

Mr. Wes Stiles – Distance Learning Weeks 2 & 3 (April 27-May 8)

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Office Hours: Monday-Friday 10:00 am to 12:00 noon

Contact via email-Contact via Zoom upon request

English Language Arts Resources/Descriptions Directions:

~Our current essential question we are focusing on is: A Moral Compass: **What does the main character or narrator value most, and how do the characters' experiences shape or even change their values?**

~ Work can be completed online by typing answers onto a word doc, or answering the questions using Pen and Paper

~NEWSELA articles can be accessed through PDF and work may be completed on a word document and emailed to me, or using Pen and Paper

~All Work Done, either online or Pen and Paper will need to be turned in on **Friday, May 8**

- StudySync Website: <https://my.mheducation.com/login>

Social Studies Directions:

- The Civil War
- Each day complete ONE “workbook”
- Read the first page then answer the following workbook questions and activities
- You may answer the questions on a word document and then email or turn it in as a packet to Art Freiler School on Friday, May 8.
- Youtube videos are just extra support of the daily topic

Monday	Tuesday	Wednesday	Thursday	Friday
ELA (04/27)	ELA (04/28)	ELA (04/29)	ELA (04/30)	ELA (05/01)
<p>Warm Up</p> <p>StudySync: “Born Worker” https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/EbITVGdy5-5CryII72UVJE0BFFNFT6n5D1SElrU1Dr9zBw?e=CTqdZx</p> <p>Read, Highlight, Annotate, Begin Think Questions</p>	<p>Warm Up</p> <p>StudySync: “Born Worker”</p> <p>Finish Think Questions, Begin Focus Questions</p>	<p>Warm Up</p> <p>Complete any unfinished work, if finished Read a novel of your choice, trying to identify the Moral of the story.</p>	<p>Warm Up</p> <p>NEWSELA: https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/Eb7kzA6kw3FOtCkTguwT1nQBqFZty26DOO2lu1vpAjU0wg?e=Fuf4st</p> <p>Read, Highlight, Annotate, Answer Multiple Choice Questions</p>	<p>Warm Up</p> <p>NEWSELA: Writing Prompt: What is a theme of this text? Identify a theme, and describe how the author develops that theme through the characters, plot, and other aspects of the text. What is the moral lesson to the article?</p> <p>Choice Read with any extra time</p>
History (04/27)	History (04/28)	History (04/29)	History (04/30)	History (05/01)
<p>Causes of the Civil War https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/EX-KJd7a5ZREqEm1hQdAAclBRTLU8GgpycQQk-iJrRlqNA?e=eUuG4G</p> <p>https://www.youtube.com/watch?v=2xGIEyVw7PM</p>	<p>Confederation of the United States https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/E7IMnyPng7wB7RxXu5gBTWUxDEe5XP9x0g?e=3jXhJy</p>	<p>The Battle of Fort Sumter https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/EfjWwFgWudNEiUTHaLQ2VggBUOaOglmMpew5UjWDt2rUw?e=6Y3yeu</p> <p>https://www.youtube.com/watch?v=VLD-3b4U2tc</p>	<p>The First Battle of Bull Run https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/Eb5lxXkiBO1JgNyD7zVrBjkB-bdLqQH0v8R0ilRDLHcmzg?e=3XzaNj</p>	<p>The Union Blockade https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/EXOCcNJJBktLuTkoM1svQsYB86BEnsZJd1G43xGC3LyUjw?e=5mMnFa</p>

ELA (05/04) Warm Up StudySync: “Mandatory Volunteer Work for Teenagers” https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/EQQQ7qZLIflAn9ZM8AKVZ4YBvuDL6G9HI5gL6UyWaiZU3Q?e=8gUOjG Read, Highlight, Annotate, Begin Think Questions	ELA (05/04) Warm Up StudySync: “Mandatory Volunteer Work for Teenagers” Finish Think Questions, Begin Focus Questions	ELA (05/04) Warm Up Complete any unfinished work, if finished Read a novel of your choice, trying to identify the Moral of the story.	ELA (05/04) Warm Up NEWSELA: https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/EfPiLKxIThAqLHfE6iZNIMBOogsMWvmAYhqCCeOalg0pg?e=ScIJHU Read, Highlight, Annotate, Answer Multiple Choice Questions	ELA (05/04) Warm Up NEWSELA: Writing Prompt: Describe what you think the author’s purpose was for writing this text and whether they were successful in this purpose. Support your response with specific details from the text. Choice Read with any extra time
History (05/04)	History (05/05)	History (05/06)	History (05/07)	History (05/08)
Abraham Lincoln https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/EY_nD5qSqy9NspgXt-ZugaYBspAx97oDbJ7wkmal3EnUjA?e=JiUIuh https://www.youtube.com/watch?v=fTjYG1Tyaos&list=TLPQMdgwNDIwMjD04QZ6R5DIhA&index=2	Border States in the Civil War https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/ETcKgQvSw7NNrj3l53ZQrdYB23_t0-w1_e0zqNU1JqIN3A?e=QYsyET	Civil War Generals https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/EVufBrthvCBGgX6VEclL44oBgBfen87e4sEmrrwqbnVRaw?e=BvpsPE https://www.youtube.com/watch?v=i7whX7JNA08	Civil War Soldiers https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/EZhbVLoxbgNLmZxV8dmqj7ABsys2v62lvRRarUJCkbM8Q?e=aPcZRUV https://www.youtube.com/watch?v=FxnDnxUwl4Y	Civil War Spies https://tracyusd-my.sharepoint.com/:b:/g/personal/adonovan_tusd_net/EeP5-lsVBXhPuE9tdfJYBngBb3nG3RkLB1Hpw--jOwSX2A?e=mL2YqZ https://www.youtube.com/watch?v=ufdcQVVFkbc

“Born Worker”

Think Questions:

1. Why do you think José feels he is “destined to labor”? Support your answer with textual evidence.
2. José doesn’t like his cousin Arnie, so why does he decide to go into business with him? Support your answer with textual evidence.
3. Use details from the text to cite some of the major differences between Arnie and José.
4. Use context to determine the meaning of the word **genuflected** as it is used in “Born Worker.” Write your definition of “genuflected” here and explain how you found it. Consult a reference source, such as a dictionary, to clarify the precise meaning of the word and to learn its etymology. What did you learn?
5. Use context to determine the meaning of the word **jabbering** as it is used in “Born Worker.” Write your definition of “jabbering” here and show how you found it. Check your answer against the dictionary definition.

Focus Questions:

1. As trickster archetypes, how do Arnie and Tom Sawyer, in Mark Twain’s *The Adventures of Tom Sawyer*, both use lies and deception to get what they want? Use textual evidence from both texts to support your answer.
2. José doesn’t like his cousin because he feels Arnie is “lazy and, worse, spoiled by the trappings of being middle class.” What details does the author include in the story that reveal how Arnie really feels about José? Does he see José as his equal? Support your answer with textual evidence.
3. Highlight the paragraph that presents the climax of the story. What do the characters’ responses to this event reveal about both José and Arnie, and how are their responses linked to the theme of the story? Cite textual evidence to support your answer.
4. José’s father works for the telephone company, and throughout the story, Gary Soto refers to telephone poles. What is the significance of the telephone pole as the author uses it in the story? How does it relate to the theme? Cite textual evidence to support your answer.
5. How does José’s experience with Mr. Clemens shape, and ultimately change, his values? How does it compare to what Tom Sawyer realizes after his whitewashing experience? Highlight evidence from both texts and make annotations to support your answer.

“Mandatory Volunteer Work For Teenagers” Questions

Think Questions:

1. How do the first paragraphs of both essays serve as summaries for the entire essays? Cite words and phrases that show how each the first paragraph outlines the entire essay.
2. One way to draw inferences about writers’ points of view is to make a list of the points they emphasize in a text. What points does the writer emphasize in each of the essays? Highlight these places in the text. What inferences can you draw from this evidence?
3. What kinds of evidence do the authors offer as support for their points? Do you think their support is effective? Highlight places in the text where evidence is introduced and explain why you think it is effective or not effective.
4. Use context to determine the meaning of the word **grudgingly** as it is used in the third paragraph of “Counterpoint: Mandatory Volunteer Work Does More Harm Than Good.” Write your definition of “grudgingly” here and tell how you found it.
5. Use context to determine the meaning of the word **allocate** as it is used in the second paragraph of “Counterpoint: Mandatory Volunteer Work Does More Harm Than Good.” Write your definition of “allocate” here and tell how you found it.

Focus Questions:

6. Explain how the authors’ points of view are shown in both the Point and the Counterpoint. Where do they exhibit conflicting evidence or viewpoints? Support your answer with textual evidence and make annotations to explain your answer choices.
7. Select one paragraph from the body of both the Point and the Counterpoint essays and compare and contrast how each author uses evidence to support his or her reasons. Which essay do you think does a better job of using evidence to support these reasons? Support your answer with textual evidence and make annotations to explain your answer choices.
8. Contrast the connotations, or emotional qualities, of language used in both of the essays. Use this information to describe the tone of each essay. Highlight your textual evidence and make annotations to explain how each essay used connotation.
9. Do you think that both Point and Counterpoint supporters might agree on any issues or ideas brought up in these essays? Explain and highlight your textual evidence and make annotations to explain your thoughts.
10. How do our own life experiences and preferences help us to determine what is work and what is play? According to the Counterpoint essay, mandating volunteer work could result in adults who are too resentful to volunteer. Do you agree with this warning? Why or why not? Highlight evidence, including the way the argument is structured, to support your ideas. Write annotations to explain your opinion.

Distance Learning Weeks 2 &3 Warm-Up Questions:

1. April 27, Today is National Tell A Story Day, in five minutes write a story of what Quarantine has been like for you.
2. April 28, Today is National Superhero Day, write a Thank You Note to a real-life Superhero, or write about what it means to be a Superhero.
3. April 29, Today is Arbor Day. This day is a celebration of trees and their importance in our lives. Using what you already now, as well as resources in your home, explain how trees are important in your life and in your neighborhood.
4. On April 30, 1803, the Louisiana Purchase was completed. Using resources, learn five (5) new facts about the Louisiana Purchase or 5 facts you remember learning about, and the people who were a part of the even. Summarize the facts in your own words.
5. May 1, Today is School Principals' Day, write a nice thank you message about Mr. Theall and Mrs. Nyberg. I will compile them onto a nice document and be sending the messages their way once I receive all of them.
6. May 4, May the Fourth be With You. Today is National Star Wars Day, have you ever seen one of the Star Wars Movies or Shows? In not, Why not? If you have what did you like or dislike about them? (Mrs. Donovan loves the Mandalorian, Baby Yoda is too Cute)

7. May 5, the first week of May is "Teacher Appreciation Week." Take a minute and think about all of the teachers you have had in school. Write a paragraph describing the qualities of a "great" teacher.

8. May 6, today is National Nurses Day. Nurses are extremely important Essential Workers while battling the Covid-19 Pandemic. Make a list of the ways you could show your appreciation to Nurses.

9. May 7, today is National Day of Reason, what is your reason for wanting to be successful? Whether in School, sports, or whatever you are passionate about?

10. May 8, in two days, is Mother's Day. What are a few things you would like to do to make your mom (or Grandma, or Aunt) feel special this Mother's Day?

First Read: Born Worker

Read

They said that José was born with a ring of dirt around his neck, with grime under his fingernails, and skin calloused from the grainy twist of a shovel. They said his palms were already rough by the time he was three, and soon after he learned his primary colors, his squint was the squint of an aged laborer. They said he was a born worker. By seven he was drinking coffee slowly, his mouth pursed the way his mother sipped. He wore jeans, a shirt with sleeves rolled to his elbows. His eye could measure a length of board, and his knees **genuflected** over flower beds and leafy gutters.

They said lots of things about José, but almost nothing of his parents. His mother stitched at a machine all day, and his father, with a steady job at the telephone company, climbed splintered, sun-sucked poles, fixed wires and looked around the city at tree level.

“What do you see up there?” José once asked his father.

“Work,” he answered. “I see years of work, *mi’jo*.”

José took this as a truth, and though he did well in school, he felt destined to labor. His arms would pump, his legs would bend, his arms would carry a world of earth. He believed in hard work, believed that his strength was as ancient as a rock’s.

“Life is hard,” his father repeated from the time José could first make out the meaning of words until he was stroking his fingers against the grain of his sandpaper beard.

His mother was an example to José. She would raise her hands, showing her fingers pierced from the sewing machines. She bled on her machine, bled because there was money to make, a child to raise, and a roof to stay under.

One day when José returned home from junior high, his cousin Arnie was sitting on the lawn sucking on a stalk of grass. José knew that grass didn’t come from his lawn. His was cut and pampered, clean.

“José!” Arnie shouted as he took off the earphones of his CD Walkman.

“Hi, Arnie,” José said without much enthusiasm. He didn’t like his cousin. He thought he was lazy and, worse, spoiled by the trappings of being middle class. His parents had good jobs in offices and showered him with clothes, shoes, CDs, vacations, almost anything he wanted. Arnie’s family had never climbed a telephone pole to size up the future.

Arnie rose to his feet, and José saw that his cousin was wearing a new pair of high-tops. He didn't say anything.

"Got an idea," Arnie said cheerfully. "Something that'll make us money."

José looked at his cousin, not a muscle of curiosity twitching in his face.

Still, Arnie explained that since he himself was so clever with words, and his best cousin in the whole world was good at working with his hands, that maybe they might start a company.

"What would you do?" José asked.

"Me?" he said brightly. "Shoot, I'll round up all kinds of jobs for you. You won't have to do anything." He stopped, then started again. "Except—you know—do the work."

"Get out of here," José said.

"Don't be that way," Arnie begged. "Let me tell you how it works."

The boys went inside the house, and while José stripped off his school clothes and put on his jeans and a T-shirt, Arnie told him that they could be rich.

"You ever hear of this guy named Bechtel?" Arnie asked.

José shook his head.

"Man, he started just like us," Arnie said. "He started digging ditches and stuff, and the next thing you knew, he was sitting by his own swimming pool. You want to sit by your own pool, don't you?" Arnie smiled, waiting for José to speak up.

"Never heard of this guy Bechtel," José said after he rolled on two huge socks, worn at the heels. He opened up his chest of drawers and brought out a packet of Kleenex.

Arnie looked at the Kleenex.

"How come you don't use your sleeve?" Arnie joked.

José thought for a moment and said, "I'm not like you." He smiled at his retort.

"Listen, I'll find the work, and then we can split it fifty-fifty."

José knew fifty-fifty was a bad deal.

“How about sixty-forty?” Arnie suggested when he could see that José wasn’t going for it. “I know a lot of people from my dad’s job. They’re waiting for us.”

José sat on the edge of his bed and started to lace up his boots. He knew that there were agencies that would find you work, agencies that took a portion of your pay. They’re cheats, he thought, people who sit in air-conditioned offices while others work.

“You really know a lot of people?” José asked.

“Boatloads,” Arnie said. “My dad works with this millionaire—honest—who cooks a steak for his dog every day.”

He’s a liar, José thought. No matter how he tried, he couldn’t picture a dog grubbing on steak. The world was too poor for that kind of silliness.

“Listen, I’ll go eighty-twenty,” José said.

“Aw, man,” Arnie whined. “That ain’t fair.”

José laughed.

“I mean, half the work is finding the jobs,” Arnie explained, his palms up as he begged José to be reasonable.

José knew this was true. He had had to go door-to-door, and he disliked asking for work. He assumed that it should automatically be his since he was a good worker, honest, and always on time.

“Where did you get this idea, anyhow?” José asked.

“I got a business mind,” Arnie said proudly.

“Just like that Bechtel guy,” José retorted.

“That’s right.”

José agreed to a seventy-thirty split, with the condition that Arnie had to help out. Arnie hollered, arguing that some people were meant to work and others to come up with brilliant ideas. He was one of the latter. Still, he agreed after José said it was that or nothing.

In the next two weeks, Arnie found an array of jobs. José peeled off shingles from a rickety garage roof, carried rocks down a path to where a pond would go, and spray-painted lawn furniture. And while Arnie accompanied him, most of the time he did nothing. He did help occasionally. He did shake the cans of

spray paint and kick aside debris so that José didn't trip while going down the path carrying the rocks. He did stack the piles of shingles, but almost cried when a nail bit his thumb. But mostly he told José what he had missed or where the work could be improved. José was bothered because he and his work had never been criticized before.

But soon José learned to ignore his cousin, ignore his comments about his spray painting, or about the way he lugged rocks, two in each arm. He didn't say anything, either, when they got paid and Arnie rubbed his hands like a fly, muttering, "It's payday."

Then Arnie found a job scrubbing a drained swimming pool. The two boys met early at José's house. Arnie brought his bike. José's own bike had a flat that grinned like a clown's face.

"I'll pedal," José suggested when Arnie said that he didn't have much leg strength.

With Arnie on the handlebars, José tore off, his pedaling so strong that tears of fear formed in Arnie's eyes.

"Slow down!" Arnie cried.

José ignored him and within minutes they were riding the bike up a gravel driveway. Arnie hopped off at first chance.

"You're scary," Arnie said, picking a gnat from his eye.

José chuckled.

When Arnie knocked on the door, an old man still in pajamas appeared in the window. He motioned for the boys to come around to the back.

"Let me do the talking," Arnie suggested to his cousin. "He knows my dad real good. They're like this." He pressed two fingers together.

José didn't bother to say OK. He walked the bike into the backyard, which was lush with plants—roses in their last bloom, geraniums, hydrangeas, pansies with their skirts of bright colors. José could make out the splash of a fountain. Then he heard the hysterical yapping of a poodle. From all his noise, a person might have thought the dog was on fire.

"Hi, Mr. Clemens," Arnie said, extending his hand. "I'm Arnie Sanchez. It's nice to see you again."

José had never seen a kid actually greet someone like this. Mr. Clemens said, hiking up his pajama bottoms, "I only wanted one kid to work."

"Oh," Arnie stuttered. "Actually, my cousin José really does the work and I kind of, you know, supervise."

Mr. Clemens pinched up his wrinkled face. He seemed not to understand. He took out a pea-sized hearing aid, fiddled with its tiny dial, and fit it into his ear, which was surrounded with wiry gray hair.

"I'm only paying for one boy," Mr. Clemens shouted. His poodle click-clicked and stood behind his legs. The dog bared its small crooked teeth.

"That's right," Arnie said, smiling a strained smile. "we know that you're going to **compensate** only one of us."

Mr. Clemens muttered under his breath. He combed his hair with his fingers. He showed José the pool, which was shaped as round as an elephant. It was filthy with grime. Near the bottom some grayish water shimmered and leaves floated as limp as cornflakes.

"It's got to be real clean," Mr. Clemens said, "or it's not worth it."

"Oh, José's a great worker," Arnie said. He patted his cousin's shoulders and said that he could lift a mule.

Mr. Clemens sized up José and squeezed his shoulders, too.

"How do I know you, anyhow?" Mr. Clemens asked Arnie, who was aiming a smile at the poodle.

"You know my dad," Arnie answered, raising his smile to the old man. "He works at Interstate Insurance. You and he had some business deals."

Mr. Clemens thought for a moment, a hand on his mouth, head shaking. He could have been thinking about the meaning of life, his face was so dark.

"Mexican fella?" he inquired.

"That's him," Arnie said happily.

José felt like hitting his cousin for his cheerful attitude. Instead, he walked over and picked up the white plastic bottle of bleach. Next to it was a wire brush, a **pumice** stone, and some rags. He set down the bottle and, like a surgeon, put on a pair of rubber gloves.

"You know what you're doing, boy?" Mr. Clemens asked.

José nodded as he walked into the pool. If it had been filled with water, his chest would have been wet. The new hair on his chest would have been floating like the legs of a jellyfish.

"Oh, yeah," Arnie chimed, speaking for his cousin. "José was born to work."

José would have drowned his cousin if there had been more water. Instead, he poured a bleach solution into a rag and swirled it over an area. He took the wire brush and scrubbed. The black algae came up like a foamy monster.

“We’re a team,” Arnie said to Mr. Clemens.

Arnie descended into the pool and took the bleach bottle from José. He held it for José and smiled up at Mr. Clemens, who, hands on hips, watched for a while, the poodle at his side. He cupped his ear, as if to pick up the sounds of José’s scrubbing.

“Nice day, huh?” Arnie sang.

“What?” Mr. Clemens said.

“Nice day,” Arnie repeated, this time louder. “So which ear can’t you hear in?” Grinning, Arnie wiggled his ear to make sure that Mr. Clemens knew what he was asking.

Mr. Clemens ignored Arnie. He watched José, whose arms worked back and forth like he was sawing logs.

“We’re not only a team,” Arnie shouted, “but we’re also cousins.”

Mr. Clemens shook his head at Arnie. When he left, the poodle leading the way, Arnie immediately climbed out of the pool and sat on the edge, legs dangling.

“It’s going to be blazing,” Arnie complained. He shaded his eyes with his hand and looked east, where the sun was rising over a sycamore, its leaves hanging like bats.

José scrubbed. He worked the wire brush over the black and green stains, the grime dripping like tears. He finished a large area. He hopped out of the pool and returned hauling a garden hose with an attached nozzle. He gave the cleaned area a blast. When the spray got too close, his cousin screamed, got up, and, searching for something to do, picked a **loquat** from a tree.

“What’s your favorite fruit?” Arnie asked.

José ignored him.

Arnie stuffed a bunch of loquats into his mouth, then cursed himself for splattering juice on his new high-tops. He returned to the pool, his cheeks fat with the seeds, and once again sat at the edge. He started to tell José how he had first learned to swim. “We were on vacation in Mazatlán. You been there, ain’t you?”

José shook his head. He dabbed the bleach solution onto the sides of the pool with a rag and scrubbed a new area.

“Anyhow, my dad was on the beach and saw this drowned dead guy,” Arnie continued. “And right there, my dad got scared and realized I couldn’t swim.”

Arnie rattled on about how his father had taught him in the hotel pool and later showed him where the drowned man’s body had been.

“Be quiet,” José said.

“What?”

“I can’t concentrate,” José said, stepping back to look at the cleaned area.

Arnie shut his mouth but opened it to lick loquat juice from his fingers. He kicked his legs against the swimming pool, bored. He looked around the backyard and spotted a lounge chair. He got up, dusting off the back of his pants, and threw himself into the cushions. He raised and lowered the back of the lounge. Sighing, he snuggled in. He stayed quiet for three minutes, during which time José scrubbed. His arms hurt but he kept working with long strokes. José knew that in an hour the sun would drench the pool with light. He hurried to get the job done.

Arnie then asked, “You ever peel before?”

José looked at his cousin. His nose burned from the bleach. He scrunched up his face.

“You know, like when you get sunburned.”

“I’m too dark to peel,” José said, his words echoing because he had advanced to the deep end. “Why don’t you be quiet and let me work?”

Arnie babbled on that he had peeled when on vacation in Hawaii. He explained that he was really more French than Mexican, and that’s why his skin was sensitive. He said that when he lived in France, people thought that he could be Portuguese or maybe Armenian, never Mexican.

José felt like soaking his rag with bleach and pressing it over Arnie’s mouth to make him be quiet.

Then Mr. Clemens appeared. He was dressed in white pants and flowery shirt. His thin hair was combed so that his scalp, as pink as a crab, showed.

“I’m just taking a little rest,” Arnie said.

Arnie leaped back into the pool. He took the bleach bottle and held it. He smiled at Mr. Clemens, who came to inspect their progress.

“José’s doing a good job,” Arnie said, then whistled a song.

Mr. Clemens peered into the pool, hands on knees, admiring the progress.

“Pretty good, huh?” Arnie asked.

Mr. Clemens nodded. Then his hearing aid fell out, and José turned in time to see it roll like a bottle cap toward the bottom of the pool. It leaped into the stagnant water with a plop. A single bubble went up, and it was gone.

“Dang,” Mr. Clemens swore. He took shuffling steps toward the deep end. He steadied his gaze on where the hearing aid had sunk. He leaned over and suddenly, arms waving, one leg kicking out, he tumbled into the pool. He landed standing up, then his legs buckled, and he crumbled, his head striking against the bottom. He rolled once, and half of his body settled in the water.

“Did you see that!” Arnie shouted, big-eyed.

José had already dropped his brushes on the side of the pool and hurried to the old man, who moaned, eyes closed, his false teeth jutting from his mouth. A ribbon of blood immediately began to flow from his scalp.

“We better get out of here!” Arnie suggested. “They’re going to blame us!”

José knelt on both knees at the old man’s side. He took the man’s teeth from his mouth and placed them in his shirt pocket. The old man groaned and opened his eyes, which were shiny wet. He appeared startled, like a newborn.

“Sir, you’ll be all right,” José cooed, then snapped at his cousin. “Arnie, get over here and help me!”

“I’m going home,” Arnie whined.

“You punk!” José yelled. “Go inside and call 911.”

Arnie said that they should leave him there.

“Why should we get involved?” he cried as he started for his bike. “It’s his own fault.”

José laid the man’s head down and with giant steps leaped out of the pool, shoving his cousin as he passed. He went into the kitchen and punched in 911 on a telephone. He explained to the operator what

had happened. When asked the address, José dropped the phone and went onto the front porch to look for it.

"It's 940 East Brown," José breathed. He hung up and looked wildly about the kitchen. He opened up the refrigerator and brought out a plastic tray of ice, which he twisted so that a few of the cubes popped out and slid across the floor. He wrapped some cubes in a dish towel. When he raced outside, Arnie was gone, the yapping poodle was doing laps around the edge of the pool, and Mr. Clemens was trying to stand up.

"No, sir," José said as he jumped into the pool, his own knees almost buckling. "Please, sit down."

Mr. Clemens staggered and collapsed. José caught him before he hit his head again. The towel of ice cubes dropped from his hands. With his legs spread to absorb the weight, José raised the man up in his arms, this fragile man. He picked him up and carefully stepped toward the shallow end, one slow elephant step at a time.

"You'll be all right," José said, more to himself than to Mr. Clemens, who moaned and struggled to be let free.

The sirens wailed in the distance. The poodle yapped, which started a dog barking in the neighbor's yard.

"You'll be OK," José repeated, and in the shallow end of the pool, he edged up the steps. He lay the old man in the lounge chair and raced back inside for more ice and another towel. He returned outside and placed the bundle of cubes on the man's head, where the blood flowed. Mr. Clemens was awake, looking about. When the old man felt his mouth, José reached into his shirt pocket and pulled out his false teeth. He fit the teeth into Mr. Clemens's mouth and a smile appeared, something bright at a difficult time.

"I hit my head," Mr. Clemens said after smacking his teeth so that the fit was right.

José looked up and his gaze floated to a telephone pole, one his father might have climbed. If he had been there, his father would have seen that José was more than just a good worker. He would have seen a good man. He held the towel to the old man's head. The poodle, now quiet, joined them on the lounge chair.

A fire truck pulled into the driveway and soon they were surrounded by firemen, one of whom brought out a first-aid kit. A fireman led José away and asked what happened. He was starting to explain when his cousin reappeared, yapping like a poodle.

"I was scrubbing the pool," Arnie shouted, "and I said, 'Mr. Clemens, you shouldn't stand so close to the edge.' But did he listen? No, he leaned over and ...Well, you can just imagine my horror."

José walked away from Arnie's **jabbering**. He walked away, and realized that there were people like his

cousin, the liar, and people like himself, someone he was getting to know. He walked away and in the midmorning heat boosted himself up a telephone pole. He climbed up and saw for himself what his father saw—miles and miles of trees and houses, and a future lost in the layers of yellowish haze.

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Annotations

Why everything is closing for coronavirus: It's called "flattening the curve"

By Forbes, adapted by Newsela staff on 03.17.20

Word Count **1,035**

Level **1040L**



Image 1. Authorities control a line of motorists waiting to be tested for coronavirus at Glen Island Park in New Rochelle, New York, March 13, 2020. Closing areas such as parks is an essential part of the social distancing needed to slow the COVID-19 outbreak. Photo: John Minchillo/AP Photo

South by Southwest (SXSW) is a huge music/film/tech/education festival. It brings hundreds of thousands of visitors to Austin, Texas, every March. When organizers canceled the festival it was only a matter of time before other major events also canceled.

As of March 13, many sports leagues have suspended their seasons. The National Basketball Association (NBA), National Hockey League (NHL) and Major League Soccer have suspended play. Major League Baseball (MLB) has pushed back the season start. The National Collegiate Athletic Association (NCAA) canceled March Madness. March Madness is a college basketball competition every spring. If a team loses a game they are out of the competition. People fill out brackets with who they think will keep advancing to the championships.

Several universities have canceled spring football games. The Professional Golfers' Association (PGA) Tour canceled the Players Championship. And the future of the 2020 Summer Olympics in

Japan is in doubt. And that's just sports.

School districts from Seattle, Washington, to Baltimore, Maryland, have closed schools. So have entire states, including Maryland, Michigan and Ohio. More than 100 colleges and universities have canceled all in-person classes and moved online. The huge music festival Coachella has been postponed. So have a long list of concerts and music tours and all Broadway shows through April 12. Movie theaters may be next.

Even all Disney parks have closed their gates. This is only the third time Disneyland has closed the park. The first time was after U.S. President John F. Kennedy was assassinated in 1963. The second time was after 9/11. Terrorist attacks on September 11, 2001, hit the Twin Towers in New York and the Pentagon in Washington, D.C.

Economic Impacts

The economic impacts of all these closures will be incredibly high. Canceling SXSW will mean a loss of more than \$350 million. This includes thousands of low-income workers' lost tips and wages. However, that won't even be close to how much it will cost sports teams and amusement parks to close down. So the decision to suspend seasons, cancel events and close up shop are not being made lightly.

And yet, there have only been about 1,660 cases of COVID-19 diagnosed in the United States. COVID-19 is short for coronavirus disease 2019. There have also been fewer than 50 deaths because of it in the United States. The coronavirus is a flu-like illness that began in China and has been spreading across the globe since December 2019.

Many people talk about the flu. Every year the flu sickens millions and kills tens of thousands of people. It is expected to sicken nearly 50 million people in the United States this year and kill as many as 52,000 this flu season.

So why is everyone making such a big deal about coronavirus? Why are events being canceled? Why are schools moving to online instruction? Especially when there are so few cases right now.

Slowing The Spread

There's a good reason to "cancel everything." All these decisions by public officials and businesses are aimed at one goal: slowing down the spread of the virus to avoid overburdening a health care system that doesn't have the infrastructure to handle a sudden surge of tens of thousands of cases at once. Without mass closings, that surge is exactly what will happen, just as it has in Italy.

It's called "flattening the curve." And that's exactly what it is when you see it visually.

Epidemiologists study diseases and how they spread. They can somewhat predict how many cases of a disease are going to occur based on how the disease is behaving. Continuing business-as-usual allows cases to escalate rapidly in just a few weeks, spiking so high at once that they completely overwhelm hospitals. In such a scenario — such as Italy is facing now — more deaths are likely because there simply aren't enough hospital beds, enough face masks, enough IV bags, even enough healthy doctors and nurses to care for everyone at once.

However, if that same number of cases can be stretched out over months, never quite exceeding the health care system's capacity, then people will get the care they need. More health care

providers can avoid illness and burnout, and fewer people are likely to die — as South Korea has shown.

But are we really headed for that many cases?

Yes.

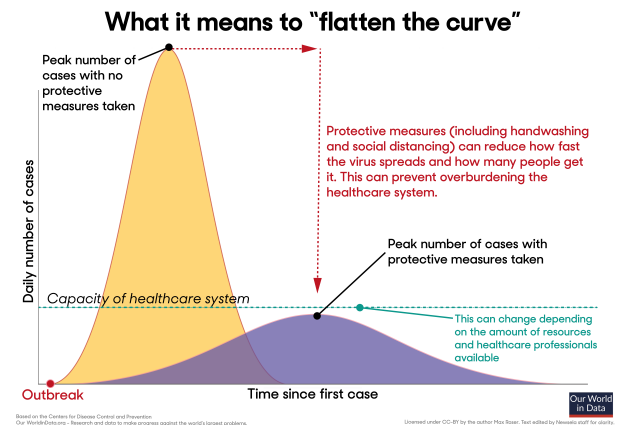
As former Food and Drug Administration (FDA) commissioner Scott Gottlieb explained in a recent interview, the novel coronavirus — just declared a pandemic by the World Health Organization — is beyond containment. If it's not already in your community, it's coming soon. The only reason total U.S. cases aren't already skyrocketing is that coronavirus testing has been such a mess that too few people — just 77 by the Centers for Disease Control and Prevention (CDC) in the whole week of March 8 — are being tested. You can't count cases you haven't identified yet.

But every indication is that the United States is on track to see the same exponential increase other countries are seeing, as scientist Mark Handley has been tracking on Twitter.

People Are Listening

So what do we do to avert disaster? We have to flatten the curve. Fortunately, people are listening and the idea has caught on so well among armchair epidemiologists that the #flatteningthecurve and #FlattenTheCurve hashtags have trended several times on Twitter in recent days.

Clearly, public officials and businesses are listening to the warnings of public health officials, as evidenced by all the closings and cancellations. But to be effective, ordinary people need to do their part by avoiding as much as possible any crowds and places where large numbers of people congregate, such as movie theaters, malls and events that haven't been canceled.



Quiz

- 1 Which selection from the section "Slowing The Spread" BEST explains what epidemiologists mean by "flattening the curve"?
- (A) All these decisions by public officials and businesses are aimed at one goal: slowing down the spread of the virus to avoid overburdening a health care system that doesn't have the infrastructure to handle a sudden surge of tens of thousands of cases at once.
 - (B) Epidemiologists study diseases and how they spread. They can somewhat predict how many cases of a disease are going to occur based on how the disease is behaving.
 - (C) The only reason total U.S. cases aren't already skyrocketing is that coronavirus testing has been such a mess that too few people — just 77 by the Centers for Disease Control and Prevention (CDC) in the whole week of March 8 — are being tested. You can't count cases you haven't identified yet.
 - (D) But every indication is that the United States is on track to see the same exponential increase other countries are seeing, as scientist Mark Handley has been tracking on Twitter.
- 2 Read the following claim.
- The coronavirus outbreak will cause tremendous economic losses.*
- Which sentence from the article provides the BEST support for the above statement?
- (A) When organizers canceled the festival it was only a matter of time before other major events also canceled.
 - (B) School districts from Seattle, Washington, to Baltimore, Maryland, have closed schools.
 - (C) However, that won't even be close to how much it will cost sports teams and amusement parks to close down.
 - (D) It is expected to sicken nearly 50 million people in the United States this year and kill as many as 52,000 this flu season.
- 3 How did the availability of testing affect the number of reported COVID-19 cases in the United States?
- (A) The lack of testing has led the number of reported cases in the United States to decrease significantly in the last two weeks.
 - (B) The availability of testing has led to a number of reported cases that experts believe accurately reflects the spread of the virus.
 - (C) The lack of testing has led to a number of reported cases that experts believe does not reflect the true spread of the virus.
 - (D) The availability of testing has caused the number of reported cases to increase faster in the United States than in other places.
- 4 WHY are epidemiologists worried about a spike in the number of COVID-19 cases in the United States?
- (A) It would cause tremendous economic and business losses.
 - (B) The U.S. health care system does not have the supplies or personnel to manage it.
 - (C) It would result in the spread of the virus to neighboring countries.
 - (D) The U.S. health care system is well prepared to manage a sudden increase in patient numbers.



Causes of the Civil War



There are many factors that led to the American Civil War. Slavery is generally cited as the main cause, but there were other political and cultural differences between the North and the South that contributed to the war.



Industry vs. Farming

The economies of many northern states in the mid-1800s had moved away from farming to industry. Many people in the North worked and lived in large cities, like New York, Philadelphia, and Boston. However, the southern states had maintained a large farming economy, based on slave labor. The North no longer needed slaves, but the South relied heavily upon them for their way of life.

States' Rights

The idea of states' rights was not new to the Civil War. There had been arguments about how much power the states should have versus how much power the federal government should have since the Constitution. Southern states felt the federal government was taking away their rights and powers.



Expansion

The United States continued to expand westward, and each state added to the country shifted the power between the North and the South. Southern states started to fear they would lose so much power they would lose all their rights. Each new state became a battleground between the North and South.

Slavery

Slavery was at the root at many of the South's issues because they relied heavily on it for their labor. Many Northerners, known as abolitionists, believed slavery was wrong and evil. They wanted slavery to be illegal throughout the entire United States. John Brown, Frederick Douglass, Harriet Tubman, and Harriet Beecher Stowe were abolitionists who began to convince more people of the evil of slavery. This movement caused the South to become fearful their way of life would end.

Bleeding Kansas

Kansas was the first place where fighting took place over the issue of slavery. The government passed the Kansas-Nebraska Act in 1854, allowing residents of Kansas to vote on whether the state would be a slave or free state. The region was flooded with supporters by both sides who fought over the issue for years. Many people were killed in small skirmishes, giving the state the nicknamed Bleeding Kansas. Eventually the state was admitted to the Union as a free state in 1861.

Abraham Lincoln

Abraham Lincoln was elected as President of the United States in 1860. This was the last straw for the South. Lincoln was a member of the new antislavery Republican Party. He managed to get elected without even being on the ballot in ten of the southern states, who felt Lincoln was against slavery and the South.



Secession

Many southern states decided they no longer wanted to be a part of the United States when Lincoln was elected and felt they had every right to leave. South Carolina was the first to secede, and eleven other states eventually followed their lead and formed a new country called the Confederate States of America. Abraham Lincoln felt these states did not have the right to leave the United States and sent in troops to stop the South from leaving. With this, the Civil War began.

Name _____

Causes of the Civil War



Matching: Match each term with its description.

1. _____ Kansas-Nebraska	A. State who fought over the issue of slavery
2. _____ Slavery	B. Act passed by the government in 1854
3. _____ Kansas	C. The North had mostly this type of economy
4. _____ Abraham Lincoln	D. First state to secede from the Union
5. _____ Bleeding Kansas	E. People who felt slavery was evil and wrong
6. _____ South Carolina	F. Man who was elected President of the U.S.
7. _____ Industrial	G. Name given to a state with violence over slavery
8. _____ Abolitionists	H. The South relied on this for their livelihood

Multiple Choice: Choose the best answer.

9. In which format did the author mostly use to write this article?

- A. He compared and contrasted the North and the South.
- B. He explained how President Lincoln won the election.
- C. He gave facts about the causes of the Civil War.
- D. He described the problems caused by the Civil War and gave solutions.

10. What is the primary focus of the section sub-titled "Slavery"?

- A. The definition of an abolitionist and examples of major abolitionists.
- B. Why the North and South fought over slavery.
- C. How many abolitionists spread their beliefs.
- D. Who the major leaders of the abolitionists' movement were.

11. Which of the following events sparked Southern states to secede from the Union?

- A. Abolitionists started a movement.
- B. Kansas was made a Northern state.
- C. Lincoln was elected U.S. President.
- D. Slavery was outlawed by Lincoln.

12. Which of the following ideas is reinforced throughout the selection?

- A. The South should be blamed for starting the Civil War.
- B. Both the North and South felt that slavery was wrong.
- C. Abraham Lincoln was against slavery in the South.
- D. Slavery was a major cause of the Civil War, but not the only one.

13. Which sentence best supports that the Southern states were worried that the North was becoming too powerful?

- A. Southern states felt the government was taking away their rights and powers.
- B. Slavery was at the root at many of the South's issues due to their economy.
- C. The southern states felt Lincoln was against slavery and also against the South.
- D. Many people were killed in small skirmishes in Bleeding Kansas

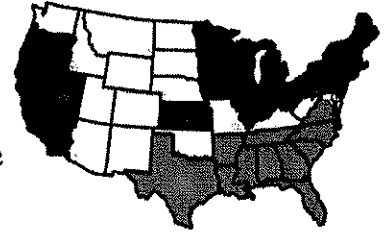
14. Complete the analogy: Frederick Douglass : _____ :: Abraham Lincoln : President

- A. Soldier
- B. Abolitionist
- C. Slave
- D. Politician

Confederation of the United States

Confederate States

Many states in the South chose to form their own country in February of 1861. They named their new country the Confederate States of America (CSA). The northern states felt they did not have the right to secede though, leading to the Civil War.



Secession

On December 20, 1860, South Carolina became the first state to secede from the United States. They wanted to form their own government. By February of 1861, several states including Mississippi, Alabama, Georgia, Florida, Louisiana, and Texas. North Carolina, Tennessee, Virginia, and Arkansas later joined them. When the Southern states announced they were forming their own country, the U.S. President, Abraham Lincoln, and many others were shocked. They did not really think the states would leave. President Lincoln was determined to reunite the states under one government.

Why Secede?

There were many reasons why states in the South decided to leave the country. Southern leaders wanted to make their own laws, giving their states more rights. People in the North desired a strong national government with the same laws for all states. Southern economies were based on farming and relied heavily on slave labor. Northern states were more industrialized and had made slavery illegal. Southern states worried Northern states would vote to make slavery illegal in all states. Southern states also feared they would have less power and voting rights as more western states were added to the United States. Abraham Lincoln's presidential victory was the final straw for the Southern states. Lincoln strongly opposed slavery and supported a strong federal government, both of which most southerners disagreed.

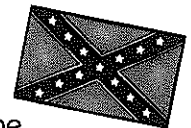
Leadership and Laws



Jefferson Davis, from Mississippi, became the President of the Confederation. He was elected to a six-year term, but could not be re-elected. The Confederate Constitution outlined the laws of the Confederation. It was similar to the United States' Constitution, but focused more on individual state rights and protected legalized slavery. Robert E. Lee, Stonewall Jackson, and James Longstreet were some of the Confederate's military leaders. The Confederation acted like an official government with their own money, capital city (Montgomery, Alabama at first, then Richmond, Virginia), and attempted to form alliances with foreign nations like Britain and France. Foreign nations refused to acknowledge the Confederation as its own country. This absence of allies hurt the southern states in the end.

Flag and Nicknames

The Confederation adopted their own flag known as the "Stars and Bars." It was sometimes difficult to distinguish from the Union flag in battle, so the "Southern Cross" became more common. This is the flag that people typically associate with the Confederacy today. The "Stars and Bars" had seven stars representing the seven states that seceded from the Union at the time it was adopted. The "Southern Cross" had thirteen stars for the eleven states that seceded. The other two stars represented Kentucky and Missouri who were admitted to the Confederacy, but had either declared neutrality or were prevented from seceding by Union occupation, so they had representatives in both governments. The Confederate States of America were also known as the "South," the "Confederacy," and "Dixie."



Name _____

Confederation of the United States

Identify: Use the word bank to identify each description.

secede	South Carolina	Southern Cross
Jefferson Davis	Stars and Bars	Dixie
Richmond, Virginia	slavery	Abraham Lincoln

1.	The first state to secede from the Union
2.	President of the Confederate States of America
3.	Break away from a country
4.	The original Confederate flag
5.	Southerners worried this would be illegal
6.	One nickname of the Confederation
7.	Confederate flag adopted to avoid confusion
8.	Mostly served as the capital of the Confederacy
9.	President of the United States

Multiple Choice: Choose the best answer.

10. Which is NOT a reason that the southern states wanted to secede from the United States?

- A. They were worried that slavery would be made illegal in all states.
- B. They were worried they would not have state rights.
- C. President Lincoln won the election.
- D. They had an industrial economy.

11. Which of the following did NOT secede from the United States?

- A. Alabama
- B. Georgia
- C. Oklahoma
- D. Virginia

12. How did the northern states feel about the southern states' secession?

- A. They were happy to rid of the rebel states.
- B. They did not want them if they did not want to willingly stay.
- C. They were angry and were not interested in having them rejoin.
- D. They were shocked and wanted them to rejoin.

13. How was the Confederation's presidency different than the United States' presidency?

- A. The Confederation's President would serve 6 years, but only one term, while the United States' President would serve 4 years, but could be re-elected.
- B. The Confederation's President would serve 4 years, but only one term, while the United States' President would serve 6 years, but could be re-elected.
- C. The Confederation's President would serve 6 years and could be re-elected, while the United States' President would serve 4 years and could be re-elected.
- D. The Confederation's President would serve 4 years and 2 terms, while the United States' President would serve 6 years and could not be re-elected.

14. Why did the Confederation decide to change their flag?

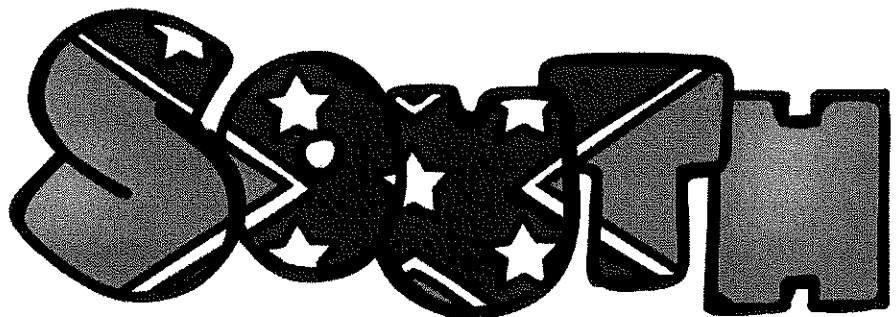
- A. Their flag was too similar to the United States' flag.
- B. Their flag was easily confused with the United States' flag in battle.
- C. Their flag received criticism from many states.
- D. The United States accused them of copying their flag.

15. How did foreign nations react to the Confederation of the United States?

- A. They welcomed the change and many nations allied with them.
- B. Only England allied with them since they were still angry about the American Revolution loss.
- C. They refused to acknowledge them as a nation or ally with them.
- D. They were sympathetic to their secession.

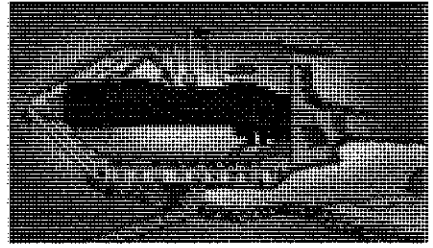
16. Which of the following was NOT a Confederate military leader?

- A. Stonewall Jackson
- B. Robert E. Lee
- C. Jefferson Davis
- D. Ulysses S. Grant



THE BATTLE OF FORT SUMTER

The Battle of Fort Sumter was the first battle of the American Civil War and signaled the start of the war. Fort Sumter is on an island in South Carolina, not far from Charleston. Its main purpose was to guard Charleston Harbor.



Background

The situation around Fort Sumter had become increasingly tense in the months leading up to the Civil War. It started with South Carolina seceding from the Union and escalated when the Confederacy and Confederate Army were formed.

Generals

The leader of the Confederate Army, General P.T. Beauregard started building up his forces around Fort Sumter. Major Robert Anderson was the leader of the Union forces in Charleston. General Beauregard was a student of Major Anderson's at the army school of West Point.

Fort Sumter

Major Anderson moved his men from Fort Moultrie to the more fortified island of Fort Sumter. However, since he was surrounded by the Confederate Army, he started to run out of food, fuel, and needed supplies. The Confederation knew this and hoped Major Anderson and his soldiers would leave South Carolina without a fight. Major Anderson refused to leave though, hoping a supply ship would get through to the fort.

The Battle

General Beauregard sent Major Anderson a message on April 12, 1861 saying he would fire in one hour if Anderson did not surrender. Anderson did not surrender, so the firing began. The South bombarded Fort Sumter from all sides from the several forts surrounding Charleston Harbor. This allowed Southern forces to easily bombard Sumter. After several hours of bombardment, Anderson realized he had no chance of winning the battle. He was almost out of food and ammunition. His forces were badly outnumbered, so he surrendered Fort Sumter to the Southern Army. No one died in the Battle of Fort Sumter, largely because Major Anderson did everything he could to keep his men out of harm's way during the bombardment.

Secession

Now that the first shots had been fired, the Civil War had begun. Many states who had not picked a side now chose the North or the South. Virginia, North Carolina, Tennessee, and Arkansas joined the Confederation. West Virginia broke away from Virginia to become their own state so they could stay with the Union.

Results

President Abraham Lincoln called for 75,000 volunteer soldiers for 90 days. At the time, he believed the war would be short and fairly small. The war ended up lasting more than four years and over two million men fought as part of the Union Army.

Name _____

THE BATTLE OF FORT SUMTER

Complete the chart using the information in the article.

Location	
Dates	
Generals	Union: Confederate:
Outcome	

Name _____

The Battle of Fort Sumter

TRUE OR FALSE?: Place a check in the correct column.

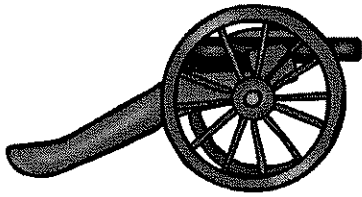
STATEMENT	T	F
1. Major Robert Anderson led the Confederate forces in the Battle of Fort Sumter.		
2. The main purpose of the Battle of Fort Sumter was to guard Charleston Harbor in North Carolina.		
3. The Union forces began running out of supplies at Fort Sumter.		
4. The Confederate troops gave no warning to the Union troops before firing upon them at Fort Sumter.		
5. The Battle of Fort Sumter was the first battle of the Civil War.		
6. Major Anderson realized they had no chance to win the Battle of Fort Sumter and surrendered the fort to the Confederate troops.		
7. General P.T. Beauregard led the Union forces in the Battle of Fort Sumter.		
8. Many states were forced to join a side after the Battle of Fort Sumter.		
9. Several hundred men died in the Battle of Fort Sumter.		
10. President Abraham Lincoln felt that the Civil War would be short and fairly small.		

IDENTIFY: Use the word bank to identify each term/person described below.

Charleston	West Point	Beauregard
Confederacy	South Carolina	Union
Anderson	West Virginia	Lincoln

11.	State where the Battle of Fort Sumter occurred
12.	Leader of the Confederate Army at Fort Sumter
13.	Leader of the Union Army at Fort Sumter
14.	Army school both Majors attended
15.	President of the United States when the war started
16.	Harbor protected by Fort Sumter
17.	State who broke away from Virginia and joined Union
18.	The Southern states were named this
19.	Northern states were known as this

THE FIRST BATTLE OF BULL RUN



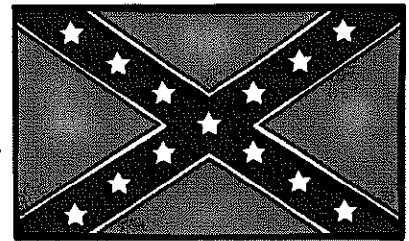
The First Battle of Bull Run on July 21, 1861 was the first major battle of the Civil War. The battle actually has two names- the Union side named it after Bull Run, while the Confederates named it the First Battle of Manassas. This was after the city of Manassas, Virginia, where the battle was fought.

Generals

Many Northerners assumed the battle would be an easy Union victory, resulting in a quick end to the war. The two Union armies in the Battle of Bull Run were commanded by General Irvin McDowell and General Robert Patterson. The Confederate armies were commanded by General P.G.T. Beauregard and General Joseph E. Johnston.

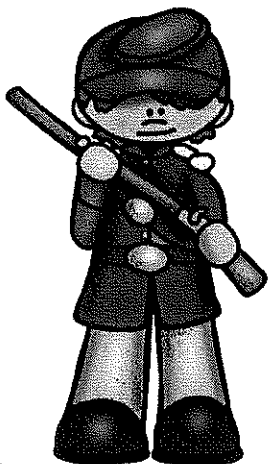
Background

The Civil War started a few months earlier at the Battle of Fort Sumter. Both the North and the South were eager to finish the war. The South thought with another major victory, the North would give up and leave the newly formed Confederate States of America alone. Many politicians in the North thought if they were able to take the new Confederate capital city of Richmond, Virginia, the war would quickly be over.



Union Attack

Union General Irvin McDowell was pressured to attack Richmond, but he did not think his soldiers were ready to fight. However, Union president, Abraham Lincoln encouraged him to march south into Virginia anyway. McDowell eventually bowed to the pressure and assembled his forces at Washington, D.C. Standing at 35,000 men, this was the largest army ever assembled in America. They left Washington on July 16th, 1861. General McDowell ordered the Union army to attack on the morning of July 21, 1861. The two inexperienced armies ran into many difficulties. The Union plan was far too complex for the young soldiers to implement and the Confederate army had trouble communicating. The Confederate army only had around 22,000 troops. The superior numbers of the Union started pushing the Confederates back. It looked as if the Union was going to win the battle.





Observers

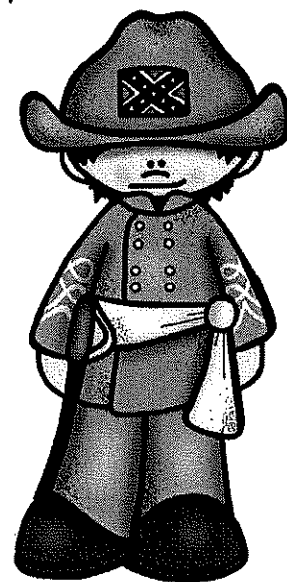
People thought the battle would be interesting to watch and brought picnic baskets and champagne to observe the fighting. They even brought binoculars to view the action more closely and did not think the battle would last long. They believed the North would easily overpower the Rebels.

Henry Hill House

The famous part of the First Battle of Bull Run occurred at Henry House Hill. Confederate Colonel Thomas Jackson and his forces held back the Union troops off this hill. It was said that he held the hill like a "stone wall," earning him the nickname "Stonewall" Jackson. He later became one of the most famous Confederate generals of the war. During this attack, the Confederate soldiers charged with their bayonets and screamed a terrifying high pitch battle cry that later became known as the "rebel yell."

Confederate Victory

While Stonewall Jackson held off the Union attack, Confederate reinforcements arrived from General Joseph Johnston. His army made the difference and they were able to push back the Union army. A final cavalry charge led by Confederate Colonel Jeb Stuart caused the Union army to fully retreat. The Confederates had won the first major battle of the Civil War.



Results

The Confederacy won the battle, but both sides suffered many casualties. 847 men were killed in the First Battle of Bull Run. 2,706 were wounded, and a further 1,325 soldiers, mainly from the Union army, were captured or missing in action. The battle left both sides realizing this would be a long and horrible war. The day after the battle, President Lincoln signed a bill authorizing the enlistment of 500,000 new Union soldiers.

Name _____

FIRST BATTLE OF BULL RUN

Complete the chart using the information in the article.

Location	
Dates	
Generals	Union: Confederate:
Outcome	

Name_____

FIRST BATTLE OF BULL RUN

IDENTIFY: Use the word bank to identify each term described below.

Beauregard & Johnston	Richmond	Abraham Lincoln	Confederacy
Union	1 st Battle of Manassas	"Stonewall" Jackson	Irwin McDowell

1.	President of the Union during the Civil War
2.	This side outnumbered the other in the First Battle of Bull Run
3.	Confederate General who became famous for his role at Henry House Hill
4.	The new Confederate capital
5.	This Union General felt pressured to attack Confederate troops
6.	The Confederate battle came to be known as this
7.	These two Generals led the Confederate troops in the First Battle of Bull Run
8.	This side won the First Battle of Bull Run

MULTIPLE CHOICE: Choose the best answer.

9. What best describes most Northerners viewpoint of the First Battle of Bull Run?
- A. They did not want Union troops to engage in battle with the Confederacy.
 - B. They felt the Union soldiers stood a good chance against the Confederacy.
 - C. They felt that the Union soldiers would easily win the battle over the Confederacy.
 - D. They did not think that the Union soldiers would stand up to the Confederacy.
10. Which best describes the results of the First Battle of Bull Run?
- A. The Confederacy lost too many soldiers to be able to continue.
 - B. The Union troops had a renewed sense of hope after the battle.
 - C. The Confederate troops were dismayed after the battle.
 - D. Both sides realized the war was going to be more serious than originally thought.
11. Why was Irvin McDowell hesitant to go on the offensive against the Confederates?
- A. He did not think they had enough soldiers.
 - B. He did not think his soldiers were ready to fight.
 - C. He thought the Confederate troops were better prepared.
 - D. He thought the Confederate troops would be ready for them.
12. What was Lincoln's response to the Union loss?
- A. He fired all generals involved.
 - B. He surrendered.
 - C. He authorized 500,000 more soldiers to be enlisted.
 - D. He signed a bill to provide more training to Union soldiers.

THE UNION BLOCKADE

Blockade

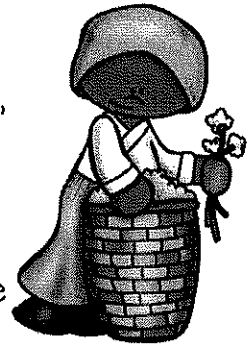
During the Civil War, the Union attempted to prevent any goods, troops, or weapons from entering southern states with the goal of causing the failure of the Confederate states' economy. The Union blockade started just a few weeks after the start of the war once being announced by President Abraham Lincoln on April 19, 1861. They continued the blockade throughout the war until it ended in 1865. It covered around 3,500 miles of coastline and 180 ports.

Anaconda Plan

The Anaconda Plan was devised by Union General Winfield Scott, who felt the war could take a long time and the best supplied army would win. He planned to keep foreign countries from shipping supplies to the Confederation. The plan was named Anaconda, like a snake, because the Union hoped to constrict the South, keeping them from getting supplies by surrounding their borders. The army would then split the South in two and take control of the Mississippi River. The Union blockade was a smaller part of the Anaconda Plan.

Cotton

At the time of the Civil War, the South did not have many industries, meaning they could not make enough weapons to supply its armies. The South did have an abundance of cotton though, which many countries, such as Great Britain relied upon. If the South could keep their ports open, they could trade cotton for weapons. Cotton exports from the South fell by nearly 95 percent by the end of the war due to the Union Blockade.



Blockade Runners

Despite the large amount of Union ships, some ships were able to make it through to the ports. Small, fast ships called blockade runners could usually make it through, but they only had small cargos, so there were not many supplies reaching the Confederacy. Blockade runners stood to make a large amount of money if their ships and the cargo passed the blockade. The Union Navy successfully captured or destroyed around 1,500 blockade runner ships during the Civil War.



British Sympathizers

Some other ships that reached the ports were operated by British sympathizers. They were commanded by British officers from the Royal Navy who took leave from the British Navy to assist the Confederacy.

Results

Many people thought the Union blockade was a waste of time at the beginning of the Civil War. They believed the war would be over quickly so the blockade would not have much impact on the outcome. By the end of the war, the blockade proved to have a significant impact on the South because they were suffering from a lack of supplies. The overall economy had ground to a halt. Southern soldiers were nearing starvation at the conclusion of the war.

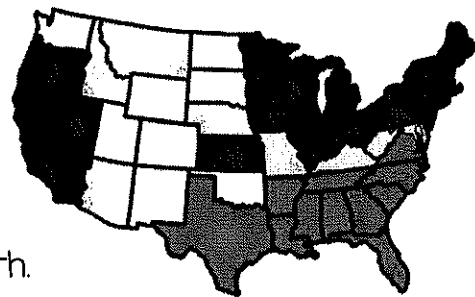
Name _____

THE UNION BLOCKADE

True or False? Place a check in the correct column.

Statement	T	F
1. The Union blockade attempted to cripple the South's economy.		
2. Blockade runners carried large supply loads to the Confederacy.		
3. The Union blockade was part of the Anaconda Plan.		
4. The North did not start their blockade until the end of the war.		
5. Some members of the British Royal Navy helped the Confederacy.		
6. The South hoped to trade cotton for weapons.		
7. The Union blockade only lasted two years of the Civil War.		
8. Ships were stationed along the Atlantic and Gulf Coasts.		

Multiple Choice: Choose the best answer.



9. What was the main goal of the Union Blockade?

- A. To trade cotton for weapons.
- B. To protect Union ships in the South.
- C. To destroy the South's economy.
- D. To prevent Confederacy troops from moving north.

10. Why were blockade runners usually able to get through the Union blockade?

- A. They were fast and small.
- B. They carried many supplies.
- C. They were equipped with weapons.
- D. They were able to stand up to the Union ships.

11. Why was Scott's strategy known as the "Anaconda Plan?"

- A. It wrapped around the North to protect supplies from reaching the South.
- B. The North hoped to constrict the South to keep them from getting supplies.
- C. The North would strike quickly at the South.
- D. The South would strike quickly at the North.

12. Why did cotton exports in the South fall 95 percent by the end of war?

- A. Other countries refused to trade with them since they started a war.
- B. Several ships carrying cotton were sunk by Union ships.
- C. Trade ships were unable to get in and out of the ports due to the blockade.
- D. Slaves were freed by Lincoln so cotton was not picked quickly.

Name _____

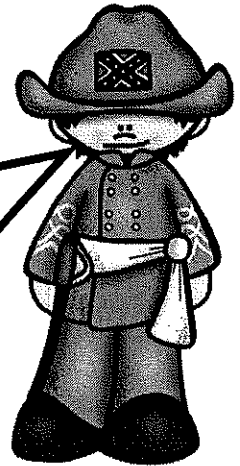
The Union Blockade

Write each person's expected reaction to the Union Blockade.

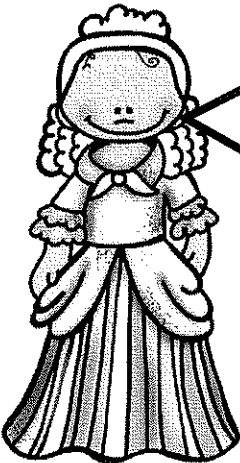


Union Soldier

Blank box for writing the Union Soldier's reaction.

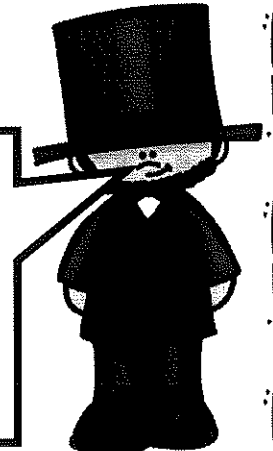


Confederate Soldier



Southern Belle

Blank box for writing the Southern Belle's reaction.



Abraham Lincoln

Blank box for writing Abraham Lincoln's reaction.

First Read: Mandatory Volunteer Work for Teenagers

Read

Volunteer Work for Teenagers: Should It Be Mandatory?

Point: Give Teens Some Work to Do! It's Good for Them and Everyone Else

Teenagers today live in a confusing world. The media sends many mixed messages about what it means to be a helpful person in society. One of the best ways to help teens find their way is to make volunteer work a **mandatory** part of their school curriculum. Some people would immediately argue that this is an unnecessary action—many teens already volunteer without it being a requirement. It's true: teens have a **propensity** to volunteer more than adults. However, as a society we should make sure that not just some, but all, teens volunteer. Many of the teens that volunteer do so as part of a religious group or a youth leadership organization. In fact, 46 percent of teens who volunteer are working with a religious group or a youth leadership organization while only 18 percent of teens who volunteer are working with school-based groups. This shows that clearly the best way to include all teens in the benefits of volunteering is to add mandatory volunteer work to the school curriculum.

There are many benefits to volunteering. One obvious benefit is that volunteering helps the community—volunteers help the elderly, the disabled, and children. Furthermore, many people are able to receive food and medical assistance that they would not receive otherwise thanks to the hard work of volunteers. And let's not forget the environment! Volunteers make our world a cleaner place by doing things like picking up trash and teaching others about recycling. However, volunteering brings advantages that many people don't think of right away: benefits to the volunteers themselves! According to the United Way, volunteering helps people make important networking contacts, develop new skills, gain work experience, and enhance their resume. All of these benefits are crucial to teens who will soon be entering the workforce. The United Way also says that volunteering gives people the opportunity to teach their skills to others and build self-esteem and confidence. These two benefits are helpful to teens who are developing their social skills. Finally, the United Way says that volunteering improves people's health and helps to make a difference in someone's life, benefits that are wonderful for volunteers at any age! The numerous advantages that come from volunteering definitely warrant making volunteering a compulsory part of school curriculum.

One very specific reason to tie volunteer work to education is that teen volunteers are more likely to succeed academically than teens who don't volunteer. Back in 2005, a collaborative study conducted by the Corporation for National and Community Service and the U.S. Census Bureau revealed that students who do better in school are more likely to be volunteers. There are numerous possible reasons for this trend. It may be because teenagers who volunteer learn new skills, or because the work helps teenagers build confidence, or because volunteering provides a sense of purpose. Whatever the reason, the

abundantly clear link between students who volunteer and academic success is too important to be ignored.

What happens to teenagers who volunteer as they grow into adults? They continue to volunteer, of course! According to the United Way, volunteering as a youth will increase the chances that a person will volunteer as an adult, which makes sense given the many benefits of volunteering. Unfortunately, however, adults who were never encouraged to volunteer as youths may never start because they are oblivious of the benefits. A simple solution to this would be to make volunteer work a mandatory part of the school curriculum so that everyone will be provided the opportunity to be exposed to the helpful benefits of volunteering. Aside from the benefits to the individual volunteer, think about the benefit to society as a whole. Community service programs across the country will have a fresh new crop of enthusiastic, lifelong volunteers to count on. Everyone knows that volunteers make the United States a better place. The more volunteers, young and old, the better!

The evidence is clear: Volunteering is beneficial to both the community and the volunteers themselves. Because the advantages of volunteering so heavily outweigh the disadvantages, it makes sense to start people on a path of volunteerism early by making volunteering a mandatory part of the school curriculum.

Counterpoint: Mandatory Volunteer Work Does More Harm Than Good

Most people agree that teenagers today live in a difficult world. There are more pressures facing the modern teen than we can count: school, work, family, sports, and other **extracurricular** activities, just to name a few. However, some people think that we should add to that load of pressures by making volunteer work a mandatory part of the school curriculum. One of the greatest arguments for this action is that mandatory volunteer work will prepare students for the future by giving them work experience, but the flaw in this logic is that many teens already gain work experience through paying jobs. In fact, many of the teens working paying jobs are doing so out of necessity—to pay for gas to get back and forth to school, or to help their families with extra money. Those teens without paying jobs still have plenty of prospects for gaining work experience in other ways such as an internship, or working at a school paper. Another argument for making volunteer work a mandatory part of school curriculum is that this work will help teens gain self-esteem and self-confidence. However, having time to socialize and develop hobbies and other interests is more important for self-esteem and self-confidence than volunteering.

The most compelling argument *against* making volunteer work a mandatory part of school curriculum is time. Teens today are just too busy to add another stressor to their lives. Let's take a look at twenty-four hours in the life of a typical teen. **Allocate** eight hours per day for sleep, eight hours for school (including getting ready and travel time), three hours for homework, two hours for activities such as sports or a part-time job, two hours for dinner and family time, and one hour for socializing. These activities take up all twenty-four hours leaving scarcely any time for volunteer work. Should students have to sacrifice their one hour of socializing per day, or sacrifice an hour of precious family time? These options just don't make sense as making more demands on teens' packed schedules can have serious side effects. Teens who are too busy feel tired, anxious, or depressed. Studies show they often have headaches or stomachaches due

to stress, missed meals, or lack of sleep and they may fall behind in school, causing their grades to suffer. These drawbacks clearly outweigh the benefits of volunteering.

Another problem with making volunteer work a mandatory part of curriculum is that it defeats the purpose of volunteering in the first place. People volunteer because they have extra time and energy to give, and they genuinely want to help. Students that are forced to volunteer may resent the demand on their time, and therefore perform the work **grudgingly**. This will not help to make students feel useful or helpful, which would be counterproductive. Furthermore, students will not be able to experience the positive social benefits of volunteering because they see it as a requirement rather than a positive experience. Because of forced volunteer work, students may hesitate to explore volunteering as an adult. This is a huge drawback because there are genuine benefits to volunteering when someone actually has the time and means to do so.

Finally, there is great evidence that the teens that do have the time to volunteer already do! This eliminates the need to make volunteer work mandatory. In 2005, a collaborative study on the volunteering habits of teenagers conducted by the Corporation for National and Community Service and the U.S. Census Bureau revealed that an estimated 15.5 million teens between the ages of 12 and 18 do volunteer work. This is about 55 percent of youth, a number all the more astounding when compared to the meager 29 percent of adults who do volunteer work. They also found that young people complete more than 1.3 billion hours of volunteer work each year. These findings demonstrate that a significant number of teenagers are already participating in service to their communities when they are able. Since volunteer work is clearly popular among teenagers, it is safe to assume that the minority of teenagers who do not volunteer are only choosing not to participate because they do not have the time.

Making volunteer work a mandatory part of school curriculum may seem like a good idea at first glance. Volunteering is good for the community and offers many benefits for the person volunteering as well. However, upon further examination it becomes clear that this is not a good plan. Adding another time stressor into the lives of teenagers just isn't worth it.

Annotations

Why tough times can create better neighbors

By Christian Science Monitor, adapted by Newsela staff on 03.18.20

Word Count **1,059**

Level **1140L**



Image 1. Flavia, who is 8 years old, and her mother, Silvia, put a banner reading "Everything will be alright" on the balcony of their apartment in Rome, Italy, March 13, 2020. Photo: Alessandra Tarantino/AP Photo

Residents of a neighborhood in Boston, Massachusetts, emerged from their apartments for a flash mob on the morning of March 14. Staying more than 6 feet apart, the neighbors waved to each other and joined in singing the Beatles song "Let it Be." One of the residents, a professional cellist, played for a sing-along of "Lean on Me" by Bill Withers.

"Everyone appreciated the activity, which brought much-needed levity and connection," resident Minda Sanchez said via email.

The activity not only brought community members to their feet to dance in the sun, it brought many to tears.

Similar scenes are playing out in neighborhoods across the world quarantined because of COVID-19, (short for coronavirus disease 2019). The coronavirus is a flu-like illness that began in China and has been spreading across the globe since December 2019.

In Wuhan, China, whole blocks of apartment buildings chanted, "Keep up the fight." In Rome and in Siena, Italians on lockdown lean out of windows and balconies with tambourines and

accordions to sing songs. On March 14, citizens throughout Spain began clapping in unison to cheer health care workers.

Reaching Out To Strangers

As the practice of "social distancing" burgeons, people are finding ways to meet even though they can't meet face-to-face. Social distancing is the practice of keeping away from crowds and public places to slow down the spread of a disease.

Instead, people are using video calling and social network connections. However, people aren't just staying in touch with friends and family. The global crisis has roused a sense of shared humanity that's causing people to reach out to their communities. Amid the outbreak of COVID-19, there's a surge of kindness among strangers.

"In times of great stress, helping others is a powerful way to reassert control in a moment where many of us feel helpless," said Jamil Zaki, author of "The War for Kindness: Building Empathy in a Fractured World."

"Kindness toward others actually can be a great source of healing."

One of the ways that millions of people are being kind to others right now is by practicing social distancing. For many, the motivation is that they want to protect others. There are models for that impulse, said Jill Suttie, a psychologist at the Greater Good Science Center at the University of California, Berkeley. A study demonstrated the most effective way for hospitals to motivate health care professionals to wash their hands isn't by noting the importance of safeguarding oneself from disease. It's stressing the impact it has on protecting patients.

To be sure, not everyone is acting kindly at the moment. Fights have broken out in supermarkets as people wrestle for the last remaining item on a shelf. Some are hoarding hand sanitizer, face masks and toilet paper. Many ignored pleas to practice social distancing, gathering at restaurants. In response, governors in several states, including Massachusetts and Ohio, shut down restaurants except for delivery and takeout.

Kindness Can Go Viral, Too

Even so, instances of selflessness have become increasingly common. Professional basketball players such as Giannis Antetokounmpo and Zion Williamson have donated money to cover the salaries of arena workers affected by the suspension of the season. Other acts of kindness include providing food for children who are out of school.

Witnessing acts of kindness inspires others, said Zaki, a psychologist at Stanford University in California. In 2016, he published an article in Scientific American, "Kindness Contagion," that



included findings of studies about how people "catch" cooperation and generosity from others. This desire to help others intensifies during times of crisis and crosses lanes of class, race and other divisions.

For example, when Germans began retreating behind closed doors earlier in March, Molly Wilson realized she didn't know the elderly people in her Berlin neighborhood. Wilson, an American who moved to Germany in 2016, teamed up with a neighbor to post flyers on mailboxes and trash cans on their street. Their notes offered to go shopping on behalf of those who felt unable to go outside.

"My husband and I are both on parental leave, so one of us can absolutely go and get some noodles and beans for somebody who lives a couple streets over," said Wilson. She also posted her note on Twitter to inspire others. "We need to do something off-line in order to let old people know that it's OK to reach out for help."

When in-person activity is limited, technology can temporarily mend rips in the social fabric. Good Samaritans are using social media platforms to post offers to help strangers. For example, Jerry Xu, a tech professional in San Francisco, California, used the app NextDoor to volunteer his services. NextDoor connects members to others in their area.

Beyond Offering A Cup Of Sugar

To Marc Dunkelman, author of "The Vanishing Neighbor," these responses to the coronavirus crisis are notable in their contrast to normal times. Most people's acquaintances resemble a model like the rings of Saturn, with the innermost bands representing the closest connections and each successive loop becoming more distant. Over the past 50 years, people have invested more time on the innermost ring of friends and family. People have also invested more time in the outermost rings. Those include online acquaintances they don't know personally but with whom they share interests such as sports, hobbies or politics.

People have largely abandoned rings in the middle, said Dunkelman. Those are the rings of contacts including neighbors and groups such as bowling leagues or Boy Scouts. Yet the coronavirus offers the opportunity for greater local connection.

"Could it be that in the context of this crisis, people do break through that initial barrier and say to one another, even though they're not supposed to be accosting one another or having real intimacy, 'Hello. You know, I live in apartment 2B. You must live above me?'" said Dunkelman.

The crisis will alter the way we connect socially. Even if it is online, what matters most is how we interact with others, said Suttie.

She recommends "trying to calm each other to the extent that we can and not raise panic because that helps all of us to be a bit calmer."

Quiz

1 According to the article, technology can help people stay connected during a crisis. Which paragraph BEST supports this idea?

- (A) In Wuhan, China, whole blocks of apartment buildings chanted, "Keep up the fight." In Rome and in Siena, Italians on lockdown lean out of windows and balconies with tambourines and accordions to sing songs. On March 14, citizens throughout Spain began clapping in unison to cheer health care workers.
- (B) Instead, people are using video calling and social network connections. However, people aren't just staying in touch with friends and family. The global crisis has roused a sense of shared humanity that's causing people to reach out to their communities. Amid the outbreak of COVID-19, there's a surge of kindness among strangers.
- (C) Even so, instances of selflessness have become increasingly common. Professional basketball players such as Giannis Antetokounmpo and Zion Williamson have donated money to cover the salaries of arena workers affected by the suspension of the season. Other acts of kindness include providing food for children who are out of school.
- (D) "Could it be that in the context of this crisis, people do break through that initial barrier and say to one another, even though they're not supposed to be accosting one another or having real intimacy, 'Hello. You know, I live in apartment 2B. You must live above me?'" said Dunkelman.

2 Read the list of sentences from the article.

1. *Social distancing is the practice of keeping away from crowds and public places to slow down the spread of a disease.*
2. *A study demonstrated the most effective way for hospitals to motivate health care professionals to wash their hands isn't by noting the importance of safeguarding oneself from disease.*
3. *Professional basketball players such as Giannis Antetokounmpo and Zion Williamson have donated money to cover the salaries of arena workers affected by the suspension of the season.*
4. *This desire to help others intensifies during times of crisis and crosses lanes of class, race and other divisions.*

Which two sentences taken together provide the BEST evidence to support the idea that many people are primarily concerned with helping others during the coronavirus crisis?

- (A) 1 and 2
- (B) 1 and 3
- (C) 2 and 4
- (D) 3 and 4

3 Which of the following people or groups quoted in the article would be MOST likely to agree with the idea that music can bring people together?

- (A) Minda Sanchez
- (B) Jill Suttie
- (C) Jamil Zaki
- (D) Marc Dunkelman

4 Which of the following would BEST describe Molly Wilson's reaction to the coronavirus outbreak?

- (A) She used apps to volunteer to help elderly neighbors with errands they could not do themselves.
- (B) She worked to make her neighbors a part of her more intimate social circle.
- (C) She helped her neighbors organize a singalong in order to raise their spirits.
- (D) She strove to get supplies for her elderly neighbors to help them stay safe.

Early Life ABRAHAM LINCOLN



Abraham Lincoln was born in a single-room log cabin in Hardin County, Kentucky in 1809 to Thomas and Nancy Hanks Lincoln. The family was forced to move to Indiana when Abraham's father lost everything. They struggled to get by and Abraham's mother died when he was only nine years old. Sarah, Abraham's sister, cared for him until their father remarried. Despite having little formal education, Abraham had a strong interest in learning and books. He was mostly self-educated by borrowed books. Lincoln set out on his own when his family returned to Illinois. He worked a variety of jobs including shopkeeper, surveyor, and postmaster. At 6 foot 4 inches, Abraham was tall and lanky, but strong. As a skilled axman, he split firewood for a period of time. Lincoln became interested in politics and won a seat in the Illinois Legislature at the age of 25.

Political Career

Lincoln served on the Illinois State Legislature for several years while also becoming a lawyer. In 1845, he won a seat in Congress, which he served for one term. He continued to work as a lawyer and ran for a U.S. Senate seat, but did not win, however he gained national recognition for his arguments against slavery. Lincoln ran for President of the United States in 1860 as a member of the fairly new Republican party. He strongly opposed allowing any southern states to secede, or leave the country. Republicans were against slavery, but said they would allow the practice to continue in the South, but would not permit it to spread to new U.S. states or territories.

Presidency

In 1860, Abraham Lincoln won the election and was inaugurated as the United States President in March of 1861. The southern states did not want Lincoln to be the president because they disagreed with his policies. Even before Lincoln was officially in office, southern states started to secede. South Carolina was the first to leave, but six other states quickly followed and formed a new country known as the Confederacy. During Lincoln's presidency he set up a national banking system and established the Department of Agriculture.

Civil War

On April 12, 1861, only a month after Lincoln took office, the Civil War started at Fort Sumter, South Carolina. Lincoln was adamant in maintaining a "union" of the states. He called for a northern army to defeat the South. The Civil War lasted four years and took the lives of 600,000 Americans. Lincoln managed to hold the country together despite many obstacles. The North eventually defeated the South in 1865 and the states reunited. Lincoln planned to be generous to the southern states to help them rebuild.

Famous Speeches

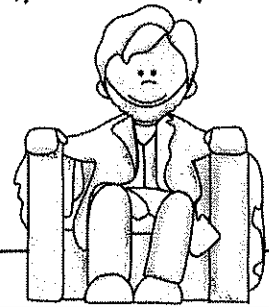
Lincoln issued the Emancipation Proclamation on January 1, 1863, freeing slaves in Confederate States. Even though all the slaves were not immediately set free, the path was paved for the 13th Amendment that freed all slaves in the United States a few years later. Lincoln gave a short speech at Gettysburg on November 1, 1863. Even though it was only a few minutes long, it is considered one of the greatest speeches in American history.

Assassination

Abraham Lincoln was shot by John Wilkes Booth, a southern sympathizer while attending a play at Ford Theatre in Washington, D.C. on April 14, 1865. He died the next day, making him the first United States President to be assassinated.

Name _____

Abraham Lincoln



Chronological Order: Write the date of each event in the date column. Then place the events in chronological order with 1 being the earliest event and 10 be the latest event.

Order	Year	Event
		1. Lincoln won the Presidential election in the United States
		2. Lincoln was born in Kentucky
		3. Lincoln issued the Emancipation Proclamation, freeing slaves
		4. The Civil War broke out in the United States
		5. Lincoln was shot by John Wilkes Booth, and died the next day

True or False?: Place a check in the correct column.

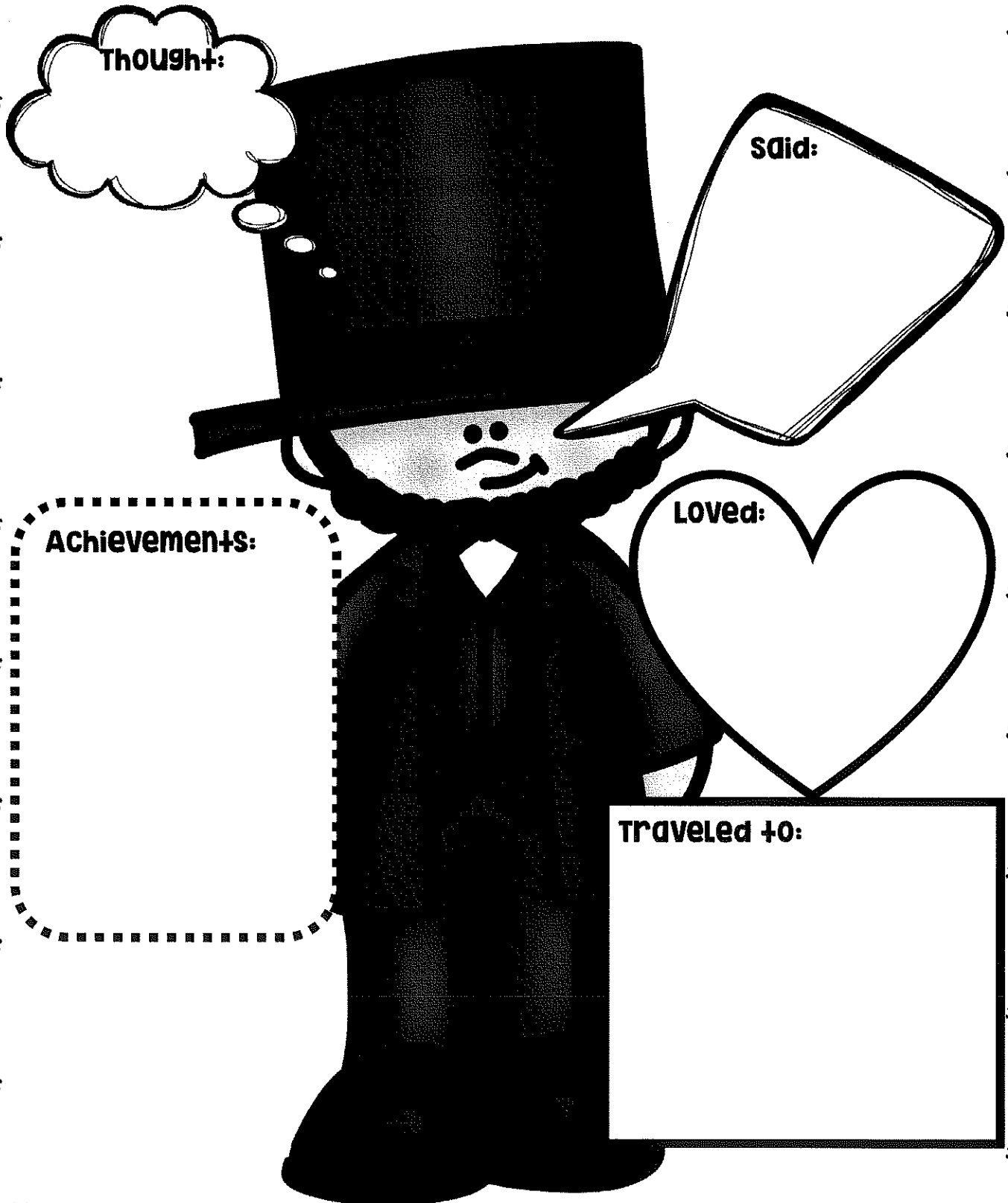
Statement	T	F
6. Lincoln planned to punish the South harshly for the Civil War.		
7. Lincoln's Gettysburg Address is a famous speech.		
8. Abraham Lincoln was well-educated as a child.		
9. Abraham Lincoln held many jobs in his lifetime.		
10. Abraham Lincoln strongly opposed the secession of any American states.		

Multiple Choice: Choose the best answer.

11. How does the author organize the passage?
 - A. He compares Abraham Lincoln's role as U.S. President to his role in the U.S. House.
 - B. He describes how Abraham Lincoln's viewpoint on slavery affected his goals as President.
 - C. He presents the events of Abraham Lincoln's life in chronological order.
 - D. He explains why Abraham Lincoln was assassinated by John Wilkes Booth.
12. Why did Abraham Lincoln's family move to Indiana when he was young?
 - A. His father got a job there.
 - B. His mother died.
 - C. His father remarried.
 - D. His father lost everything.
13. What is the main reason most people in the South did not want Lincoln to be elected?
 - A. They disagreed with many of his policies.
 - B. They thought he would start a war between the North and South.
 - C. They felt he would make slavery illegal throughout the United States.
 - D. They did not want him to create a national banking system.
14. What major event occurred only one month after Lincoln took office?
 - A. The Gettysburg Address
 - B. The Assassination of Lincoln
 - C. The Civil War
 - D. The Emancipation Proclamation
15. Which the following is NOT true about the assassination of Abraham Lincoln?
 - A. He was killed by a southern sympathizer.
 - B. He was attending a play in Washington, D.C.
 - C. He was the first U.S. President assassinated.
 - D. He died immediately when he was shot.

Abraham Lincoln

Complete the graphic organizer about Lincoln using the article.



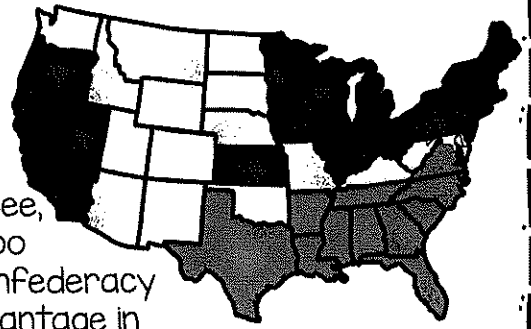
Name _____

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BORDER STATES IN THE CIVIL WAR

Description

Border states during the Civil War were the slave states who did not secede from the Union. These included Delaware, Kentucky, Maryland and Missouri. West Virginia separated from Virginia and was considered a border state too. Sometimes Tennessee, Oklahoma, and Kansas were called border states too because they had strong support for both the Confederacy and the Union. Border states gave the Union an advantage in troops, factories, and money.



Kentucky

Kentucky started the war as a neutral state, but came under Union control. Their loyalty to the Union was considered an important factor in the North winning the war by President Abraham Lincoln.

Maryland

Maryland was the only state standing between Virginia and the Union capital of Washington, D.C. during the Civil War. The war would have likely gone very different if Maryland had seceded from the Union. Maryland abolished slavery during the war in 1864.

Missouri

Missouri chose to remain with the Union at the start of the Civil War, but many of its citizens felt the war against the Confederacy was wrong. Missouri's state government split into two rival governments during the war. One decided to secede from the Union, while the other government wanted to remain. Missouri was claimed by both the Union and the Confederacy for a period of time.

Delaware

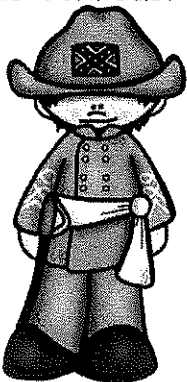
Even though Delaware was technically a slave state, very few people owned slaves there when the war broke out. Delaware did not border any Confederate states and were always loyal to the Union.

West Virginia

West Virginia broke away from Virginia when they seceded from the Union. The people of West Virginia were split though. Around 20,000 of their men fought for the Confederacy.

Brother vs. Brother

There were several cases where brothers fought their brothers on the same battlefield. Families were split over the issue. Some sons even fought against their fathers in the war.



Name _____

Border States in the Civil War

Multiple Choice: Choose the best answer.

1) Which of the following was NOT considered a "border state" during the Civil War?

- A. Missouri
- B. Virginia
- C. Delaware
- D. Maryland

2) What is the main reason border states were important during the Civil War?

- A. They provided land for agriculture to feed troops.
- B. They provided land for factories to make weapons.
- C. They gave the Union an advantage in factories, troops, and money.
- D. They gave the Union an advantage in transportation from state to state.

3) Which border state did Abraham Lincoln say was an important factor in the Union winning the war?

- A. Maryland
- B. West Virginia
- C. Missouri
- D. Kentucky

4) Which border state had an important location in protecting the Union capital of Washington, D.C?

- A. Maryland
- B. West Virginia
- C. Missouri
- D. Kentucky

5) Which of the following was only sometimes considered a "border state?"

- A. Missouri
- B. West Virginia
- C. Tennessee
- D. Maryland

6) Which border state was technically a slave state during the Civil War?

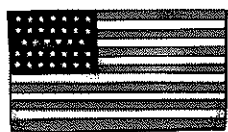
- A. Missouri
- B. Maryland
- C. West Virginia
- D. Delaware

7) Which border state had around 20,000 men who fought for the Confederacy?

- A. Missouri
- B. Maryland
- C. West Virginia
- D. Delaware

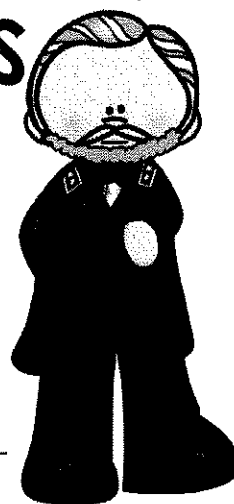
8) Which border state had a division in its government during the Civil War, causing both the North and South to claim them?

- A. Missouri
- B. Maryland
- C. West Virginia
- D. Delaware



CIVIL WAR GENERALS

Union Generals



Ulysses S. Grant

During the early stages of the Civil War, Ulysses S. Grant led Tennessee's army. He claimed victories at Fort Henry and Fort Donelson, earning the nickname "Unconditional Surrender." He was promoted by President Lincoln to lead the entire Union army after major victories at Shiloh and Vicksburg. He led the Army of the Potomac in several battles against Confederate General Robert E. Lee and eventually accepted his surrender at Appomattox Court House.

George McClellan

After the First Battle of Bull Run, General McClellan was appointed to the head of the Union Army of the Potomac. He felt outnumbered even though his army was always much larger than the Confederate army. McClellan was relieved of his command after leading the Union Army at the Battle of Antietam, but refusing to pursue the Confederates.

Winfield Scott Hancock

Considered one of the bravest and most talented commanders, General Hancock commanded the Union Army at several battles. Some of these include the Battles of Antietam, Gettysburg, and Spotsylvania Court House. He is most famous for his role at the Battle of Gettysburg.

Joseph Hooker

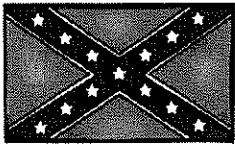
General Joseph Hooker commanded several battles during the Civil War including the Battles of Antietam and Fredericksburg. He was put in command of the entire Army of the Potomac after Fredericksburg, however, he did not hold his position long after suffering defeat at the Battle of Chancellorsville. Abraham Lincoln removed him from command shortly before the Battle of Gettysburg.

William Tecumseh Sherman

Sherman led at the Battle of Shiloh and the Siege of Vicksburg under Ulysses S. Grant. He was given control of his own army and conquered the city of Atlanta, Georgia. Sherman is best known for his "march to the sea" from Atlanta to Savannah, where he destroyed almost everything in his path.

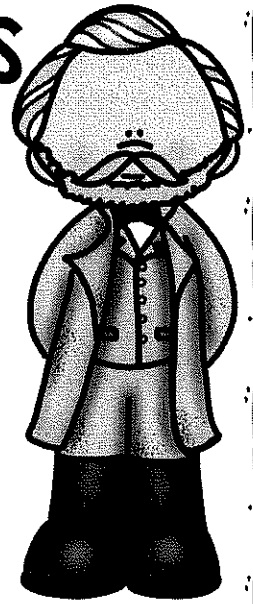
George Thomas

As one of the top Union generals in the Civil War, Thomas won many important victories in the western theatre. At the Battle of Chickamauga, he earned the nickname "the Rock of Chickamauga" for his stout defense. George Thomas also led the Union to an important victory at the Battle of Nashville.



CIVIL WAR GENERALS

Confederate Generals



Robert E. Lee

General Lee led the Confederate Army of Virginia throughout the Civil War. He won many great battles, despite being greatly outnumbered by Union troops. Some of his most important victories include the Second Battle of Bull Run, the Battle of Fredericksburg, and the Battle of Chancellorsville.

Stonewall Jackson

At the First Battle of Bull Run, early in the Civil War, General Jackson earned the nickname "Stonewall" because his soldiers held firmly against the fierce Union attack. It was said he stood like a "stone wall." He was known for his quick moving "foot cavalry" and aggressive command style. Jackson won many battles in the Shenandoah Valley, but was accidentally killed by one of his own men at the Battle of Chancellorsville.

J.E.B. Stuart

As the top cavalry commander for the Confederacy, General Stuart, or "Jeb," fought in many Civil War battles. Some of these included the First Battle of Bull Run, the Battle of Fredericksburg, and the Battle of Chancellorsville. He was a gifted commander, but made a mistake during the Battle of Gettysburg that may have cost the Confederacy the battle. He was killed at the Battle of Yellow Tavern.

P.G.T. Beauregard

General Beauregard led the South in the first battle of Fort Sumter. He went on to fight in the battles at Shiloh and Bull Run. Beauregard is most known for holding off Union forces at St. Petersburg long enough for reinforcements from Robert E. Lee to arrive.

Joseph Johnston

In the First Battle of Bull Run, General Johnston led the Confederates in their first major victory in the Civil War. While commanding in the west, he suffered some major defeats, including Vicksburg and Chickamauga. At the end of the war he surrendered his army to Union General Sherman.

Name _____

CIVIL WAR GENERALS

Matching: Match each term with its description.

1. _____ Hooker	A. Considered one of the bravest commanders of Union
2. _____ Beauregard	B. Earned nickname from strong stand at Bull Run
3. _____ Grant	C. Removed by Lincoln from command before Gettysburg
4. _____ Stuart	D. Known for his "march to the sea" from Atlanta
5. _____ Lee	E. Earned the nickname "the Rock of Chickamauga"
6. _____ Sherman	F. Led the South at Fort Sumter in the first battle
7. _____ Jackson	G. Made a mistake during the Battle of Gettysburg
8. _____ Thomas	H. Promoted by Lincoln to lead the Union after Shiloh
9. _____ McClellan	I. Led the Confederate Army of Virginia throughout war
10. _____ Hancock	J. Relieved of command after Antietam

Multiple Choice: Choose the best answer.

11. Which of the following best completes the analogy below?

Ulysses S. Grant: _____ :: George Thomas: the Rock of Chickamauga

- A. Jeb
- B. Stonewall
- C. Unconditional Surrender
- D. The Great Wall

12. Why was General Joseph Hooker removed from his job as commander of the entire Army of the Potomac?

- A. He suffered defeat the Battle of Chancellorsville.
- B. He suffered defeat at the Battle of Fredericksburg.
- C. He refused to pursue Confederate soldiers at Antietam.
- D. He was forced to surrender to Confederate troops.

13. What was Stonewall Jackson's fate in the Civil War?

- A. He was killed by enemy fire in the Battle of Chancellorsville.
- B. He was accidentally killed by his own men at the Battle of Chancellorsville.
- C. He was intentionally killed by his own men at the Battle of Chancellorsville.
- D. He remained a strong general throughout the war and retired when it was over.

14. Which of the following best completes the analogy below?

Johnston: Sherman :: Grant : _____

- A. Thomas
- B. Jackson
- C. McClellan
- D. Lee

CIVIL WAR SOLDIERS

Each of the three million soldiers serving during the Civil War had a different story. They were faced with death, hunger, inclement weather, inadequate clothing, and boredom.

Ages

Soldiers serving in the Civil War ranged in age. The minimum age to enlist was 18, but many boys lied about their age to serve younger. The average age of a Union soldier was 25 years old.



Typical Day

Only a small amount of Civil War soldiers' life was spent in battle. They began their day at dawn awoken by a bugle and standing for roll call. They ate breakfast and then practiced drills to prepare for battle. In the time between morning and afternoon drills, soldiers completed chores like cooking meals, repairing uniforms, or cleaning equipment. They also played games, such as poker or dominoes. Civil War soldiers enjoyed singing songs and writing letters back home. Taps, or the bugle call for lights out, was typically signaled around 10 p.m. at night. Some soldiers had guard duty at night, making for long and tiring day.

Drilling

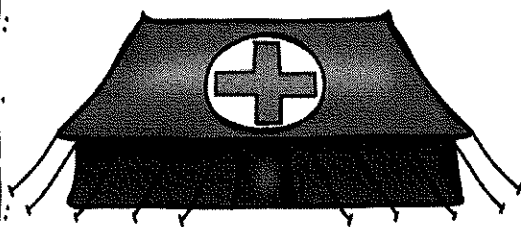
Soldiers hurried into position for drill when the bugle sounded. Drill was one of the most important parts of training for soldiers. They spent many hours practicing formations, using rifles, learning to march, and how to work as a unit. The ability to make formations quickly could mean the difference between success and failure on the battlefield. They did not practice shooting live ammunition due to limited supplies. Many soldiers were not skilled shooters, even though it was often assumed they were. Men assigned to canons lined them up and did everything except fire them. Usually the first time they were fired was in the heat of battle.

Marching

Marching was practiced by soldiers to keep their legs strong to move from one location to another on foot. Soldiers usually marched four in a row at a rate of around 2.5 miles per hour. If possible, they marched on the side of roads to leave the road open for horses, wagons, and artillery. Soldiers who marched in the front had first choice of campsites and more time to forage once they set up camp. Troops in the back had it worse, contending with mule and horse droppings, dust, dirt, and constant starts and stops caused by the soldiers ahead. Whenever soldiers received orders to cook three days of rations each, they knew they were about to begin a march. Volunteers packed their belongings, but they often cast off most things they carried, leaving them alongside the road. Soldiers who marched before knew to pack only the bare essentials because they knew how exhausting marches were. Feet blistered and bled on marches and often animals died along the way. Despite these hardships, soldiers often joked and sang to keep their spirits high.

Camp Conditions

Body lice was often present in Civil War camps throughout the North and South. These small insects were found on clothing and bedding. Camps would periodically have cleanups when they would boil contaminated materials for hours. Unfortunately, they would often find their clothes and bedding filled with active lice again by nightfall. They could not boil anything while they were marching or fighting, making camp conditions miserable. Tents were usually provided for Union soldiers. Confederate soldiers made shelters from whatever materials they could find. These were called "shebangs" because they were banged together using brush, oilcloths, and poles. Northern and Southern troops constructed small log cabins with fireplaces for protection in the winter.



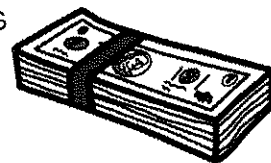
Medical Conditions

Soldiers dealt with terrible medical conditions during the Civil War. Doctors were unaware of infections at the time, not even bothering to wash their own hands. Many soldiers died as a result of infections and disease, including dysentery, typhoid, and measles. A small wound

could end up infected, causing a soldier to die. Medicine during this time was primitive, with little knowledge of pain killers or anesthetics. Doctors were greatly outnumbered during major battles. Little could be done for torso wounds, and often arms and legs were amputated if they were wounded.

Payment

Soldiers' monthly salaries varied based on their position. Privates in the Union army made \$13 a month, while a three-star general made over \$700 a month. Confederate soldiers made less, with privates earning \$11 a month. Payments were irregular and slow, with some soldiers waiting over six months for their money. Some soldiers sent the money home to their families, while others gambled it away as fast as they earned it.



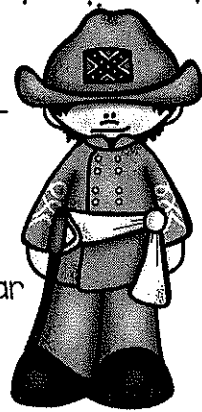
Entertainment and Leisure

Free time in camps was spent writing home letters, playing cards, pitching horseshoes, reading, listening to music, cleaning uniforms and equipment, praying, sleeping, foraging, gambling, and playing sports like baseball, boxing, horse racing, and foot racing. Baseball was invented prior to the Civil War, but had not caught on yet as a national sport. Most of the games were held in New York or New Jersey. President Lincoln loved baseball and even had a baseball field set up on the White House grounds, where he allowed kids to play and occasionally played himself. The Union army distributed New York baseball rule books to troops when the Civil War began. It was an easy game to set up, took very little equipment, and kept soldiers busy. The sport quickly became popular with Union soldiers. Southern troops were taught the game from Union prisoners. There were about 160 prisoner of war camps during the Civil War. Conditions were typically horrible, but they were not all a nightmare. Sometimes they would team up, North vs. South, and play baseball together.

Confederate Soldiers

Confederate soldiers typically had no military discipline prior to enlisting. They were usually young, white, Southern born men who were fighting for a cause— independence from Northern aggression. Slavery played a part in the causes of the Civil War, but an estimated 90% of Confederate army volunteers did not own slaves or have land of size. They were not fighting to preserve slavery, but to free the South from tyranny. For this reason, the South did not call this war the Civil War or War Between the States, but instead the War of Northern Aggression. Confederate soldiers, or Rebels, wanted to establish the eleven states who seceded from the Union as a separate nation.

Confederate soldiers had little food, were poorly clothed, and provided little shelter. They often went months without pay and worried about their families back home. They were outnumbered and almost one-half of all Confederate soldiers were killed, wounded, captured, or died from disease during the Civil War. Despite this, they continued to fight with courage and cause, the same as their ancestors had done during the American Revolution.



Food

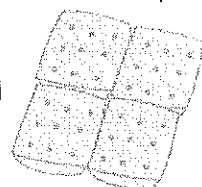
Confederate soldiers usually had much less food than their Northern counterparts. They had bacon, cornmeal, molasses, peas, rice, and tobacco. The excess tobacco saved them because they traded with Northern soldiers during the war for coffee, sugar, and many other items. Both sides also foraged for foods, hunting, picking berries, and stealing food from nearby farms, gardens, and orchards. As time progressed, there was nothing left for the farmers and their families to eat.

Union Soldiers

In the Union, some men volunteered to enlist for the bounty, cash received when they signed up. Others were simply looking for a new adventure. Typically though, Union soldiers were intensely patriotic, and felt the South was disgracing the American flag. The Northern army was made up of native-born and immigrant men, along with soldiers of all races. Only about 80,000 men volunteered to join the war in the beginning, but over 2 million had volunteered by the end of the war. The Union had a huge advantage in numbers and skills. They were equipped with men who could fix their weapons, repair railroads and supply routes, and build bridges and camps. Even though conditions were often rough, Union soldiers were better clothed, fed, and sheltered than their Southern counterparts. Their volunteers were also mostly young and unmarried. They fought for the independence and unification their ancestors had gained during the American Revolution. They sought to keep America strong so she could maintain her independence from other nations.

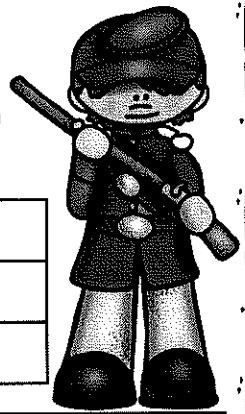
Food

Union soldiers were given a variety of food, including salted and fresh meat and bread. The bread was called hardtack, nicknamed "worm castles" and "sheet iron crackers" because it was so hard. Men usually toasted their bread ration to kill anything living on it. They were also provided with rice, beans, peas, dried fruit, potatoes, molasses, vinegar, and salt. The Union had a surplus of coffee and sugar so soldiers had those items available to them. Some soldiers grouped themselves and cooked together in what they called "a mess" and then distributed their individual supply. Union soldiers also foraged, but took it one step further, stealing from farms and villages, and then burning the remaining crops to the ground. They burned farms and mills, and killed the farm animals they did not steal. Their goal was to starve the people of the South, and it worked.



Name _____

Civil War Soldiers



Identify: Use the word bank to identify each description.

baseball	lice	amputated
handtack	bugle	burned
drill	songs	marched

	1. Bread eaten by soldiers during the war
	2. Insects that got in soldiers' clothing and bedding
	3. Instrument used to wake soldiers
	4. If a soldier's limb was wounded, doctors often did this
	5. Soldiers used these to keep their spirits high
	6. Soldiers practiced their formations for battle
	7. Way soldiers traveled between camps
	8. Game often played during the Civil War
	9. Union soldiers did this to any remaining crops on farms

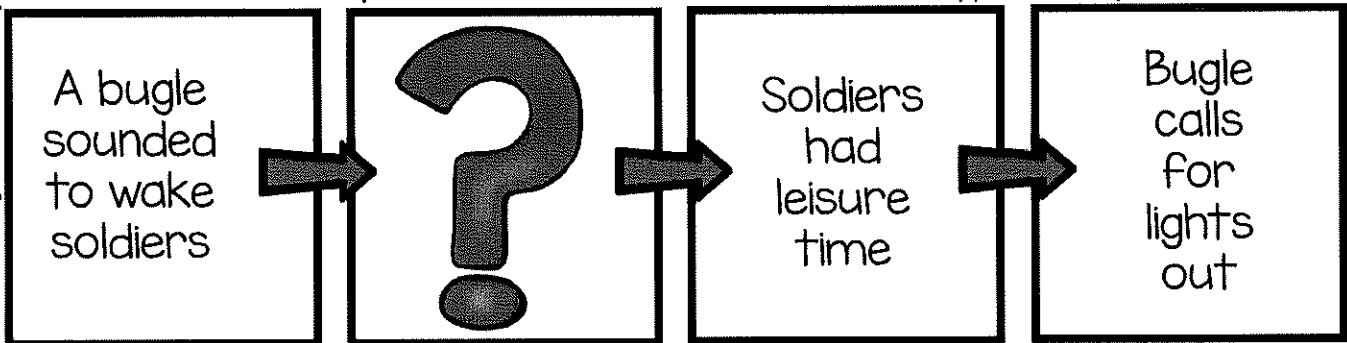
Confederate or Union?: Identify each description as Confederate, Union, or both.

Description	Confederate	Both	Union
10. Soldiers often died from disease and infection			
11. Typically made more money than the other side			
12. Traded tobacco for items with the opposing side			
13. Average age of soldiers was 25			
14. Usually young, white, and fighting for secession			
15. Made tents called "shebangs"			
16. Had over 2 million volunteers by the end of war			
17. Spent most of their time drilling or marching			
18. Taught the opposing side the sport of baseball			
19. Burned farms and mills, and killed animals			
20. Tents were provided for soldiers.			



Multiple Choice: Choose the best answer.

21. Which best completes the chart of a soldier's typical day?



A. Soldiers wrote letters home.

B. Soldiers played baseball.

C. Soldiers practiced drills for battle.

D. Soldiers cleaned their weapons.

22. With which statement would the author mostly agree?

A. Soldiers put their lives on the line daily.

B. Civil War soldiers experienced difficult conditions.

C. Southern soldiers had it easier than Northern soldiers.

D. Both sides of the war provided for their soldiers equally.

23. "Medicine during this time was primitive, with little knowledge of pain killers of anesthetics."

What is the best meaning of primitive in the previous quote?

A. Undeveloped

B. Advanced

C. Accurate

D. Important

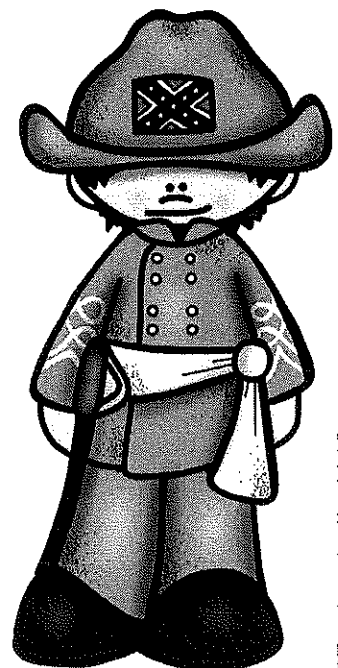
24. Which statement about Civil War soldiers is NOT true?

A. There were around 3 million soldiers during the Civil War.

B. Southern soldiers were more passionate about their cause.

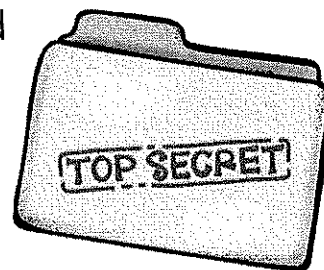
C. Even though soldiers were supposed to be 18, younger boys enlisted.

D. Civil War soldiers spent most of their time training or doing leisure activities.



CIVIL WAR SPIES

There were many spies during the Civil War who played important roles in the outcome of the war. Some people who lived in the North wanted the South to win and some in the South wanted the North to win. Due to this, it was easy for each side to recruit spies.



Actions

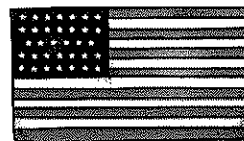
Spies communicated information about enemy armies, such as troop movement, numbers of soldiers, and army conditions. These insights often made the difference between winning and losing a battle. Generals could decide if they should attack or retreat based on this secret information. If a spy was caught, they were treated differently than a captured soldier. They were typically executed for their actions.

Union Spy Networks

The Union did not have an organized spy network at the beginning of the Civil War. They had a large quantity of spies sent out by individual generals or leaders, but the information was not well communicated or passed on to the necessary people. The Union had a significant advantage by the information they acquired from slaves and former slaves. Later in the war, a spymaster gathered and organized information from a spy network.

Confederate Spy Networks

Confederate spy networks were better organized than the Union's. Early in the war they set up a network in the federal capital of Washington, D.C., where many Southern sympathizers lived. Their spies were mostly people who worked for the army or government in the North, but secretly desired for the South to win. Information was passed across the border using a "secret line" system from Washington, D.C. to Richmond, Virginia.



Famous Union Spies

Sarah Edmonds

A master of disguise even before becoming a Union spy, Sarah disguised herself as a man to fight in the army. She volunteered to become a spy and used all kinds of disguises from an Irish woman to a black slave.

Philip Henson

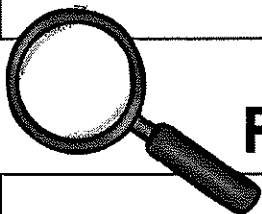
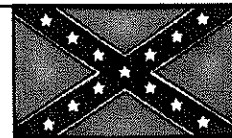
Working as both a scout and spy for the Union, Henson managed to convince Confederate generals to confide in him. The information he obtained helped General Ulysses Grant win several battles, such as the Battle of Vicksburg. He was captured by the Confederates, but managed to escape near the end of the war.

Elizabeth Van Lew

Elizabeth ran one of the Union's most effective spy rings out of her home near the Confederate capital of Richmond, Virginia. She had many methods of passing on secret messages, including hiding them inside baked bread, eggshells, and inside the sole of a boot. She was often known as "Crazy Bett."

Timothy Webster

By gaining the trust of Confederate officials, Webster, a former police officer, was able to pass valuable documents onto the Union. He pretended to be a courier on the Secret Line. He fell ill and his secret identity got out to the Confederates though. They had him captured and executed. He was the first spy to be executed during the Civil War.

**Famous Confederate Spies****Belle Boyd**

Spying from her father's hotel in Virginia, Belle, secretly gathered information from hotel guests that were Union officers and soldiers. She passed the information on to the Confederacy. She was caught, but was not executed.

Rose O'Neal Greenhow

Greenhow ran a large spy ring in Washington, D.C. She passed secret codes to the South. The information she gave the Confederacy helped the South win the First Battle of Bull Run in 1861. She was captured and spent five months in prison for her actions.

Henry Harrison

While spying for General James Longstreet, Harrison learned information that caused General Robert E. Lee to halt his army and prepare for the Battle of Gettysburg.

Name _____

Civil War Spies

Identify: Use the word bank to identify each description.

Edmonds	Washington, D.C.	Elizabeth Van Lew
Secret Line	Boyd	spymaster
O'Neal	Execution	Webster
1.	Union spy known as "Crazy Bett"	
2.	Spied for the Confederacy from her father's hotel	
3.	The Confederacy set up a spy network here	
4.	Ran a large spy ring for the Confederacy	
5.	The Confederacy's spy network was known as this	
6.	If caught, spies usually suffered this consequence	
7.	Person who gathered and organized spy information	
8.	First spy to be executed during the Civil War	
9.	Master of disguise for the Union	

Multiple Choice: Choose the best answer.

10. Why was it easy for both sides to recruit spies during the Civil War?

- A. Being a spy paid a lot of money.
- B. Being a spy was safer than being a soldier.
- C. Each had people who wanted the opposite side to win.
- D. Both sides gave incentives for important information.

11. Which statement about the Union Spy Network is accurate?

- A. It was known as the "Secret Line."
- B. It was more advanced than the Confederate Spy Network.
- C. It had a headquarters in Washington, D.C.
- D. It became more organized as the war progressed.

12. Which of the following best completes the analogy?

Phillip Henson : Battle of Vicksburg :: _____ : Battle of Gettysburg

- A. Timothy Webster
- B. Sarah Edmonds
- C. Belle Boyd
- D. Henry Harrison

13. Which of the following is NOT true about Timothy Webster?

- A. He was a Union spy.
- B. He gained the trust of Confederate generals.
- C. He was captured, but escaped.
- D. He pretended to be a courier.

14. What is the most likely reason Belle Boyd was able to gather so much information at her father's hotel?

- A. Union generals spoke freely around her because she was a woman.
- B. Union generals thought she was pretty and gave her information.
- C. Her father paid Union generals to provide information to Belle.
- D. She was able to sneak around the hotel without being noticed.

