

# Guided Reading Activity 16-3

Civil War Sec 3: A Call for Freedom p473-477

Name \_\_\_\_\_

Date \_\_\_\_\_ Hour \_\_\_\_\_

**Directions:** The use the information in your textbook to help you fill out the outline.

## I. Emancipation

### A. Introduction

1. Why did Abraham Lincoln hesitate to move against slavery? \_\_\_\_\_

\_\_\_\_\_

2. How did Northerner's attitudes toward slavery change as the war went on? \_\_\_\_\_

\_\_\_\_\_

### B. The Emancipation Proclamation

1. Why did Lincoln wait to issue the Emancipation Proclamation? \_\_\_\_\_

\_\_\_\_\_

2. When did the Lincoln sign the Proclamation? \_\_\_\_\_

### C. Effects of the Proclamation

1. Why did the Proclamation not actually free any enslaved people? \_\_\_\_\_

\_\_\_\_\_

2. What effect did Lincoln hope the proclamation would have on the enslaved? \_\_\_\_\_

\_\_\_\_\_

3. What effect did the proclamation have in Europe? \_\_\_\_\_

\_\_\_\_\_

4. Which Amendment, ratified in 1865, truly freed enslaved African Americans? \_\_\_\_\_

## II. African Americans in the War

### A. In the South

1. By the end of the war, what portion of the Confederacy's enslaved population had fled to Union Areas? \_\_\_\_\_

2. What was the main reason Southerners didn't want to use African Americans as soldiers? \_\_\_\_\_

\_\_\_\_\_

### B. Helping the North

1. Before they were allowed to serve as soldiers in the Union army, how did African Americans aid the Union war effort? \_\_\_\_\_

### C. African American Soldiers

1. What was the 54<sup>th</sup> Massachusetts? \_\_\_\_\_

\_\_\_\_\_

2. How did the events of July 18, 1863, win respect for African American troops? \_\_\_\_\_

\_\_\_\_\_

**Section Quiz 16-3**

**DIRECTIONS: Matching** Match the items in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

**Column A**

- \_\_\_\_\_ 1. to free enslaved peoples  
 \_\_\_\_\_ 2. Thirteenth Amendment  
 \_\_\_\_\_ 3. to approve  
 \_\_\_\_\_ 4. famous Union spy  
 \_\_\_\_\_ 5. Robert Gould Shaw

**Column B**

- A.** ratify  
**B.** emancipate  
**C.** Harriet Tubman  
**D.** member of  
 54th Massachusetts  
**E.** freed enslaved Americans

**DIRECTIONS: Multiple Choice** In the blank at the left, write the letter of the choice that best completes the statement or answers the question. (10 points each)

- \_\_\_\_\_ 6. From the start of the war, the North's main goal was to  
**A.** preserve the Union.                      **C.** destroy the South.  
**B.** make an issue of slavery.                **D.** please the abolitionists.
- \_\_\_\_\_ 7. What law did Abraham Lincoln formally sign on January 1, 1863, which freed enslaved African Americans in the Confederacy?  
**A.** Antislavery Bill                              **C.** Emancipation Proclamation  
**B.** Union-Confederate Bill                    **D.** Lincoln's Proclamation
- \_\_\_\_\_ 8. After Lincoln issued the Emancipation Proclamation, which countries decided to withhold recognition of the Confederacy?  
**A.** Russia and Spain                              **C.** France and Spain  
**B.** Britain and Spain                             **D.** Britain and France
- \_\_\_\_\_ 9. By the end of the war, African American volunteers made up nearly what percentage of the Union army?  
**A.** 20 percent                                      **C.** 100 percent  
**B.** 10 percent                                      **D.** 50 percent
- \_\_\_\_\_ 10. By becoming Union soldiers, African Americans took an important step toward  
**A.** losing the war.                                **C.** securing civil rights.  
**B.** decreasing the military.                   **D.** gaining equal pay.

**★ Reteaching Activity 16-3**

**DIRECTIONS: Recognizing Causes and Effects** After each *Cause*, write the letter of its *Effect* from the Fact Bank.

1. **Cause:** Congress passes the Thirteenth Amendment.  
**Effect:** \_\_\_\_\_
2. **Cause:** President Abraham Lincoln issues the Emancipation Proclamation.  
**Effect:** \_\_\_\_\_
3. **Cause:** Congress passes a law allowing African Americans to serve in the Union army.  
**Effect:** \_\_\_\_\_
4. **Cause:** Enslaved persons grow food for Confederate troops.  
**Effect:** \_\_\_\_\_

**★ FACT BANK**

- |  |  |
|--|--|
| <p><b>A.</b> More Confederate troops can fight in the war.</p> <p><b>B.</b> Slavery is abolished in the United States.</p> <p><b>C.</b> By the end of the war, 10 percent of the army's personnel and 18 percent of the navy's sailors are African American.</p> | <p><b>D.</b> Free African Americans in the North rejoice, and Great Britain and France withhold support for the Confederacy.</p> |
|--|--|

**SECTION 16-3**

**DIRECTIONS: Matching** Match each item in Column A with its corresponding item in Column B. Write the correct letters in the blanks.

**COLUMN A**

**COLUMN B**

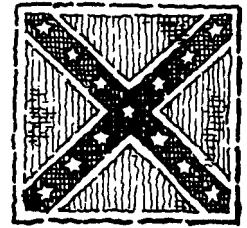
- |   |   |
|---|---|
| _____ <b>5.</b> Emancipation Proclamation   | <b>E.</b> spied for the Union army                          |
| _____ <b>6.</b> Thirteenth Amendment        | <b>F.</b> attacked Confederate stronghold in South Carolina |
| _____ <b>7.</b> Harriet Tubman              | <b>G.</b> announced on September 22, 1862                   |
| _____ <b>8.</b> 54th Massachusetts Regiment | <b>H.</b> abolished slavery in the United States            |

## ★ Enrichment Activity 16-3



### Charleston

Henry Timrod, who has sometimes been called the “Poet Laureate of the Confederacy,” was born in Charleston, South Carolina, in 1828. The poem excerpted below was published by Timrod in 1862.



#### Charleston

In the broad sunlight of heroic deeds  
 The City bides [awaits] the foe. . . .  
 And down the dunes a thousand guns lie  
     couched [resting]  
 Unseen beside the flood [along the shore],  
 Like tigers in some Orient jungle crouched,  
 That wait and watch for blood.  
 Meanwhile, through streets still echoing  
     with trade,  
 Walk grave and thoughtful men

Whose hands may one  
     day wield the patriot’s blade  
 As lightly as the pen.  
 And maidens with such eyes as would  
     grow dim  
 Over a bleeding hound  
 Seem each one to have caught the strength  
     of him  
 Whose sword she sadly bound. . . .

**DIRECTIONS: Analyzing Primary Sources** Use the poem to answer the following questions.

1. What lines in the poem tell you that Charleston is preparing for war? \_\_\_\_\_  
 \_\_\_\_\_
2. What does the poet compare the guns to and why is it a good comparison?  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Is life in Charleston going on as usual? How do you know? \_\_\_\_\_  
 \_\_\_\_\_
4. How have the women reacted to the preparation for war? \_\_\_\_\_  
 \_\_\_\_\_
5. How would you describe the mood in Charleston at this time? \_\_\_\_\_  
 \_\_\_\_\_

### Activity

**DIRECTIONS: Creating Media** Timrod’s poem shows the reader his feeling about preparing for the Civil War. How else might a creative person express the same feelings? Create a painting, drawing, short story, or song in which you try to capture the feelings that Timrod expresses.