

Exercise walk-through

5.9

Government Policies During the Civil War

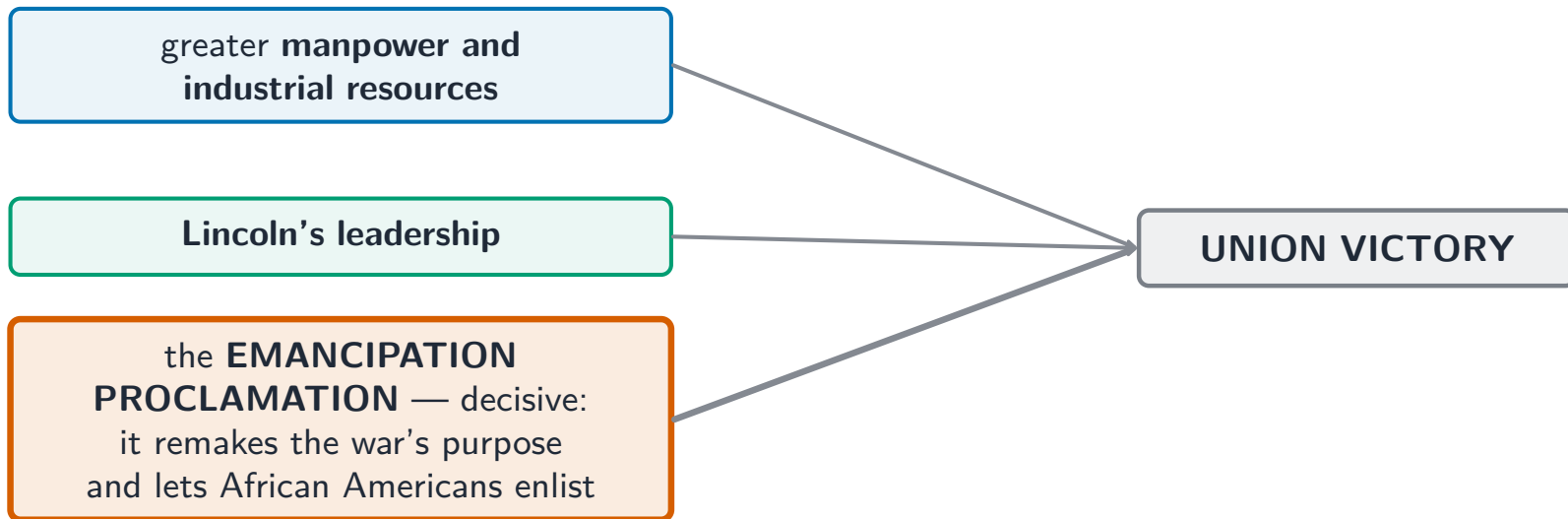
AP United States History

Secession and the Civil War

The **election of 1860** 1860 brought **Abraham Lincoln** to power on a platform of preventing slavery's expansion. Southern states responded by **seceding** , and the war followed.

African Americans' service and the actions of enslaved people who freed themselves by reaching Union lines shaped the outcome as well.

Capacity to win, against what winning meant



Resources explain the **capacity** to win; emancipation changed **what winning meant** – and a causation answer has to say which kind of cause it is using

Why the Union could outlast the Confederacy

Greater manpower and industrial resources

The Union had **greater manpower and industrial resources**: more people, more factories, more railroad miles.

Natural and mineral resources

And more **natural and mineral resources** – iron, coal, food – so it could replace what it lost.

What that did not decide

Advantages take time to tell. Confederate strategy only had to make the war too costly to continue.

What was stripped away

By 1865 the Confederacy's capacity was **stripped away**: its ports blockaded, its railroads broken, its currency worthless.

Material advantage explains the outcome, not the length. Both halves of that sentence are needed for a causation question.

Exercises 2.1·2.2

2.1 State why the Union began the war.

[2]

2.2 State the two effects of the Emancipation Proclamation.

[2]

Exercises 2.1-2.2

2.1 State why the Union began the war.

[2]

2.1

- to preserve the Union; the CED is explicit that emancipation was not the initial aim
-

2.2 State the two effects of the Emancipation Proclamation.

[2]

2.2

- it reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers

Exercise 2.3 (a)

2.3 African Americans acted.

(a) State what they did and its effect.

[2]

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(a) State what they did and its effect.

[2]

(a)

- many fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy

Exercise 2.3 (b)

2.3 African Americans acted.

(b) State what Lincoln used the Gettysburg Address to do.

[1]

Exercise 2.3 (b)

2.3 African Americans acted.

(b) State what Lincoln used the Gettysburg Address to do.

[1]

(b)

- portray the struggle against slavery as the fulfilment of America's founding democratic ideals

Exercises 3.1-3.2

3.1 The Union began the war to

[1]

☐

A preserve the Union

B abolish slavery

C acquire territory

D raise tariffs

3.2 The Proclamation helped prevent the Confederacy from gaining

[1]

☐

A full diplomatic support from European powers

B soldiers

C cotton

D railways

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3.2 A

- full diplomatic support

Exercise 3.3 (a)

3.3 A war's stated purpose changes while it is being fought.

(a) State what the CED's verb is.

[1]

Exercise 3.3 (a)

3.3 A war's stated purpose changes while it is being fought.

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[1]

(a)

- reframed

Exercise 3.3 (b)

3.3 A war's stated purpose changes while it is being fought.

(b) Explain what the change accomplished diplomatically.

[2]

Exercise 3.3 (b)

3.3 A war's stated purpose changes while it is being fought.

(b) Explain what the change accomplished diplomatically.

[2]

(b)

- it made support for the Confederacy support for slavery, which European powers that had abolished it could not easily give