



All resources online are accessible through the BISD Website. The website for the text, Pearson, is through Quicklinks. All apps such as Studies Weekly and BrainPop are accessed through CLEVER.

1. Go to the Brownsville ISD Website: www.bisd.us
2. Go to the dropdown for QUICKLINKS and click on CLEVER.
3. Login to Clever with Student ID as **BOTH** Username and Password
Example: Username: 1234567 Password: 1234567
You will a RED square with Studies Weekly as well as BrainPop, BrainPopJr.
4. Click on the app you need. Go to the appropriate grade and start learning!

Week 1

You will find the newspaper online
The newspapers are at your campus for fifth grade.

Week 19
The War Continues



Click on the paper logo for the student edition

NOTE: The fifth grade Social Studies topics provide a foundation for the skills that are tested in 8th grade

Students need to spend time discussing and reading to develop an understanding of the causes and effects of political, economic, and social reasons for the Civil War with these lessons below. For example, students will need to analyze questions such as, “What economies did the north and south have that contributed to the war?” Graphic organizers we have included will help children to organize the facts so they comprehend the situations the country was in at the time, and why decisions were made at that time in history. We are sharing with the Summaries below, because not everyone majored in history or remembers what they did learn years ago. We all need a refresher, so please don’t give up even though fifth grade Social Studies topics might seem to be difficult. Please look at the videos in Studies Weekly as well as the Ken Burns videos for this week.

Websites of the Week



1. This is a fun online game that’s part scavenger hunt and part history lesson. Let your students play for one hour free to enjoy. A download of the game is relatively cheap if you choose to get it, but it is not necessary. Look for a discount code on the website: <https://www.bigfshgames.com/games/2419/hidden-mysteries-civil-war/?pc>
2. This is a website about Civil War battlefield travel. This would be an excellent resource in making maps and brochures. <http://www.civilwartraveler.com/>.
3. Prepared by the National Archives, this site offers a large collection of Civil War photographs and audiovisual recordings. <https://www.archives.gov/research/military/civil-war/photos>

This Week’s Objectives

Students will



- explain political, social and economic changes that occurred in America during the 19th century
- identify causes and effects of the Civil War
- identify the accomplishments of individuals who contributed to society in the areas of civil rights and politics
- understand the location and patterns of settlement and the geographic factors that influence where people live
- understand patterns of work and economic activities in the U.S.
- apply critical thinking skills supported with information from valid historical sources

Words to Know

arms – weapons **enlist** – to join the military **retreat** – withdrawal of troops to a better location **draft** – required military service **scarce** – insufficient to meet demand
bayonet – a blade adapted to fit the muzzle end of a rifle and used as a weapon in close hand-to-hand combat **infiltrate** – to enter secretly, as in enemy territory
blockade – the isolation of an area or harbor by hostile ships that prevent the entrance or exit of traffic export (v.) – to send or transport abroad

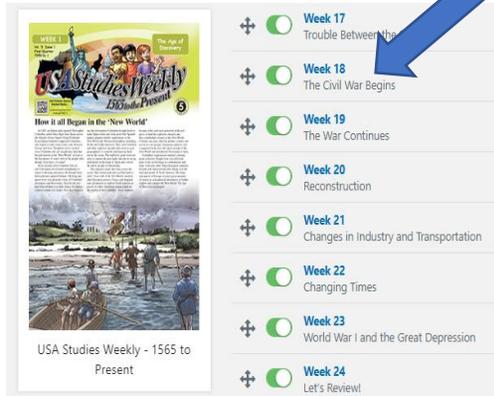
Theme Words

- political
- economic
- social
- battle
- surrender

Studies Weekly Newspaper for Week 19 The War Continues Online Activities

Make sure to read the summaries below if your child has questions regarding this topic that you are not sure about. We have tried to give you everything you need to be successful.

As you log on to Studies Weekly, you will have a choice of grade level. Click on the newspaper for Fifth Grade. Click on the words **Week 19 The War Continues**.



Every child can work through the online activities at their own pace. They earn coins for reading and listening as well as for watching videos. For a reward they can discover the PLAY button.



To slow down or speed up the reader, look for the turtle.

Week 1	Students may read independently, with a parent or sibling, or with the online reader. Students should read each article several times to understand the causes and effects of the Civil War and life changed the people on both sides of the conflict.
Monday	<p>Questioning the Author: Students analyze this week's issue. Have them discuss how the author organized this week's issue. Have students discuss the following questions:</p> <ul style="list-style-type: none"> • What is the author's purpose for writing this issue? • What does the author expect you to know when you have completed this issue? • How does this issue make sense with previous issues the author has written? • Why does the author believe you should read this information?
Tuesday	Selective Underlining or Highlighting: Have students re-read this week's issue. Explain selective highlighting. Ask students to read one selection, underlining key words or phrases. Students will note whether the idea is a main idea (M) or a detail (D) in the margin. Use this to fill in the chart for Main Idea.
Wednesday	Self-Questioning: As students read this week's issue ask them to record in their journals one question they may have for each article.
Thursday	Letter Writing: Write a letter to a freedman living in the South in 1865. Explain to him what life is like in the U.S. today. Explain how the country has changed since the Civil War. How is your life today different from his life during Reconstruction? Use the main idea/detail format. Be sure to write in complete sentences and edit your work.
Friday	<p>Venn Diagram: Complete a Venn diagram or other compare-and-contrast organizer to analyze the North and South during Reconstruction. Use information from this week's issue along with independent research to support your ideas. See the Graphic Organizer attached below.</p> <p align="center"> <i>North During Reconstruction</i> <i>South During Reconstruction</i> </p>

<p>Week 1 Integrated Activities / Assessment</p> <p>Parent's Choice have students to do or not to do.</p>	<p>Picture Notes: Read the article titled "One Nation Again." Create an illustration using single words, pictures and diagrams to show you understand the main concepts of the Reconstruction era in American history.</p> <p>One Sentence Summary: Students use information from this week's issue along with their knowledge of social studies to complete the following summary: The period of Reconstruction was a _____ in which the South _____, _____ and _____ while the North _____, _____ and _____, and freedmen _____.</p> <p>Story Writing: Pretend your family members are freedmen living in the North during Reconstruction. Write a story about what your life is like now that you are no longer a slave. What are you doing? What conflicts do you still have in your life? What do you see, hear and feel? Use complete sentences and edit your work.</p> <p>Children's Codes: Write a list of codes (rules) that are only for children and would restrict their civil rights. Compare your list to the Black Codes that were enacted by many Southern states during Reconstruction.</p>
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The following is background information for Parents/Teachers. This is NOT for students to read. They are to read the Newspapers and the online articles.

Summary of Previous Lessons

Last week, students studied how the presidential election of 1860 pushed the Southern states to secede. Students learned South Carolina was the first of eleven total states to form the Confederate States of America. Jefferson Davis was selected as its first president. Soon the tension between the two countries came to a head. Students learned that the Confederate attack of Fort Sumter and its subsequent fall prompted men on both sides to join in forces against one another. Students learned that many people volunteered service while others were drafted. The Battle at Bull Run showed the Union Army that the Confederates were ready to fight without backing down. Students learned that President Lincoln had some difficulty deciding the right time to announce the abolition of slavery. Finally, on Jan. 1, 1863, he signed the Emancipation Proclamation into law. Many enslaved people were officially free. The two leaders of the war, General Robert E. Lee and General Ulysses S. Grant, both well-trained military leaders, had a long road ahead of them.

Summary of Current Lessons

- When word of Fort Sumter's fall reached civilians, men and boys of all ages volunteered to serve in the Army. Some of the boys were as young as nine years old.
- Documents to prove age were not available, so boys younger than 18 could serve if they wanted to sneak in Army units. Some boys joined with their parents' consent while others changed their names to join or ran away from home.
- Most Northern boys wanted to serve in the Army to get out of boring farm work and have a grand adventure. Southern boys wanted to serve for the same reasons, but also to preserve the Southern way of life, which included slavery.
- Many young boys served in military bands as drummers, buglers and ffe players. They did not see battle action.
- Many soldiers died from starvation and disease as well as from battle wounds.
- The Battle of Gettysburg was a turning point in the war. Lee wanted a victory in the North, but he and his soldiers were soundly defeated in a three-day battle in Gettysburg. The South never again invaded the North.
- Battles in the Civil War were brutal and bloody. The combat was generally face-to-face on an open battlefield.
- Life back at home during the Civil War was not much easier. Northerners had a strong economy, but citizens were outraged at draft guidelines that favored the wealthy. The Southern agricultural economy suffered greatly at Northern interference and blockades. Many people in the South were left homeless and starving.
- Following Gettysburg, the Northern forces took control of the Mississippi River at Vicksburg. General Sherman was sent to march through Georgia, and Grant led troops into Virginia to capture the capital of Richmond. Many Rebels headed southward to home believing the war was already lost.

- On April 9, 1865, General Robert E. Lee surrendered to General Ulysses S. Grant at Appomattox Court House, Virginia. The four-year war was over. Grant was extremely generous in letting all Rebel soldiers return home.
- Both the North and the South used spies during the Civil War, and both sides knew they were being spied upon. Some of the best spies were women who used disguises and tricks. Sarah Emma Edmonds and Nancy Hart were two of the most successful spies.
- Women at home during the Civil War contributed greatly to the war effort. Northern women took over many of the job positions left open by men at battle. Many women worked to earn money to support the troops. Women in the North also provided the troops with needed medicine and supplies.
- Women in the South also worked to provide the soldiers on the battlefields with uniforms and supplies. They made weapons and ammunition. In addition, they kept farms and plantations operating as best as they could despite the dire circumstances of war.

Teacher Background Information

Surrender at Appomattox Courthouse: April 9, 1865 The bloody battles of the Civil War had gone on for four long years. Both sides were battle weary. Rebel forces were especially weak and defeated. Back home in the South, people were struggling to survive. General Lee's men felt little hope. General Ulysses S. Grant realized it was the perfect time to offer the chance for Lee to surrender and end the war once and for all. On April 9, 1865, General Ulysses S. Grant and General Robert E. Lee met at the home of Wilmer McLean in the village of Appomattox Court House, Virginia. The meeting lasted approximately an hour and a half. The two men made small talk at first about their service together during the Mexican-American War. The meeting was preceded by a series of handwritten letters between the two generals. A messenger carried Grant's first letter through Confederate lines straight to Lee. Please share this part of the correspondence with your child. Help them to understand what it meant to both sides of the conflict.

*HEADQUARTERS, ARMIES OF THE U. S.
5 P. m., April 7th, 1865*

GENERAL R. E. LEE, Commanding C. S. A.:

The results of the last week must convince you of the hopelessness of further resistance on the part of the Army of Northern Virginia in this struggle. I feel that it is so, and regard it as my duty to shift from myself the responsibility of any further effusion of blood by asking of you the surrender of that portion of the Confederate States army known as the Army of Northern Virginia.

U. S. Grant, Lieutenant-General

Within one hour, Lee had answered Grant's offer.

April 7th, 1865

*LIEUTENANT-GENERAL U. S. GRANT,
Commanding Armies of the U. S.*

GENERAL: I have received your note of this date. Though not entertaining the opinion you express of the hopelessness of further resistance on the part of the Army of Northern Virginia, I reciprocate your desire to avoid useless effusion of blood, and therefore, before considering your proposition, ask the terms you will offer on condition of its surrender.

*R.E. LEE,
General*

A series of seven more letters between the two men followed. Lee finally accepted all of Grant's generous terms. The brief and solemn meeting brought the terrible war to an end, though it would be months before Americans everywhere received news of the agreement.

Teacher-Guided Questions

- Why was there a rush to join the army after the fall of Fort Sumter? (People felt a desire to come to the aid of their country. Northerners wanted to do as President Lincoln asked. Southerners wanted to protect their homes and way of life from Northern control.)
- Why do you think some Northern boys might have wanted to join the Army? (Many probably wanted to follow their fathers and older brothers into battle. Others wanted the adventure of being at war, as it was much more interesting than farm work.)
- Why did a child often hold the job of a drummer or bugler in the war? (These were positions that did not see actual battle.)

Behind the Lines and Back at Home

- Explain the reason Robert E. Lee wanted to win a battle in the North. (Lee felt to win a battle on Union territory would be the key to making their foe ask for a peace agreement.)
- What was the primary reason the Battle of Gettysburg was a turning point in the war? (It was a stunning defeat for the Rebels. After Gettysburg, Lee's men never fully recovered, and they never invaded the North again.)
- Why was Civil War combat especially brutal? (It was face-to-face combat on open battlefields.)
- Over 600,000 men died during the Civil War, but only 200,000 were battle-wound deaths. What is surprising about this fact? (More men died of disease and starvation during the war than of actual battle injuries.)
- Why do you think the North developed an income tax plan? (A tax was needed to fund war costs.)
- Do you think it was fair that some wealthy Northerners could buy their way out of serving in the military? (Responses will vary.)
- How do you think the Northern blockade effected the South? (Southerners could not ship goods in or out. They were unable to make money or to receive food and supplies they needed.)
- Why do you think General Grant was so generous in letting all Rebel soldiers return home? (He felt it had been a long war that both sides had courageously fought. He obviously felt the soldiers had suffered enough without additional punishment or imprisonment.)

Civil War Secret Agents

- What is the difference between Civil War spies and spies of today in books and in movies? (Civil War spies used disguises and trickery instead of technology to do their jobs.)
- Who did much of the spying for both sides? (Women made excellent spies for both the North and the South.)

Women and the War

- What did men and women have in common during the Civil War? (Both men and women did their part to help war efforts in their country.)
- Why do you think the Civil War is sometimes called a war between brothers? (The war was between two parts of a country that had once been united in its beliefs and ideals.)

Week 2

This Week's Objectives



Students will:

- identify the causes of the Civil War
- apply geographic tools to construct and interpret maps
- describe a variety of regions in the U.S. that resulted from patterns of human activity



Websites of the Week

1. This is an excellent site with lesson plans and a detailed listing of primary sources with links: <http://www.pbs.org/kenburns/civil-war/>
2. This site is an excellent research site. It contains documents and records of the Freedmen's Bureau: <http://www.freedmensbureau.com/>
3. This link is a visual diary of African Americans in 19th century America: <https://digital.library.vcu.edu/digital/collection/cook>

Words to Know

Reconstruction – the period of time following the Civil War **loyalty** – faithfulness **freedmen** – former enslaved people **execute** – to put to death as punishment for a crime **abolish** – to put an end to **debt** – money that is owed to another **sharecropper** – one who rents farmland and pays rent with a portion of the crops **carpetbagger** – one from the North who moved to the South for business opportunity during Reconstruction **scalawag** – any Southerner during Reconstruction that supported Northern causes or freedmen **traitor** – one who betrays the trust of another

Theme Words

- political
- economic
- social
- battle
- surrender

As you log on to Studies Weekly, you will have a choice of grade level. Click on the newspaper for Fifth Grade.

Click on the words **Week 20 Reconstruction**. See below for Week 20 and the for the articles for this week. Students may work at their own pace, but ensure they learn.

	Studies Weekly Newspaper for Week 20 Reconstruction	Online Activities
Monday	<p>Questioning the Author: Students will analyze this week’s issue. Have them discuss how the author organized this week’s issue. Have students discuss the following questions:</p> <ul style="list-style-type: none"> • What is the author’s purpose for writing this issue? • What does the author expect you to know when you have completed this issue? • How does this issue make sense with previous issues the author has written? • Why does the author believe you should read this information? 	<p>Now that your child is accustomed to the Studies Weekly Activities, this second week they may go to BrainPopJr. from the Clever access where they found Studies Weekly to review what they know from last week, or from this week.</p>
Tuesday	<p>Selective Underlining or Highlighting: Have students re-read this week’s issue. Explain selective highlighting. Ask students to read one selection, underlining key words or phrases. Students should then note whether the idea is a cause or an effect. Use highlighted cause and effects for the graphic organizer to help you understand the selection you just read.</p>	
Wednesday	<p>Self-Questioning: As students read this week’s issue ask them to record in their journals one question they may have for each article. Have them research their question to find the answer on the internet or any books you may have on the topic.</p>	

<p>Thursday</p>	<p>Page 4 Activities/Assessment: Using Primary and Secondary Sources to Identify Cause-Effect Relationships Read the directions and complete with a graphic organizer for cause and effect relationships. Complete the Timeline on page 4. Interpreting Tables and Constructing Graphs: Use the table (This worksheet is at the end of Week One.) to interpret the data regarding casualties some of the wars that Americans have suffered and given their lives for to protect and defend our Constitution. After completing the worksheet, reflect about what this means to all Americans past, present and future.</p>	
<p>Friday</p>	<p>Watch a movie or video about any significant story during the Civil War, such as</p> <ul style="list-style-type: none"> • Harriet • Glory: 1861-1863. • Lincoln: 1865. • The Civil War Documentary: 1861-1865. • Gone with the Wind: 1861-1869. <p>and write a reflection about what the people went through comparing it to your own life. Use a Venn Diagram to help you organize any facts.</p>	
<p>Answer Key for Parents Page 4</p>	<p>Creating a Timeline Activity, Page 4</p> <p>January 1865 - Congress approved the 13th amendment to the Constitution.</p> <p>March 1865 - Congress started the Freedmen’s Bureau.</p> <p>April 14, 1865 - John Wilkes Booth assassinated Abraham Lincoln.</p> <p>November 1865 - Mississippi enacted the Black codes limiting the civil rights of freed African Americans.</p> <p>December 1865 - The 13th Amendment was ratified, and slavery was abolished forever.</p>	

<p>Week 2 Integrated Activities / Assessment</p> <p>Parent's Choice have students to do or not to do.</p>	<p>Let's Write This week's writing instructional focus: expository writing/cause and effect. Students should read this week's issue in its entirety before beginning this writing activity. Encourage them to use facts and details from research and resources.</p> <p>The first paragraph should explain the concept of Reconstruction. Paragraph two should give causes for Reconstruction, and the final paragraph should explain the effects of Reconstruction on the North, South and freedmen. Students should revise and edit their final composition for correct capitalization, grammar, punctuation, spelling and sentence structure. See the Graphic Organizer attached for writing with a cause and effect format.</p> <p>Create a Timeline After completing the timeline for page 4, the students will create a timeline from a favorite person in history, scientist, or anyone alive or dead, or maybe a favorite movie star, or singer, etc. Include details about them beginning with when they were born and where they live (or lived) and choose at least five major events or interesting facts about their life that can be added to the timeline. The student should be able to share the timeline with someone in the family who can make sure details are accurate and kept in chronological order.</p> <p>Analyzing Tables, Charts and Graphs to Understand Social Studies Topics: Students will interpret the table</p>
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*****The following is background information for Parents/Teachers. This is NOT for the students to read on their own. Students are to read the Studies Weekly Newspapers and the online articles. *****

Summary of Previous Lessons

Last week, students learned all about the battles that were turning points of the Civil War. Students learned that fighting on the Civil War battlefield was brutal. Nearly 200,000 men lost their lives to battle wounds during the war. Students learned that Northern and Southern families were doing everything possible at home to support the troops. However, life in the South was especially difficult because of blockades and fighting in the area. Food was hard to find. Many Southerners were gravely ill or died during the war because of their poor health. Students learned that the final surrender to end the Civil War was without fanfare. The nation was weary of war.

Summary of Current Lessons

- President Lincoln wanted a lenient Reconstruction plan following the Civil War. His goal was to put the U.S. back together as quickly as possible.
- There was great disagreement with Lincoln's plan. Many Northerners felt the South should be severely punished for the war. Lincoln refused to sign Congress' strict program into law.
- The South was devastated following the war. The people were angry and worried.
- Enslaved people now had gained their freedom, but they had little else. The Freedmen's Bureau was established to help the former enslaved people adjust to life on their own.
- The country looked toward President Lincoln for guidance immediately after the war. Unfortunately, only six days after the South's surrender, a Confederate supporter, John Wilkes Booth, assassinated President Lincoln.
- Andrew Johnson was sworn in as president upon Lincoln's death. At first, he was a popular replacement, but soon both sides of the country were questioning Johnson's ability to lead the nation through a delicate Reconstruction phase.
- In December 1865, Congress ratified the 13th Amendment to the U.S. Constitution abolishing slavery in the U.S.
- Some Southern states passed Black Codes, which limited the civil rights of freedmen and essentially forced them back into slavery.
- The 14th and 15th Amendments to the U.S. Constitution were passed. These protected the civil rights of all citizens and gave all men the right to vote.

- Many African Americans and poor whites became sharecroppers during Reconstruction. It was a difficult way of life.
- Many Northerners headed to the South during Reconstruction in order to have opportunities to make money. Angry Southerners called these people carpetbaggers and felt they were nothing more than opportunists.
- Scalawags were Southern supporters of freeing enslaved people and the Republican North. They were considered traitors to the South.

Teacher Background Information

The assassination of Abraham Lincoln by John Wilkes Booth is one of the most memorable of all historic events. Throughout the years, many interesting facts about Lincoln and Booth have surfaced.

- In 1863, President Lincoln attended a play starring a young actor named John Wilkes Booth. Lincoln later commented to many that Booth was one of his very favorite actors.
- Lincoln's only living son, Robert Todd, had not been allowed by his mother to join forces during the Civil War. In 1863, Robert was in Jersey City, New Jersey, awaiting a train. He slipped and began to fall from a platform onto the tracks below where a train was approaching. A bystander grabbed Robert Todd and prevented him from falling to his certain death. The bystander was Edwin Booth, John Wilkes' brother.
- Booth's original plan was to kidnap the president. Booth and four conspirators plotted in March of 1865 to go through with the plan. At the last minute, President Lincoln changed his plans, so the kidnapping plot was aborted.
- The next plot was planned for Good Friday, April 14, 1865, at exactly 10:15 p.m. Booth was to kill the president while the other men in his group killed Vice President Johnson and Secretary of State William Seward. Booth also thought that Ulysses S. Grant would be at the play with Lincoln. They would have killed him as well. Some men attacked Seward and his son at home. They slashed the Secretary's throat with a knife and beat his son badly. They both lived. The man who was to kill Vice President Andrew Johnson "chickened out" of the plan. He was, however, executed later for his part in the conspiracy.
- After Booth shot Lincoln at point blank range, a friend of President Lincoln attacked Booth. Booth then took out a knife and stabbed the man. Booth then jumped onto the stage below and broke his leg. He waved a knife at the audience and yelled in Latin, "Sic semper tyrannis!" which means "Thus to all tyrants!"
- At his death, Lincoln had two pairs of glasses in his pocket. He also carried a pocketknife, a monogrammed medallion and surprisingly, a Confederate \$5 note.

Teacher-Guided Questions

Reconstructing a Nation

- Why was it so important to President Lincoln to have a lenient Reconstruction plan? (He wanted to have a way the Southern states could easily rejoin the United States. He wanted the nation to become whole again quickly.)
 - Why do you think states would need to swear loyalty to the U.S. government? (They needed to prove they would not secede anytime they disagreed with the federal government.)
 - Why do you think Northerners disagreed with Lincoln's plan? (They wanted to see the South punished for their part in the war.)

One Nation Again

- Explain what the North was most concerned about during the Reconstruction process. (Most Northerners, especially Radical Republicans, wanted equal rights to be guaranteed to all citizens of the U.S.)
- What were most Southerners concerned with during Reconstruction? (They wanted to regain the success and prosperity they had before the war. They needed to rebuild their lives and the economy.)
- Why did some of the freed African Americans want to stay in the South? (Farming was the only life they had ever known. Many wanted the opportunity to farm their own land.)
- How was Lincoln assassinated? (John Wilkes Booth snuck up behind the president at a play and shot him in the head.)
- Do you think John Wilkes Booth was the only Confederate supporter who might have been plotting against the president? (Answers will vary based on students' opinions.)
- How did Lincoln's death effect Reconstruction? (Lincoln's successor, Andrew Johnson, at first said he would continue with Lincoln's policy, but eventually without Lincoln there to see the plan through, it was pushed to the side.)
- Why did Andrew Johnson upset Northerners? (He did not believe freed African Americans should be given the same rights as whites.)
- Why were the 13th, 14th and 15th Amendments to the Constitution so important? (They guaranteed the rights and freedoms of all citizens of the United States.)
- What was the real purpose of Black Codes? (They were another way to keep African Americans enslaved.)

- Why do you think the Reconstruction period took so long? (People on both sides of the issue held strong beliefs about their position. No one was willing to let go of their beliefs.)

Sharecropping in the South

- Who were sharecroppers? (Farmers who rented land and paid their rent with portions of their crops.)
- Was sharecropping generally a profitable career? (No, it was difficult work. Many sharecroppers struggled to have money to take care of their families.)
- What happened if crops failed? (Sharecroppers often went into debt.)

Hiram Revels: First African American Senator

- How do you think white Southerners felt about African Americans entering politics during Reconstruction? (It was probably difficult for them to admit that African Americans had the right to work in the government.)
- What was so important about Revels? (He was the very first African American to serve in the U.S. Congress.)
- Do you suppose everyone was against Revels? Why or why not? (No, there were certainly plenty of people who supported his position in the Senate.)

Carpetbaggers and Scalawags

- Why did Southerners detest carpetbaggers? (They felt the carpetbaggers were only interested in making money for themselves and not in helping the South.)
- Who called scalawags traitors? (Southerners, because they were disappointed that scalawags did not support them very much. But Northerners did not believe scalawags were hurting the South.)

Name: _____
USA Studies Weekly—1565 to the Present

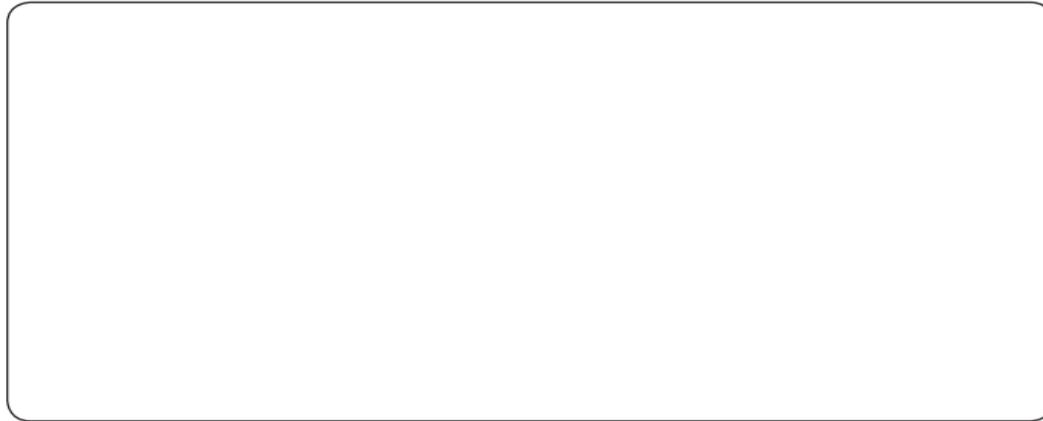
Date: _____
Worksheet 3 Week 19

Interpreting Tables and Constructing Graphs

The table below compares deaths in the Civil War with deaths in other wars in U.S. history. Use the data in the table to complete a bar graph comparing and contrasting the data. Then, answer the questions that follow.

Casualties in American Wars	
Revolutionary War	4,435
War of 1812	2,260
Mexican–American War	13,283
Civil War	623,026
World War I	116,516
World War II	405,399
Vietnam War	58,220

Title: _____



1. Which war resulted in the greatest number of casualties? _____
2. How many more people died during World War II than World War I? _____
3. Put the wars in order from greatest casualties to least casualties. _____
4. Determine if the number of casualties in the Civil War were greater or less than the total number of casualties in all the other wars in the chart. Explain how you know. _____
5. What information in the chart is most interesting or surprising from a historian's viewpoint? Why? _____

Graphic Organizer to Explain the Causes and Effects of the Civil War

Use the facts you have learned about the Civil War to fill in the boxes below. Add more boxes on the back if you need them.

Practice reading and reciting the causes and effects and be ready to share this information with others.

Cause

Effect

