
**The Beanbody Histories:
The Civil War, Part II
Understanding the Battles**



**Teacher's Guide
Written by Barri Golbus**

**Produced
by
Colman Communications Corp.**

Table of Contents

	Page
Program Overview	3
Viewer Objectives	4
Suggested Lesson Plan	5
Description of Blackline Masters	8
Answer Key	8
Transcript of the Video	9
Web Resources	16

Purchase of this program entitles the user the right to reproduce or duplicate, in whole or in part, this teacher's guide and the blackline master handouts that accompany it for the purpose of teaching in conjunction with this video. This right is restricted for use only with this video program. Any reproduction or duplication in whole or in part of this guide and the blackline master handouts for any purpose other than for use with this video program is prohibited.

**THE BEANBODY HISTORIES:
THE CIVIL WAR, PART II
UNDERSTANDING THE BATTLES**

Grades 4-6

Viewing Time: 16:27

PROGRAM OVERVIEW

Intended Audience and Uses

The Civil War, Part II -- Understanding the Battles has been produced for students in grades 4-6. Its primary

purpose is to help youngsters understand the background and execution of several major battles of the war. It also can deepen student understanding of 19th century U.S. history.



And it builds on the first

program in the series, *Seeds of Conflict*.

Program Synopsis

As the program opens, Mr. Beanbody, Jeffrey and Lilly sit in a gazebo behind Aunt Mildred's house. As they eat their lunch, they continue discussing the war. Mr. Beanbody reviews the major events and concepts covered in the first program and then takes the children to autumn, 1860, when

Abraham Lincoln wins the presidential election. He explains that most people felt it was only a matter of time until the U.S. government outlawed slavery, so a South Carolina secession convention voted to break away from the United States in December, 1860. Six other states soon joined South Carolina and began taking over federal property for the newly-established Confederate States of America. The attack on Ft. Sumter was, says Mr. Beanbody, the opening shot of the war and almost immediately four more southern states joined the confederacy. Jeffrey and Lilly learn that most people thought the war would last at most six months because the North had many advantages -- greater population, more manufacturing, more rail lines, etc. But the South



also had advantages -- better military leadership, a long coastline where war material could be shipped from Europe, and so on. After a long delay, the first real battle of the war, the first Battle of Bull Run, was fought near Washington. Surprisingly, the Confederate forces won, and it became clear that the war would not be over quickly. Mr. Beanbody discusses several key battles in both the east and west theaters and then tells the children that the purpose of the war changed when Lincoln signed the Emancipation Proclamation. The three end their trip to the Civil War as they witness Sherman's march from Atlanta to Savannah and the South's surrender at Appomattox, VA, April 9, 1865.

VIEWER OBJECTIVES

After viewing this video and participating in the suggested activities, viewers should be able to do the following:

1. Name the events that immediately led up to the attack on Fort Sumter.
2. Name the states that composed the Confederacy.
3. Tell at least five key military advantages of the North and the South.
4. Describe at least three key battles in the western and eastern (Potomac) theaters.

The producers encourage you to make adaptations and changes to the following lesson plan whenever you feel it will enhance your students' learning experiences. Only by tailoring the material to your unique classroom situation will you be able to maximize the educational experience afforded by these materials.



SUGGESTED LESSON PLAN

Viewing Strategies

Various strategies may be employed when showing *Understanding the Battles* to your class. If you wish to

use the video as a way to give general information about the battles of the Civil War, you may find it useful to show the entire program in one screening, then follow up with appropriate questions (see the *Suggested Discussion Questions* blackline master) and/or activities suggested in this guide. Alternately, you may show various sequences which discuss major topics such as the election of 1860, the secession of South Carolina, the Battle of Ft. Sumter, attitudes about the war before it began, advantages and disadvantages of the Union and Confederate forces, the reluctance of Generals McDowell and McClellan to commence fighting, the western theater, Sherman's "March to the Sea," and the surrender at Appomattox.



Introduce the Program

The producers encourage you to prescreen the program to familiarize yourself with its content.

Begin your introduction by reviewing the first program in this series, *Seeds of Conflict*. Tell your class they will now see the second program, which discusses the some of the key battles of the war and the immediate causes of the conflict.

Pre-Viewing Activities

Ask your class, "Why do some combatants win wars and others lose?" Does the more honorable party always win and the most evil always lose? If that is the case, then why do righteous parties still prepare for war? What are some of the things a winning side needs in order to win a war? Ask your students to prepare a list of those things and ask them to keep it until after they see the program.

Post-Viewing Activities

Ask your students to compare their list to the things that were mentioned in the program. Did anyone have more than three things on their list that were discussed in the program? Discuss the video, using the *Suggested Discussion Questions* if you prefer. Then hand out *War and Technology*, *The Gettysburg Address*, *Alonzo Cushing*, and *Jefferson Davis*. Have your students complete the activities on these



handouts either individually or in small groups, or assign the activities as homework. Finally, hand out *The Civil War, Part II Evaluation Exercise*. After your students complete the exercise, you will be able to determine their level of comprehension of the material in this lesson.

Description of Blackline Masters

SUGGESTED DISCUSSION QUESTIONS – questions that pinpoint key information.

WAR AND TECHNOLOGY – Helps students understand the relationship between technology and war.

THE GETTYSBURG ADDRESS – Provides background to what is perhaps the most famous of all American speeches.

ALONZO CUSHING – Helps students understand what true heroism is, and how a grateful nation honors its heroes -- sometimes long after the heroic event has taken place.

JEFFERSON DAVIS – Gives background information on the President of the Confederacy.

THE CIVIL WAR, PART II EVALUATION EXERCISE – Helps teachers and students determine how well the material has been comprehended.

ANSWER KEY

Video Quiz: 1. c. 2. False 3. South Carolina 4. c 5. False
6. military leadership 7. b. 8. True 9. emancipation
proclamation 10. c.

War and Technology: Web research, answers will vary.

The Gettysburg Address: Answers will vary.

Alonzo Cushing: Answers will vary.

Jefferson Davis: Answers will vary.

The Civil War, Part I Evaluation Exercise: Part II 1. T 2. F
3. T 4. F 5. F

Part II 1. d 2. b 3. c 4. a 5. d 6. c 7. d 8. b
9. c 10. a

Part III 1. c 2. e 3. d 4. a 5. b

Part IV 1. Any three of the following: population, manufacturing, rail lines, existing government 2. Any three of the following: 2,000 mile coastline, river system, most battles in the South 3. wrapped their boots and wagon wheels in cloth 4. Jan. 1, 1863, when Lincoln signed the Emancipation Proclamation 5. Completely destroy the South's homes, businesses, agriculture, bridges, roads.



TRANSCRIPT OF THE VIDEO

(Underlined words may be used for vocabulary lessons.)

JEFFREY: So the reason there was a Civil War was that the South wanted slavery and the North didn't want it, right?

MR. BEANBODY: Yes, Jeffrey, to a large degree, that's true. But there's more to it than that.

As we saw, the North was very different from the South. It had large cities with factories, while the South was, for the most part, an agricultural region.

And to many in the South, the differences in the way they lived could not be bridged. Moreover, Southerners, as voiced by their representatives in congress, were fearful of a slave

revolt, perhaps led by Northern abolitionists such as John Brown.

Most Southerners also disliked the federal government in Washington, which, they believed, made too many laws on matters better left to the states.

Finally, most Southerners felt that they would lose their sense of honor if they didn't stand up to the North.

LILLY: So was there anything that actually started the war?"

MR. BEANBODY: Well, let's go back to the fall of 1860, when Abraham Lincoln ran for president and won.

With his election, the Republican Party controlled all three branches of government – the executive, the legislative and the judicial – and many Republicans were against slavery.

Thinking that it was only a matter of time until slavery would be outlawed by the federal government, a South Carolina secession convention was held on December 20th, 1860.

It voted to secede, or break away, from the United States.

Within three months, six other Southern states – Mississippi, Florida, Alabama, Georgia, Louisiana and Texas – also seceded.

Immediately, those seven states started taking over federal court buildings, post offices and federal arsenals, where weapons were stored.

They also seized U.S. military forts located in their newly formed country, the Confederate States of America.

Abraham Lincoln, when he became president, pledged to stop those takeovers.

LINCOLN: The power given to me will be used to hold, occupy, and possess the property and places belonging to the government.

MR. BEANBODY: One fort that hadn't been seized yet was

Ft. Sumter, about a mile off the coast of Charleston, South Carolina.

President Lincoln wrote a letter to officials in that state. The letter said that he was sending some ships with food and other provisions for the soldiers at the fort.

But a group of South Carolina officials thought there would be weapons on the ships. So they asked Confederate General Pierre Beauregard to order the Union soldiers to vacate – that is, leave, the fort.

When Fort Sumter's commander, Major Robert Anderson, refused, Southern forces opened fire.

And with that, the American Civil War began. The date was April 12th, 1861.

Almost immediately, four more states – Arkansas, Tennessee, North Carolina and Virginia – joined the Confederacy.

President Lincoln then promptly called for 75,000 volunteers to put down what he called "a domestic insurrection."

LILLY: So he didn't go to war to free the slaves?

MR. BEANBODY: No, that would come later. At first, he just wanted to save the Union.

JEFFREY: So did President Lincoln get those 75,000 volunteers?

MR. BEANBODY: Oh, yes! And then some. Nobody expected the fighting to last as long as it did and there was a lot of excitement about the upcoming conflict.

The new soldiers, as well as most other people, thought the dispute would be a wonderful adventure that would last at most six months – if that!

And there was good reason for that optimism, for the North had a huge advantage in manpower: its population was twenty-two and a half million, while the South had only nine million people – of which 4.2 million were slaves.

The North had 110,000 manufacturing companies and more than one million industrial workers, many of whom could make guns, ammunition, cannons and so forth.

Compared to the North, the South had about 85,000 fewer manufacturing establishments and some 900,000 fewer industrial workers.

Trains that could carry war material to the troops was another big Northern advantage.

The North had 80% of all railroad miles in the U.S. Not only that, railroad tracks in the South had different sizes, so some shipments had to be transferred from one train to another – creating long delays when military equipment had to be shipped to a battle scene.

Finally, the North had a government to run the war, while the South had to create a brand-new government.

And it had to be created from states that did not like big, powerful governments – the kind needed to create and manage a large army in the 1860s.

JEFFREY: But the war lasted for four whole years, so the South must have had some advantages.

MR. BEANBODY: Yes, Jeffrey, they did. For one thing, they had a 2,000-mile coastline where war supplies from Europe could be shipped.

Those supplies came mostly from Great Britain and France – at least until 1864, when the Union Navy blocked European ships from reaching Southern ports.

The South also had many rivers on which supplies could be carried – helping it to overcome its railroad problem.

Furthermore, most battles were fought in the South, so supplies didn't have to be shipped long distances.

But perhaps the greatest advantage was the South's military leadership. During the war, President Lincoln had to replace

his top generals fifteen times, mostly due to their poor leadership!

The South simply had much better generals – Robert E. Lee is a prime example – and in many instances, better soldiers who had a clear purpose – independence for the Southern states.

LILLY: So that brings us to the battles, right?

MR. BEANBODY: Indeed it does, Lilly.

For more than three months, many Northern soldiers (that is, Union soldiers) did little more than practice marching.

It was said that one Union general, George B. McClellan, was much more fond of parades than leading his men in battle.

The commander of the Union Army in the east, General Irvin McDowell, wasn't eager to fight, either.

When Present Lincoln urged him to move his troops south to engage Confederate forces, the general said they weren't ready for combat.

In fact, he said, they were so poorly trained, they didn't even know how to retreat properly!

But Lincoln, pressured by public opinion, insisted that they fight.

And on July 21, 1861, several hundred civilians – many congressmen with their wives and children – rode about 20 miles with picnic lunches for a summer outing and to watch the first major battle of the war, the First Battle of Bull Run.

Much to their surprise – and to the shock of many others – the Union forces were routed.

Because they didn't know how to retreat orderly, the Northern soldiers broke rank and fled back to Washington.

It immediately became clear that the war would not end within six months.

General McClellan took over the defeated force, called the "Army of the Potomac," and began to drill his men day after day, and month after month.

Finally, after more than six months, President Lincoln lost patience and wrote McClellan, saying...

LINCOLN: General, if you're not going to use your army, might I borrow it?

JEFFREY: If General McClellan was head of the Army of the Potomac, were there *other* Northern armies?

MR. BEANBODY: Oh, yes indeed! For instance, in early 1862 there were both naval and army forces in the West, in Tennessee, on the Tennessee and Cumberland Rivers.

They successfully attacked Fort Henry near the Tennessee River on February 6th, 1862.

And nine days later, they attacked nearby Fort Donelson on the Cumberland River.

The commander of the Union army, Colonel Ulysses S. Grant, wrote a message to the commander of Ft. Donelson, General Simon Buckner, who was his roommate when they were students at the U.S. Military Academy at West Point. The message said...

GRANT: Hello friend. You will surrender all your forces and all your guns or I will move on you immediately.

BUCKNER: Well now, well now, Ulysses, can we talk?

GRANT: No!

MR. BEANBODY: And with that, Fort Donelson fell to the Union forces.

The Northern victories over the two forts opened a route that the Union military could take into the Confederate heartland.

Another important battle in the West took place at Shiloh,

Tennessee six weeks later.

On the night of April 5th and early morning, April 6th, Confederate soldiers, their boots and wagon wheels wrapped in cloth to muffle any sounds of movement, quietly sneaked out of Corinth, Mississippi and headed two miles north, to Shiloh, where thousands of Union soldiers were encamped.

Only a few Northern soldiers were up at dawn, when the surprise attack began.

The first day, the Confederate forces completely overwhelmed the Northern army.

But Union reinforcements arrived at night and recently-promoted General Ulysses Grant and other officers reorganized the defeated soldiers and counter-attacked the next day, at dawn.

It was a horrible battle, with hand-to-hand combat.

In the end, the Union forces were victorious, but both sides paid a terrible price. There were more than 23,000 casualties – the highest number of any American battle up to that date.

LILLY: Gosh! And there were two more years of war to go!

MR. BEANBODY: Yes, and many, many more clashes.

After Shiloh, there were huge battles at Antietam, in Maryland; at Gettysburg, Pennsylvania; at Vicksburg, Mississippi, at Atlanta, Georgia, and other places.

When President Lincoln issued the Emancipation Proclamation – the document that freed the slaves – on January 1st, 1863, the reason for the war changed.

At first, as I mentioned, it was a war to save the Union.

But now it was a war to free the slaves, and by ending slavery, would change the way people lived in the South.

To many, such as the North's General William Tecumseh Sherman, the war would not be won until the South's economy was ruined – its businesses, its agriculture, and its bridges, roads and railroads.

“Sherman’s March to the Sea,” as it’s called, destroyed a large swath of Georgia, leaving desolation in its path.

That signaled that the war would soon end.

LILLY: Oh, wait! Don’t we know those people?

JEFFREY: Those are the people at the plantation, the ones who said having slaves was the right thing to do! We saw them before lunch!

MR. BEANBODY: That’s right, Jeffrey. Their world was destroyed, as it was for many other white people in the South when General Robert E. Lee surrendered to General Ulysses S. Grant on April 9th, 1865, at a Court House in Appomattox, Virginia.

The terrible conflict was over. Six hundred twenty thousand people were killed – more than in any other American war.

Now, let’s go back inside where I’ll show you that when the war ended, life was very different for both black people and white people in the South during a period called “reconstruction.”

Web Resources

Civil War Photography

<http://www.civilwarphotography.org/index.php/exhibits/online-exhibits>
An excellent collection of Civil War photographs that will give students a good visual sense of the conflict.

Civil War Battles

<http://www.sonofthesouth.net/leefoundation/civil-war-battles.htm>
Good reviews of each of the major battles of the war

Discussion Questions – The Civil War, Part II

1. What did southerners fear before the Civil War? (a slave revolt)
2. Why did southerners dislike the federal government? (Felt it made too many laws better left to the states.)
3. What did southerners feel they would lose if they didn't stand up to the North? (their sense of honor)
4. Who won the 1860 presidential election? (Abraham Lincoln)
5. What political party controlled all three branches of government after the 1860 presidential election? (Republican)
6. Which southern state seceded from the United States first? (South Carolina)
7. Within 6 months what 6 other states seceded? (Mississippi, Florida, Alabama, Georgia, Louisiana, Texas)
8. What did the southern states do immediately after they seceded? (They took over federal arsenals, post offices and federal court buildings.)
9. Where did the opening shot of the Civil War take place? (Ft. Sumter)
10. What four states joined the Confederacy after Ft. Sumter was attacked? (Arkansas, Tennessee, North Carolina, Virginia)
11. How many volunteer soldiers did President Lincoln request after Ft. Sumter was fired upon? (75,000)
12. How long did most people think the war would last when it began? (at the most six months)
13. What were the North's advantages? (greater population, more factories and industrial workers, better rail transportation, an existing government)
14. What were the South's advantages? (a long coastline where supplies could be shipped, extensive river system, better military leadership, soldiers with a clear purpose)
15. Why did it take so long for fighting to begin after the Ft. Sumter attack? (The two northern generals, McClellan and McDowell, were not eager to fight.)
16. Where was the first major battle of the war fought? (Bull Run)
17. What two major battles were fought in the west in February, 1862? (Ft. Henry and Ft. Donelson)
18. Who were the northern and southern commanders at those two battles and how did they know each other? (Grant and Buckner, were roommates at West Point)
19. How did southern forces make sure they wouldn't be heard when sneaking up on northern soldiers at Shiloh? (wrapped boots and wagon wheels with cloth)
20. Which Union general reorganized soldiers at Shiloh? (Grant)
21. How did the war change on January 1, 1863? (became a war to free the slaves)
22. According to General Sherman, the war would not be won until what happened? (The South's economy was destroyed.)
23. In what state did Sherman's "March to the Sea" begin and end? (Georgia)
24. When and where did the Civil War end? (Appomattox, VA; April 9, 1865)

Name _____

War and Technology



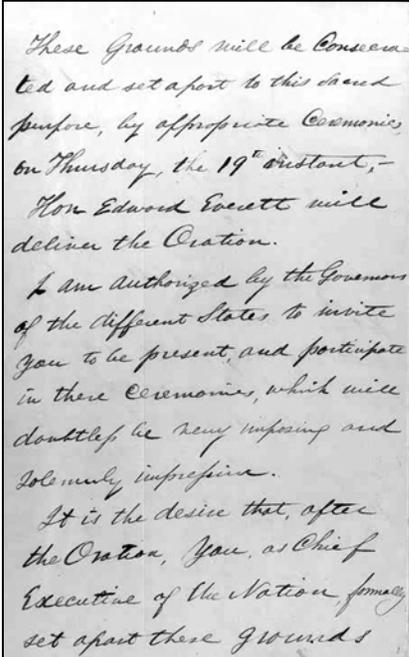
The Civil War has been called "the first modern war" because so many technological advances in warfare were made and used during that conflict. And ever since that time, technologies have advanced during major warfare. These advances generally have been made for good and evil purposes. Here are a few of the Civil War technological advances:

- Ironclad warships (see above photo) protected ships from artillery.
- Submarines allowed ships to move into enemy territory undetected.
- Balloons gave an aerial view of battles, which helped in both offensive and defensive planning.
- The Gatling gun was the first real machine gun. It was the most deadly gun at the time.

Another innovation of the Civil War was trench warfare. Conduct an online search of trench warfare and write several paragraphs describing it and the role it played in another war roughly 50 years later. Use the back of this paper when writing your paragraphs.

Name _____

The Gettysburg Address



These grounds will be consecrated and set apart to this sacred purpose, by appropriate ceremonies, on Thursday, the 19th instant, - Hon. Edward Everett will deliver the Oration.

I am authorized by the Governors of the different States to invite you to be present, and participate in these ceremonies, which will doubtless be very imposing and solemnly impressive.

It is the desire that, after the Oration, you, as Chief Executive of the Nation, formally set apart these grounds

On November 19, 1863, President Lincoln traveled Gettysburg, PA to give a speech at the dedication of a soldiers' cemetery. He was not the main speaker that day. His speech was the sixth item on the day's program. The main speaker was a former congressman and governor of Massachusetts, Edward Everett. Mr. Everett's speech ran for two hours and he spent a great deal of time writing it. He felt the speech would be remembered for the ages. Instead, President Lincoln's two-minute speech, hastily written, was the one that has stood the test of time. A brief, 10-sentence oration, it is considered by many to be the most notable speech in American history:

"Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great

battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate, we can not consecrate, we can not hallow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth."

In a few sentences, explain why you feel this speech is so powerful.

Name _____

Alonzo Cushing

There are many acts of bravery during wartime. Most of them are forgotten. Once in awhile, however, these acts are resurrected in the public memory and the hero or heroine receives the recognition he or she deserves. Such is the case of Alonzo Cushing, an artillery officer during the Civil War. It took him more than 150 years to be recognized for his bravery, but on November 2014, Lt. Cushing received the Medal of Honor, our country's highest military award, for his heroism during the Battle of Gettysburg. As the commander of an artillery battery unit, he was seriously injured with artillery shell fragments in his shoulder and abdomen. His unit had only one operating canon left when Confederate forces charged his unit during the third day of the battle. The young officer refused to evacuate his position, however. Even though severely wounded, he repeatedly directed the lone canon to fire against the enemy. Because of his bravery, the northern forces were able to repulse the Confederate soldiers and claim victory for the Union Army at Gettysburg.



On a separate sheet of paper, conduct an Internet search, then write a brief report on any one of the following Civil War Heroes:

Francis Barlow

Robert Smalls

John Stith Pemberton

John Brown Gordon

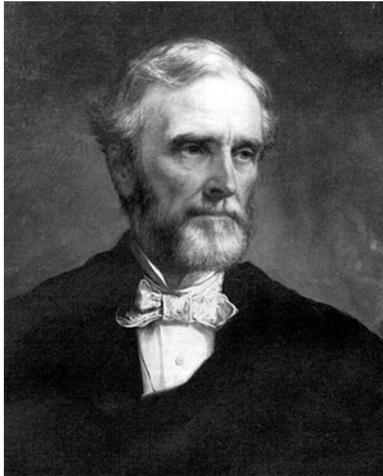
Rutherford B. Hayes

George Armstrong Custer

Name _____

Jefferson Davis

Jefferson Davis was the president of the Confederate States of America. He grew up on his brother's cotton plantations in Mississippi and Louisiana and attended the U.S. Military Academy at West Point. He did not distinguish himself



at the academy, however. He was constantly in trouble for disobeying rules and he graduated in the bottom third of his class. As with other graduates of the academy, he entered the army as a second lieutenant, but eventually became a colonel during the Mexican-American War of 1846-1848. He was also Secretary of War for President Franklin Pierce. He served as a U.S. Senator from Mississippi in the mid-1800s. As an operator of a large cotton plantation in that state, he was well known in congress for his support of slavery. According to most historians, Jefferson Davis is one reason why the South lost the Civil War. He seemed unable to let people help him when making decisions or doing

the hard work of starting a new country. He also was unable to work with people who disagreed with him, something else needed when starting a new country. Davis was plagued with poor health for most of his life. He suffered repeated bouts of malaria and lived with battle wounds he sustained in the Mexican-American War. In addition, he had a chronic eye infection as well as a disease that caused severe facial pain.

Judah P. Benjamin served as Davis' vice president. Look up this very interesting man online and write a brief report about him, using the space below and on the back of this paper.

Name _____

The Civil War, Part II Evaluation Exercise, p. 1

I. True or false. Put a "T" next to the statement if it is true, or an "F" if it is false.

1. _____ The American Civil War began in 1861.
2. _____ The first major battle of the Civil War was at Shiloh, Mississippi.
3. _____ The leader of the Confederate Army was Robert E. Lee.
4. _____ The first state to secede from the U.S. was North Carolina.
5. _____ General McClellan was eager to fight Confederate troops.

II. Circle the letter next to the phrase that best completes the sentence.

1. The first state to secede from the United States was
 - a. Georgia.
 - b. North Carolina.
 - c. Alabama.
 - d. South Carolina.
2. Ft. Sumter was located near
 - a. Atlanta, Georgia.
 - b. Charleston, South Carolina.
 - c. Shiloh, Mississippi.
 - d. none of the above.
3. One of Lincoln's first acts after Ft. Sumter was attacked was to
 - a. free the slaves.
 - b. send soldiers to Bull Run.
 - c. call for 75,000 volunteers.
 - d. give the Confederate states their freedom.

Name _____

The Civil War, Part II Evaluation Exercise, p. 2

4. When the Civil War began, most people thought it would last
 - a. at most six months.
 - b. one to three years.
 - c. at most five years.
 - d. none of the above.

5. An advantage of the Union troops was
 - a. more rail lines.
 - b. more industrial workers.
 - c. a long coastline.
 - d. a. and b.

6. An advantage of the South was its
 - a. strong president.
 - b. established government.
 - c. military leadership.
 - d. none of the above.

7. The first major battle of the war was at
 - a. Shiloh.
 - b. Gettysburg.
 - c. Ft. McHenry.
 - d. none of the above.

8. President Lincoln had difficulty
 - a. getting enough troops.
 - b. finding a competent general.
 - c. buying guns for his soldiers.
 - d. feeding the troops.

9. Two important battles in Tennessee were at
 - a. Shiloh and Gettysburg.
 - b. Vicksburg and Shiloh.
 - c. Ft. Henry and Ft. Donelson.
 - d. Ft. Donelson and Ft. Nichols.

Name _____

The Civil War, Part II Evaluation Exercise, p. 3

10. General Sherman was best known for his

- a. "march to the sea."
- b. "march to Atlanta."
- c. "march to New York."
- d. none of the above.

III. Place the letter next to the word or phrase that best matches the name.

- | | |
|-------------------------------------|---------------------|
| _____ 1. Head of Confederate Army | a. Simon Buckner |
| _____ 2. First head of Union Army | b. Abraham Lincoln |
| _____ 3. Marched his men for months | c. Robert E. Lee |
| _____ 4. Ft. Donelson | d. George McClellan |
| _____ 5. Emancipation Proclamation | e. Irvin McDowell |

IV. Answer the question in one or two sentences.

1. What were three advantages of the Union Army?

2. What were three advantages of the Confederate Army?

3. How did Confederate soldiers keep from being heard at Shiloh?

4. When did the reason for the war change?

5. According to General Sherman, what was the only way to win the war?