Red Cross in 1881. She and her co-workers brought food and supplies to areas where disasters took place. She directed the American Red Cross until 1904. Today, this organization still takes care of those who need help.



African Americans in the Civil War

African Americans in the Confederacy

The Confederacy used enslaved African Americans as ship workers, laborers, cooks, and camp workers. Some also helped raise crops to provide food for the army. Some African Americans accompanied Confederate units in the field.

African Americans in the Union Army and Navy

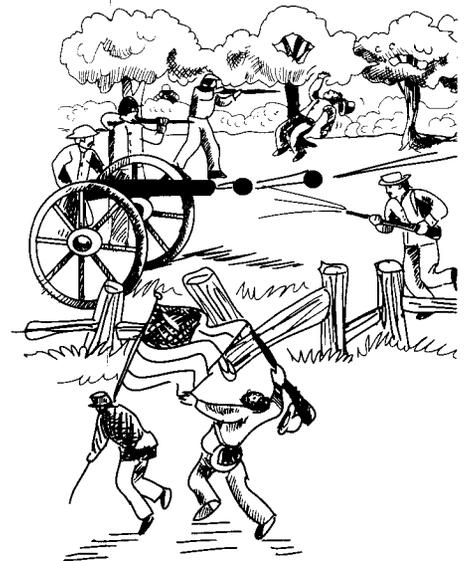
Many enslaved African Americans sought freedom by leaving their homes and following the Union army. Often they found work providing labor.

The Emancipation Proclamation declared enslaved African Americans of rebel states free. It also announced the acceptance of African Americans into the Union army and navy. Many of the newly freed African Americans joined and fought in the Union army or navy.

Even though the Union had moved to enlist African Americans, that did not mean the Union army treated them equally to whites. It did not. For example:

- African American soldiers were discriminated against.
- African American soldiers were paid less than white soldiers.
- African American soldiers served in segregated units.
- African American soldiers served under the command of white officers.

Even so, more than 200,000 African Americans fought in the Union Army and Navy combined. They were fighting for their freedom. After all, the Emancipation Proclamation would only truly mean freedom for the enslaved African Americans of the South if the Union won the Civil War. So despite the unequal conditions, African Americans had a cause worth fighting for.



Color-Blind

Like white soldiers, many African American soldiers fought bravely and heroically. And like white soldiers, many African American soldiers died from disease, exposure, or battle wounds.



By the end of the Civil War, nearly 10% of the Union army was African American. Most of them were former slaves!



Comprehensive Cross-Check ★★★★★★★★

Complete the sentences to describe effects of the Civil War.

1. Many railroads, industries, homes, and farms had been _____.
2. Major cities such as Richmond and Atlanta had been _____.
3. Many women had been left to _____.
4. Many soldiers died from _____ and _____.
5. The collapse of the Confederacy made Confederate money _____.



Key Concept Check-Point ★★★★★★★★

Why did most African Americans who fought in the Civil War fight on the side of the Union?



Express Your Opinion ★★★★★★★★

Think back in time... Imagine you are an African American from the South who enlisted and fought in the Union army or navy during the Civil War. What would you most likely to say to each of the following people or groups?

President Abraham Lincoln:

Union military leaders:

White Union soldiers:

African American Union soldiers:



Comprehensive Cross-Check *****

Summarize what you learned throughout your study of the American Civil War by listing some of the most significant positive and negative outcomes.

Positive Results	Negative Results

Which side of this chart was easier to complete? _____

Why? _____



Cause and Effect *****

Match each action to its purpose. Then answer the question.

_____ 1. Richmond was burned by the Confederacy...

_____ 2. Atlanta was burned by the Union...

a. to demoralize the Confederacy and destroy its will to fight.

b. to keep storehouses and supplies out of the hands of approaching Union forces.

3. What long-term consequence did these two events have in common?

Writing Prompt

Many countries around the world are fighting civil wars at this very moment. Based on what you learned about the American Civil War, what advice would you give them and why? Cite evidence from the American Civil War to support your advice and make it convincing.

UNIT 8 ★ Reconstruction



CHAPTER 19

PROTECTING RIGHTS OF AMERICANS

Correlates with SS4H6a
Connects to SS4CG1a,d; SS4CG3b

Key Terms

13th Amendment

14th Amendment

15th Amendment

The 13th, 14th, and 15th Amendments

After the Civil War ended, the United States was faced with many challenges. Rebuilding the country and its economy were two of the most urgent.

Congress also decided that special action was needed to ensure the rights of African Americans. Additionally, changes would be needed in the U.S. Constitution. Many people felt that without protections for the former slaves, the ordeal of the war would have been for nothing.

Between 1865 and 1877, Congress added the 13th, 14th, and 15th amendments to the Constitution. These amendments address the issues of slavery and guarantee equal protection under the law for all citizens.

The 13th Amendment

The 13th Amendment bans slavery in the United States and in all of its territories.

President Lincoln's Emancipation Proclamation had granted freedom to slaves in the rebel Southern states. But, it did NOT free slaves in the border states or in the western territories.

By amending the Constitution, Congress finished what the Emancipation Proclamation had started. Slavery became illegal throughout the United States.

13TH AMENDMENT

"Neither slavery nor involuntary servitude... shall exist within the United States, or any place subject to their jurisdiction."

Writing Prompt

Imagine you are a young enslaved African American in the 1860s. Congress has just banned slavery in the United States. Describe your expectations of how this action will change your life.



Quick Review



Match each amendment to how it protects citizens.

- | | |
|-----------------------------------|---|
| ___ 1. 13 th Amendment | A. No person can be denied the right to vote because of his or her race or having previously been enslaved. |
| ___ 2. 14 th Amendment | B. No person can be enslaved. |
| ___ 3. 15 th Amendment | C. People born or naturalized in the U.S. are citizens and are entitled to equal protection under the law. |



Critical Thinking



In what ways did the 14th Amendment impact other rights of African Americans?



One More for Fun



Unscramble the words to help explain the meaning of these amendments.

- The 13th Amendment says, "Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction."

Means: Slavery was _____ (nedban).

- The 14th Amendment says, "All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside."

Means: People born in the U.S. are _____ (zictines) of the United States.

- The 15th Amendment says, "The right of citizens of the United States to vote shall not be denied or abridged by race, color, or previous condition of servitude."

Means: People cannot be stopped from voting or have their rights taken away, just because they used to be _____ (vasledne).

Some People Got Left Out

Not *all* citizens benefited equally from the 13th, 14th, and 15th amendments. Women and American Indians did not receive the full benefits of citizenship until later. Those struggles and successes were still to come!



Women protesting for the right to vote



A Country in Pieces

Imagine trying to put back together a plate that has been broken into 12 pieces. This describes the United States after the Civil War. The Union and the 11 Southern states that had seceded were the broken pieces. Repairing the damage and putting the country back together would not be easy!

How To Fix It?

Reconstruction is the period between 1865 and 1877 when Southern states were brought back into the Union, and the country tried to rebuild. The U.S. government tried to define the means by which all Southerners could live together equally. New laws were passed that changed the meaning of citizenship, including the 13th, 14th, and 15th amendments. But many Reconstruction policies were harsh and created problems in the South.

Presidents Try to Reunite the Country Quickly

Abraham Lincoln Calls for Reconciliation

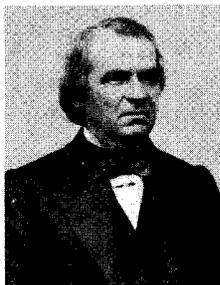


President Lincoln

Once the war ended, President **Abraham Lincoln** hoped to bring the defeated Southern states back into the Union as quickly as possible. He did not want to punish the South. Rather, he issued a Reconstruction plan that called for **reconciliation**. Lincoln believed preservation of the Union was more important than punishing the South. Lincoln felt Southern states should be readmitted to the Union if they agreed to abolish slavery, form new governments, and swear loyalty to the United States.

President Lincoln was assassinated in April 1865. Reconstruction policies would have to be handled by someone else.

**Vocabulary**
reconciliation: creating peace and ending hostilities



President Johnson

Andrew Johnson Supports Reconciliation

When Abraham Lincoln was killed, Vice President Andrew Johnson took over the presidency. Johnson, a Southerner himself, felt that once the 13th Amendment banning slavery was enacted in December 1865, Southern states should be let back into the Union.

Congress Gets Tough

Congress did not agree with President Johnson. Congress decided the states must also approve the 14th Amendment (granting citizenship rights to freed slaves) before they could rejoin the Union. Only Tennessee agreed to this requirement.

Jim Crow Laws

The end of Reconstruction brought an end to the restrictive oversight of Southern states. Many Southern state, county, and city governments used this opportunity to pass laws that interfered with the rights of African Americans. These laws were known as “**Jim Crow**” laws. Jim Crow laws caused African Americans to lose the rights they had gained. Jim Crow laws also affected the rights of American Indians.

Racial Segregation

Jim Crow laws institutionalized a system of legal **racial segregation**. They forced blacks to go to separate schools, eat at different restaurants, and use separate public facilities from whites. Trains and buses were segregated by section. Blacks had to stay at different hotels, go to different theaters, and even use separate restrooms!

The separate facilities for African Americans were inferior to the facilities for whites.



Vocabulary

racial segregation: the practice of forcing people of different races to stay separate from each other

disenfranchisement: to have the right to vote taken away

Discrimination

Jim Crow laws established a system of discrimination. African Americans were limited in their opportunities. Some laws restricted the jobs African Americans could do, and the roles they could have in state and local government. Since segregation provided them with inferior schools, their opportunities for education were limited. And, in general, the concept of segregation stopped blacks from being considered for job opportunities, even when they were qualified. Some African Americans started their own businesses, but getting whites to buy from them was an uphill battle.

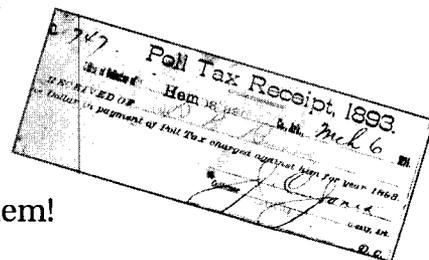
Disenfranchisement

Jim Crow laws were written to deny African Americans’ their right to vote. By 1900, blocking the black vote, also called **disenfranchisement**, was almost complete.

How did Southern states stop African Americans from voting, when the 15th Amendment specifically gave them that right? Two common methods were poll taxes and literacy tests.

Poll Taxes

A **poll tax** required voters to pay to vote. A poll tax could be a fee to register to vote, a requirement to pay back taxes on land they farmed as a sharecropper, or another “tax” that African Americans could not afford to pay. Regardless, it took African Americans’ right to vote away from them. It disenfranchised them!



Literacy Tests

Another way Southern states took the right to vote away from African Americans was by requiring they pass a **literacy test**. Only about half of Southern blacks could read at that time. Literacy tests were designed to be difficult to pass, even for those who could read.



Assess Your Understanding *****

Write a ✓ by the scenarios that were examples of Jim Crow laws in action.

- ___ 1. Some states required blacks use separate phone booths than whites.
- ___ 2. Many courts used separate Bibles for whites and blacks when swearing in witnesses.
- ___ 3. White soldiers were paid more than black soldiers in the Civil War.
- ___ 4. Blacks and whites went to separate schools, even if another school was closer.



Chronological Order *****

Number these events 1-6 in the order they occurred.

- | | |
|------------------------------|-------------------------------|
| ___ Civil Rights Act of 1866 | ___ Reconstruction begins |
| ___ Civil War ends | ___ Black Codes issued |
| ___ Jim Crow laws issued | ___ Emancipation Proclamation |



Comprehensive Cross-Check *****

Answer the questions.

1. What was Reconstruction?

2. What farming system replaced slavery for many freed African Americans?

3. List three factors that contributed to why Reconstruction was so difficult.

Writing Prompt

Imagine you are an African American from New York traveling to the South during the time of Jim Crow laws. Write a letter to your mother back home describing the way of life in the South. Be sure to describe the many ways African Americans were separated from whites in the South, and your reaction. Use the text and another source for information.

UNIT 9 ★ Personal Money Management



CHAPTER 21

Correlates with SS4E1a; SS4E2

MAKING GOOD FINANCIAL DECISIONS

Key Terms

decisions
benefit

cost
opportunity cost

choices
budget

Decisions Have Benefits and Costs

You are faced with choices every day. When you have choices, you need to make **decisions**. Some decisions are easy and some are difficult. Either way, making good decisions is an important skill.

Examples of choices you have today might include:

- Eat the school lunch or bring lunch from home
- Do your chores or play a computer game
- Spend your allowance on a toy or save your money to attend camp
- Spend time watching television or playing outside

Whatever decision you make, there is a benefit and a cost.

A **benefit** is the good thing you get as a result of the decision.

A **cost** is what you give up as a result of the decision.

You get money for your birthday. You want to either spend your money on a toy now, or save it to buy a new watch later.

Decision: You decide to buy a new toy with the money you got for your birthday.

Benefit: The *benefit* is having the toy you buy and the enjoyment of playing with it!

Cost: The *cost* is the money you pay and the watch you don't get to have!

Cost can also be described as opportunity cost. **Opportunity cost** is what you give up to get something else. Opportunity can be the money you pay to buy something. It is also what you could have done with that money if you had not used the money to buy what you did.

Benefits and opportunity costs can involve money, but they do not have to. They can be:

money goods services time enjoyment

or, anything else you receive or give up

Here are two more examples of the benefits and opportunity costs of decisions:

- If you spend your time watching television, your *benefit* is the enjoyment of watching television. Your *opportunity cost* is the enjoyment you could have had reading or playing with friends.
- If you work a summer job, the *benefit* is that you will have money to buy what you want. The *opportunity cost* is the time you could have spent having fun!



Apply What You Learned



Circle the correct answers for each example.

Emily decided to save the \$100 she got for Christmas.

1. Emily's benefit cost is she will have money later to buy something.
2. Emily's benefit cost is she doesn't have something new right now.

Travis decided to study for his math test instead of playing with his friends.

3. Travis' benefit cost is that he doesn't get to enjoy playing with friends.
4. Travis' benefit cost is that he will make a good grade on his math test.



Point of View



Read the decision each person made. Identify the benefits and costs of each decision. Do you think it was a good decision to make?

1. Kevin

I played video games instead of studying for tomorrow's math test.

Benefits:

Costs:

Good decision? Yes No

2. Don

I started saving my allowance when I was 10 years old to help pay for college later. When I'm 18, I'll have over \$5,000!

Benefits:

Costs:

Good decision? Yes No

3. Mary

I decided to practice my softball pitch instead of playing computer games.

Benefits:

Costs:

Good decision? Yes No



People Have Choices Using Money

Why do people work? One of the main reasons is to earn **income**. People need income to buy the goods and services they need and want.

When people earn income, they have **choices**. There are many ways people can choose to use the money they earn. Some of these ways include:

 **Vocabulary**

income: money that is earned

expense: money you spend to buy or do something

spend:
to use income to buy goods or services

Example:
"I will spend my allowance this week on a movie and popcorn."

save:
to keep (set aside) income for future use

Example:
"I will save my allowance for two months to buy a video game."

share:
to give away income to help other people

Example:
"I will share my allowance by donating some of it to the homeless shelter."

You Are Responsible!

The personal money management choices you make during your life are really important. The sooner you learn good money habits, the better off you will be in the long run. You need to take personal responsibility for the decisions you make. Making good economic decisions is not always easy, and you will not be perfect. But the more you practice, the better you will get! When you take responsibility for your decisions, you take control of your life! When you take responsibility for your decisions, you will feel satisfaction and pride with your good results!



 **Apply What You Learned** * * * * *

Decide if each statement is an example of spending, saving, or sharing. Next to each one, write Spend, Save, or Share.

_____ 1. Maddie put her birthday money in her bank account because she wants to buy a laptop computer soon.

_____ 2. Bryan bought a new pair of athletic shoes with his birthday money.

_____ 3. Jamal gave one-third of his birthday money to a group raising money to fight cancer.

A Budget Can Help with Money Choices

A **budget** is a plan of how to use income. Budgets are used by individuals, families, and businesses. A budget helps people plan their spending and saving decisions. A budget helps people make responsible economic decisions about how to use the money they earn.

How does a budget help you become more financially responsible?

- A budget helps you organize personal finances.
- A budget helps you manage your cash flow (the money coming in and going out each month).
- A budget helps you make personal economic decisions for the present and the future.



True or False ★★★★★★★★★★★★★★★★★★

Write T for True and F for False. Rewrite any false statements to make them true.

- ___ 1. A budget is a plan for how to use income.
- ___ 2. A budget helps people organize their finances.
- ___ 3. A budget is only useful to businesses, not individuals or families.
- ___ 4. A budget makes it difficult to make financial decisions.

Let's Make a Budget

Let's understand how a budget works by looking at an example.

Step 1: Earning Income

Carla is 14 years old. She earns \$40 each month by babysitting for neighbors. She just got a summer job that will pay her \$400 per month.

Step 2: Setting Goals (Planning)

- Some of the ways Carla wants to use her income include:
- 1. buy music downloads
 - 2. save money for a senior trip
 - 3. go to her friends' soccer game
 - 4. buy some books
 - 5. start a college fund
 - 6. take her grandmother to lunch



Assess Your Understanding ★★★★★★★★★★★★★★

Explain why personal spending and saving decisions are important. Give examples.

Step 3: Making Financial Decisions

Carla's income: \$400/month
+ \$40/month

Balance Your Budget

When a budget is **balanced**, money being used is equal to money being earned. If you spend more than you earn, your budget is **NOT** balanced.

Start by listing your income. That way, you know how much money you have available.

Then, decide how to use your income productively. You have to make choices about how you will use your income. You probably cannot have everything you want. You have to make financially responsible decisions. One of the main ways to be financially responsible is to not spend more money than you earn!

Here are some of the decisions that Carla made:

- ☛ "I need to pick two or three downloads that I really like."
- ☛ "I can afford to go to the soccer games both this week and next."
- ☛ "I would like to donate money to the ACLU."
- ☛ "College is really expensive. I need to start a college fund now."
- ☛ "I need to put aside at least \$25 a month for my senior trip."
- ☛ "I can get a lot of the books I was going to buy from the library for free."



Critical Thinking

Write a ✓ next to examples of financially responsible decisions.

- ___ 1. Carey gets \$100 as Christmas gifts. She spends \$115 on music downloads.
- ___ 2. Paul saves \$50 from his allowance. He uses \$25 to go to a concert and puts \$25 in the bank.
- ___ 3. Matt earns \$100 lifeguarding. He lends the money to his friends.
- ___ 4. Gina gets \$30 back by returning clothes to the store. She decides not to spend the money right away because she doesn't see clothes she likes on the rack.
- ___ 5. Jim earns \$75 mowing lawns. He spends \$40 getting the lawnmower he uses repaired, puts \$20 in the bank, and spends \$15 at the movies.

Of the examples above, which person is spending more than he or she earns?



Is that person's budget balanced or not balanced?
