



Fact Sheet

THE CIVIL WAR AND RECONSTRUCTION

TEST INFORMATION

**Approximate
Percent**

This test was developed to enable schools to award credit to students for knowledge equivalent to that, which is learned by students taking the course. The school may choose to award college credit to the student based on the achievement of a passing score. The passing score for each examination is determined by the school based on recommendations from the American Council on Education (ACE). This minimum credit-awarding score is equal to the mean score of students in the norming sample who received a grade of C in the course. Some schools set their own standards for awarding credit and may require a higher score than the ACE recommendation. Students should obtain this information from the institution where they expect to receive credit.

- C. Slavery as a Southern institution
 - 1. Importance of cotton
 - 2. Living conditions of slaves
- D. Abolition movement
 - 1. Leaders
 - 2. Methods and tactics
 - 3. *Uncle Tom's Cabin*
- E. Westward expansion of Free and Slave territory
 - 1. Missouri Compromise
 - 2. Mexican War
 - 3. Compromise of 1850
 - 4. Kansas - Nebraska Act
 - 5. Birth of Republican party
 - 6. Kansas wars
 - 7. Dred Scott decision
- F. John Brown's raid on Harper'sFerry
- G. Political situation in 1860
 - 1. Split in Democratic party
 - 2. Republican party
 - 3. Abraham Lincoln
 - 4. Election results

CONTENT

The following topics, which are commonly taught in courses on this subject, are covered by this examination.

**Approximate
Percent**

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|--|------------|--|------------|
| <ul style="list-style-type: none"> I. Causes of the War <ul style="list-style-type: none"> A. United States society in the mid-nineteenth century <ul style="list-style-type: none"> 1. Industrialization 2. Immigration 3. Religiosity 4. Standard of living 5. Demographics B. Growing differences between the North and South | 11% | <ul style="list-style-type: none"> II. 1861 <ul style="list-style-type: none"> A. Secession <ul style="list-style-type: none"> 1. South Carolina's role 2. Border states 3. Government of Confederation B. Fort Sumter C. Union Army v. Confederate Army <ul style="list-style-type: none"> 1. Leadership 2. Preparedness 3. Volunteers D. First Manassas (Bull Run) | 11% |
|--|------------|--|------------|



	<u>Approximate Percent</u> 22%		<u>Approximate Percent</u>
III. 1862		D. Political situation	
A. Political situation - North and South		1. North	
1. Lincoln's cabinet		a. Conscription	
2. Davis's cabinet		b. Copperheads	
Divisiveness in the South		c. Anti-emancipation sentiment	
a. Conscription		d. Profiteering	
b. States rights		2. South	
3. Southern hope of European aid		a. Inadequate central government	
B. Army of Potomac under McClellan		b. Inflation	
C. War in the West		c. Shortages	
1. North's plan to control Mississippi		E. Major battles	
2. Generals Grant, Buell and Sherman		1. Chancellorsville	
D. War in the East		2. Chicamauga	
1. Peninsular campaign		3. Chattanooga	
2. Naval involvement		4. Stones River (Murfreesboro)	
a. Blockade and blockade runners		5. Vicksburg	
b. <i>Monitor v. Merrimac</i>		6. Gettysburg	
3. Generals Lee and Jackson		V. 1864 to May 1865	22%
E. Major battles		A. Political situation	
1. Shiloh		1. Northern demoralization	
2. Second Manassas		2. Presidential election in North	
3. Antietam		3. South cut in half and isolated	
4. Fredericksburg		B. War in the West	
F. Emancipation Proclamation		1. Sherman's march through Georgia	
IV. 1863	21%	2. Generals Johnston and Forrest	
A. Casualties		3. Major battles	
1. Causes of casualties		a. Atlanta	
2. Care of wounded and sick		b. Mobile Bay	
3. Prisoners of war		C. War in the East	
B. Role of women in the war, North and South		1. Grant and the Army of the Potomac	
C. Black Americans and the war		2. Lee and the Army of Northern Virginia	
1. Free Black volunteers		3. Major battles	
2. Slaves in the South		a. Wilderness	
3. Runaway slaves		b. Spotsylvania	
		c. Cold Harbor	
		d. Shenandoah Valley campaign	
		e. Petersburg	

- Approximate
Percent**
- D. Sherman's continued march through the South
 - 1. Destruction of South's civilian base
 - 2. Logistics
 - E. Fall of Richmond, flight of Confederate government
 - F. Lee's surrender
 - G. Assassination of Lincoln
 - H. End of the Confederacy
 - 1. Johnston's surrender
 - 2. Davis's capture
 - I. Cost of the War
 - 1. Human
 - 2. Economic
 - 3. Cultural
- VI. Reconstruction 13%**
- A. Presidential reconstruction plans
 - 1. Lincoln
 - 2. Johnson
 - B. Congressional reconstruction plans
 - 1. Radical Republicans
 - 2. Reconstruction Acts
 - 3. Fourteenth and Fifteenth Amendments
 - 4. Impeachment
 - 5. Freedmen's Bureau
 - 6. Civil Rights Act
 - C. Reconstruction in the South
 - 1. Response to Johnson's policies
 - 2. Elected Black office-holders
 - 3. Scalawags and carpet-baggers
 - 4. Secret terrorist societies
 - D. End of Reconstruction
 - 1. Restoration of White government
 - 2. Election of 1876
 - 3. Compromise of 1877

Questions on the test require candidates to demonstrate the following abilities.

- Knowledge of basic facts and terms (about 100% of the examination)

SAMPLE QUESTIONS

1. Which of the following correctly states a major difference between the population of the North and South at the middle of the nineteenth century?
 - (A) In the North, the vast majority of the adult White population was literate, while in the South less than half the adult White population could read and write.
 - (B) In the South, people were much more religious than people in the North, attended church more frequently, and often participated in religious reawakenings.
 - (C) In the North, the White population included large numbers of immigrants, while in the south the White population was largely of British descent.
 - (D) In the South, a larger proportion of the White population had traveled extensively within the region, while the Northern White population remained familiar only with the area in which they were born.
2. Prior to his attack on Harper's Ferry, John Brown was a
 - (A) free-state agitator in Kansas
 - (B) publisher of a leading abolitionist newspaper
 - (C) slave owner in Missouri
 - (D) station owner on the Underground Railroad

3. When the Southern states began to secede, Kentucky's response was
 - (A) enthusiastic support for the South, followed by Kentucky's secession
 - (B) reluctant support for the South, followed by Kentucky's secession
 - (C) a declaration of neutrality, followed by a gradual shift to Unionism
 - (D) a firm resolve to remain in the Union, followed by an enthusiastic response to Lincoln's call for troops
4. Through the course of the Civil War, which of the following was true of Jefferson Davis's cabinet?
 - (A) It remained stable in makeup and firm in support of the president.
 - (B) It remained stable in makeup but opposed to the president on many issues.
 - (C) Its members changed considerably but remained constant in support for the president.
 - (D) Its members changed considerably and were divided in their support for the president.
5. The South's naval strategy was to use its
 - (A) large navy to attack Northern ports and bring the war to the North
 - (B) large navy to defend its ports and prevent a Union blockade
 - (C) relatively small navy to protect its ports and keep them open for blockade runners
 - (D) relatively small navy to convoy supply ships from Europe and South America
6. Of those who died as a result of the war, the majority were
 - (A) civilians deliberately or accidentally killed by hostile troops
 - (B) soldiers killed outright in combat
 - (C) soldiers who died later of wounds received in battle
 - (D) soldiers who died of disease
7. The last major Confederate stronghold on the Mississippi River was
 - (A) Memphis
 - (B) Vicksburg
 - (C) New Orleans
 - (D) Fort Donelson
8. Which of the following nearly caused the outbreak of hostilities between the United States and Great Britain?
 - (A) Britain's willingness to receive the Confederate cruiser *Alabama* in its ports
 - (B) British gunrunning to the Confederate states through the Union blockade
 - (C) British reactions to Lincoln's Emancipation Proclamation
 - (D) British objections to the seizure of two Confederate diplomats traveling on a British ship
9. Which of the following is a true statement about the Union presidential election of 1864?
 - (A) It was the first presidential election ever held by a nation involved in a civil war.
 - (B) It attracted little public interest because the people of the North were occupied with the war effort.
 - (C) Lincoln's reelection was considered a certainty because the nation did not want to change governments in the middle of the war.
 - (D) Lincoln's reelection was considered unlikely because Lincoln had failed to support abolition prior to the war.
10. The Union general in command of the Shenandoah Valley campaigns of 1864 was
 - (A) Philip Kearny
 - (B) Philip Sheridan
 - (C) William T. Sherman
 - (D) George A. Custer

11. Grant's confrontation with Lee at Petersburg can best be described as a
- (A) Confederate rout of the Union army
 - (B) swift, decisive victory for the Union army
 - (C) tragic blunder on the part of the Union high command
 - (D) prolonged siege ending in Union victory
12. Under the Fourteenth Amendment, many of those who had served in the Confederate government or army were
- (A) automatically reinstated as full citizens of the United States
 - (B) forbidden to bear arms
 - (C) forbidden to hold public office
 - (D) interned for a minimum of six months

STUDYING FOR THE EXAMINATION

The following is a list of reference publications that were being used as textbooks in college courses of the same or similar title at the time the test was developed. Appropriate textbooks for study are not limited to those listed below. If you wish to obtain study resources to prepare for the examination, you may reference either the current edition of the following titles **or** textbooks currently used at a local college or university for the same class title. It is recommended that you reference **more than one textbook** on the topics outlined in this fact sheet. You should **begin by checking textbook content against the content outline** included on the front page of this Fact Sheet **before** selecting textbooks that cover the test content from which to study. Textbooks may be found at the campus bookstore of a local college or university offering a course on the subject.

Sources for study material suggested but not limited to the following:

Boatner, Mark Mayo. *The Civil War Dictionary*. Rev. ed. New York, NY: David McKay, current edition.

Boritt, Gabor S. ed. *Why the Confederacy Lost*. New York, NY: Oxford University Press, current edition.

Burns, Ken and Burns, Ric. *The Civil War*. Florentine Films, PBS Video, Alexandria, VA, current edition.

Donald, David ed. *Why the North Won the Civil War*. New York, NY: Macmillan, current edition.

Eaton, Clement. *A History of the Southern Confederacy*. New York, NY: The Free Press, current edition.

Foner, Eric. *Reconstruction: America's Unfinished Revolution*. New York, NY: Harper and Row, current edition.

Foote, Shelby. *The Civil War, A Narrative*. 3 vols. New York, NY: Random House, current edition.

McPherson, James. *Battle Cry of Freedom: The Civil War Era*. New York, NY: Oxford University Press, current edition.

McPherson, James. *Ordeal by Fire: The Civil War and Reconstruction*. New York, NY: McGraw-Hill, current edition.

Nevins, Allan. *War for the Union*. 4 vols. New York, NY: Charles Scribner's Sons, current edition.

Nolan, Alan T. *Lee Considered: General Robert E. Lee and Civil War History*. Chapel Hill: University of North Carolina Press, current edition.

Paludan, Phillip Shaw. *A People's Contest: The Union and Civil War*. New York, NY: Harper and Row, current edition.

Randall, J.G. and Donald, David. *The Civil War and Reconstruction*. Lexington, MA: D.C. Heath and Co., current edition.

Thomas, Benjamin P. *Abraham Lincoln: A Biography*. New York, NY: Modern Library, current edition.

Thomas, Emory M. *The Confederate Nation*. New York, NY: Harper and Row, current edition.

Current textbook used by a local college or university for a course on the subject.

CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST examination development process. The American Council on Education has made the following recommendations:

Area or Course	
Equivalent:	The Civil War & Reconstruction
Level:	Upper-level baccalaureate
Amount of Credit:	Three (3) semester hours
Source:	ACE Commission on Educational Credit and Credentials

INFORMATION

Colleges and universities that would like additional information about the national norming, or assistance in local norming or score validation studies should write to: DSST Program, Prometric, 2000 Lenox Drive, 3rd Floor, Lawrenceville, NJ 08648.

It is advisable that schools develop a consistent policy about awarding credit based on scores from this test and that the policy be reviewed periodically. Prometric will be happy to help schools in this effort.

Correct Responses: 1.C; 2.A; 3.C; 4.D; 5.C; 6.D; 7.B 8.D; 9.A; 10.B; 11.D; 12.C

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