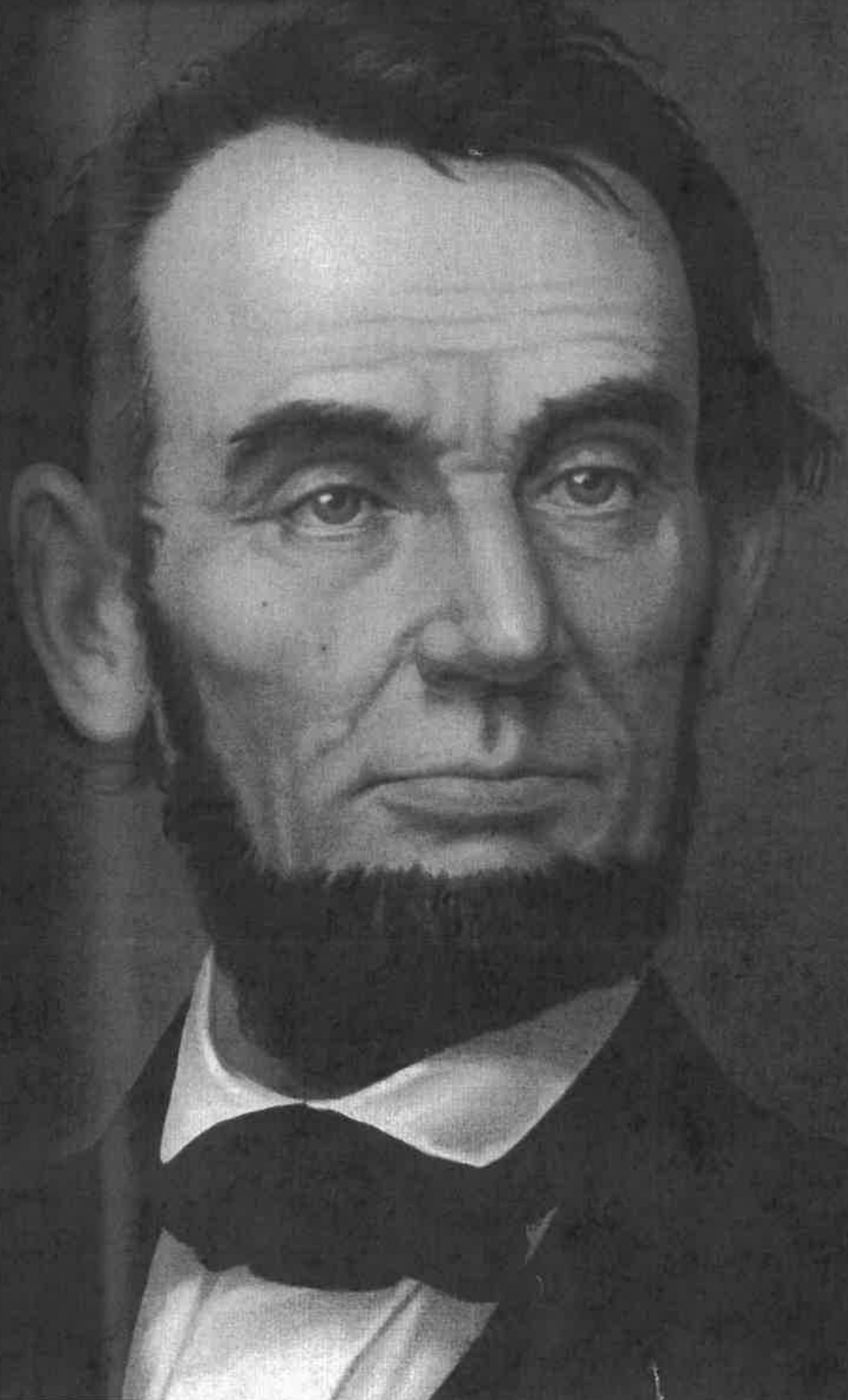


# The Civil War

1861–1865

**ESSENTIAL QUESTION** *Why does conflict develop?*



**networks**

*There's More Online about the Civil War.*

## CHAPTER 17

### Lesson 1

*The Two Sides*

### Lesson 2

*Early Years of the War*

### Lesson 3

*Life During the Civil War*

### Lesson 4

*The Strain of War*

### Lesson 5

*The War's Final Stages*

## The Story Matters . . .

In November 1860, voters elect a self-educated lawyer from Illinois named Abraham Lincoln to be president of the United States. Even before Lincoln is inaugurated, South Carolina and six other Southern states secede from the Union. As he waits to take office, Lincoln sees the nation he is to lead spiral downward toward civil war—a war that will prove to be the deadliest in U.S. history.

Lincoln does not give up. He believes “[a] house divided against itself cannot stand,” and he guides the nation until it is once again united.

◀ *Abraham Lincoln was president during the nation's greatest crisis.*

Library of Congress [LC-DIG-ppmsca-19241]

## CHAPTER 17

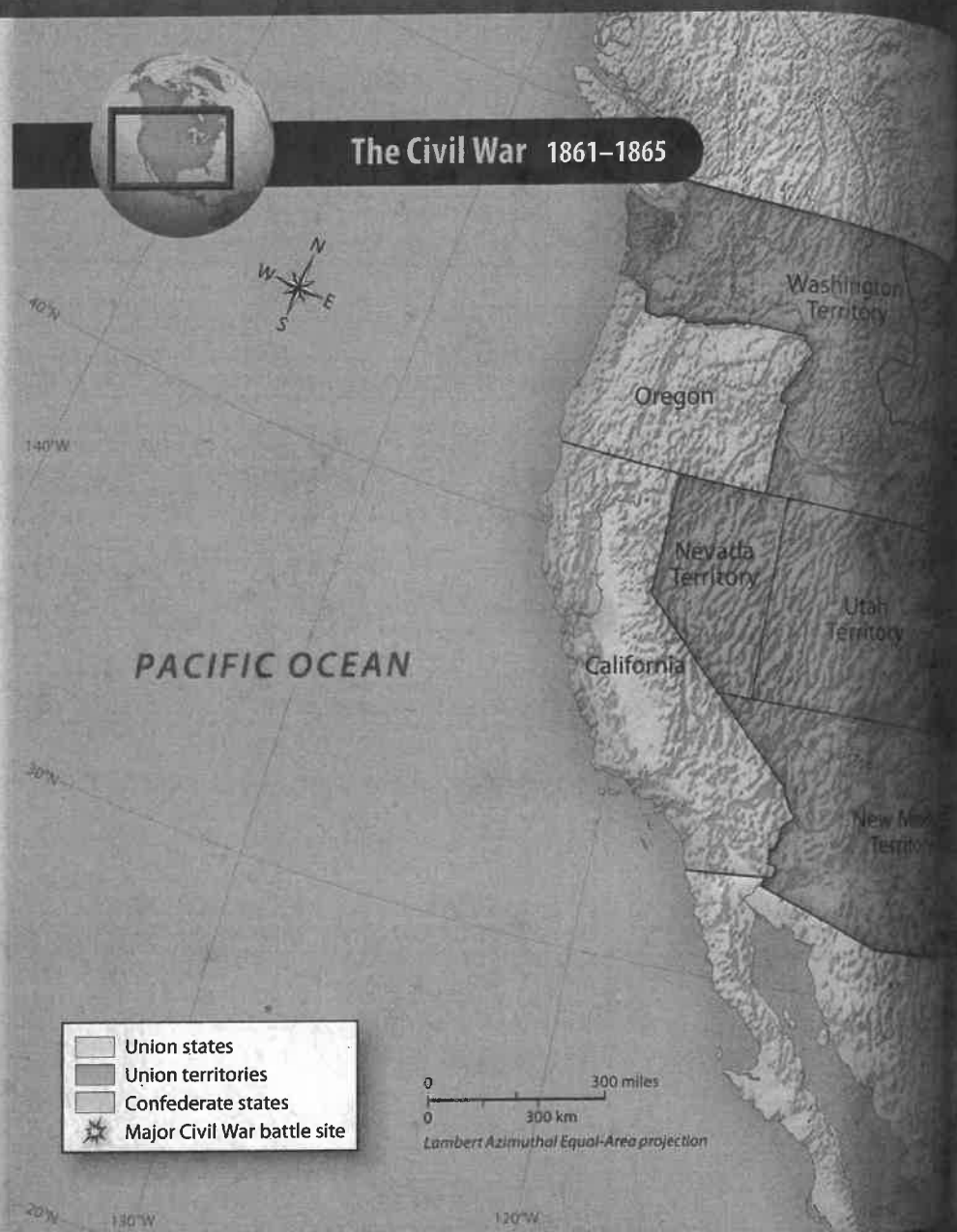
# Place and Time: United States 1861 to 1865

*In December 1860, South Carolina announced that it was seceding from the United States. Within a few months, six other states had followed South Carolina out of the Union. After the battle at Fort Sumter, a total of 11 Southern states joined together in the Confederate States of America.*

### Step Into the Place

**MAP FOCUS** In 1861 soldiers fired the first shots of the Civil War. Armies of the Confederacy and the Union did battle in locations all across the country.

- 1 LOCATION** On this map, which Union states have Civil War battle sites?
- 2 PLACE** What clue can you find on the map that might explain why so many battles took place in Virginia?
- 3 CRITICAL THINKING**  
*Drawing Conclusions* Why do you think most of the battles of the Civil War took place in the Confederate states?



### Step Into the Time

**TIME LINE** Look at the time line. For how many years after the Emancipation Proclamation did the Civil War continue?

Abraham Lincoln  
1861-1865

U.S. PRESIDENTS

U.S. EVENTS

WORLD EVENTS



1861

1862

**1861** Robert E. Lee takes command of Virginia's Confederate forces

**1862** International Red Cross established (American Red Cross organized 10 years later)

# networks

There's More Online!

☒ **MAP** Explore the interactive version of this map on NETWORKS.

☒ **TIME LINE** Explore the interactive version of this time line on NETWORKS.



**Andrew Johnson**  
1865–1869



**1863** • Emancipation Proclamation issued  
• Grant named commander of Union armies

**1864** Sherman's March to the Sea begins

**1865** Civil War ends

**1863**

**1863** London subway opens

**1864**

**1864** First Geneva Convention establishes rules for treatment of prisoners of war

**1865**

**1865** French writer Jules Verne publishes novel about a trip to the moon



- ✓ **CHART** Army Salaries
- ✓ **GRAPHIC ORGANIZER** Comparing North and South
- ✓ **SLIDE SHOW**
  - Army Organization
  - Civil War Casualties



## Lesson 1

## The Two Sides

ESSENTIAL QUESTION *Why does conflict develop?*

## IT MATTERS BECAUSE

*Both the North and the South had strengths and weaknesses that helped determine their military strategies.*

## Two Very Different Sides

GUIDING QUESTION *What were the goals and strategies of the North and the South?*

The war divided many families. Neither side imagined, however, that the four years of fighting would lead to so much suffering. By the end of the war, 600,000 Americans had lost their lives. Many thousands more were wounded in battle.

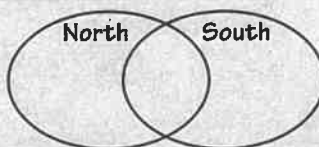
## Division in the Border States

For most states, choosing sides in the Civil War was easy. The **border states** of Delaware, Maryland, Kentucky, and Missouri, however, were bitterly divided. Slavery existed in all four states, though it was generally not as widespread as in the Confederate states. All four of these states had close ties to the North and the South.

The border states were vital to the **strategy** of the Union. Missouri could control parts of the Mississippi River and major routes to the West. Kentucky controlled the Ohio River. Delaware was close to the key Union city of Philadelphia. Maryland, perhaps the most important of the border states, was close to Richmond, the Confederate capital. Most significantly, Washington, D.C., lay within the state. If Maryland seceded, the North's capital would be surrounded.

Reading **HELPDESK****Taking Notes: Comparing and Contrasting**

As you read, note the differences and similarities between the North and the South in a Venn diagram like this one.

**Content Vocabulary**

- **border state**
- **enlist**

President Lincoln worked tirelessly to keep the four border states in the Union. In September 1861, he wrote:

#### PRIMARY SOURCE

“I think to lose Kentucky is nearly the same as to lose the whole game. . . . We would as well consent to separation at once, including the surrender of this capitol.”

—from *Abraham Lincoln: His Speeches and Writings*

In the end, Lincoln was successful. Still, many border state residents supported the Confederacy. The president had to work hard to restrain these opponents of the war.

## Strengths and Weaknesses

When the war began, each side had advantages and disadvantages compared to the other. How each side used its strengths and weaknesses would determine the war's outcome.

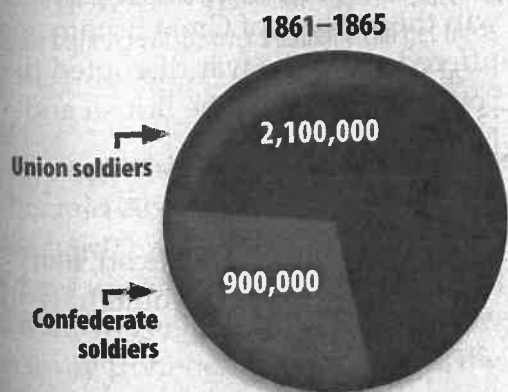
The North had a larger population and more resources than the South. The South had other advantages, such as excellent military leaders and a strong fighting spirit. Also, because most of the war was fought in the South, the Confederacy knew the land and had the will to defend it.

## The Goals of War

Each side had different goals in fighting the Civil War. The Confederacy wanted to be an independent nation. To do this, it did not have to invade the North or destroy the Union army. It just needed to fight hard enough and long enough to convince Northerners that the war was not worth its cost.

### THE FIGHTING FORCES

#### INFOGRAPHIC



50 Soldiers = 1 Platoon

2 Platoons = 1 Company

10 Companies = 1 Regiment

4–5 Regiments = 1 Brigade

4–5 Brigades = 1 Division

3 Divisions = 1 Corps

Both the Union and Confederate armies were organized in roughly the same way.

**1 CALCULATING** About how many times larger was the Union army than the Confederate army?

**2 CRITICAL THINKING**  
*Explaining* Why do you think the armed forces were divided into units?

**border state** state on the border between the North and South: Delaware, Maryland, Kentucky, and Missouri

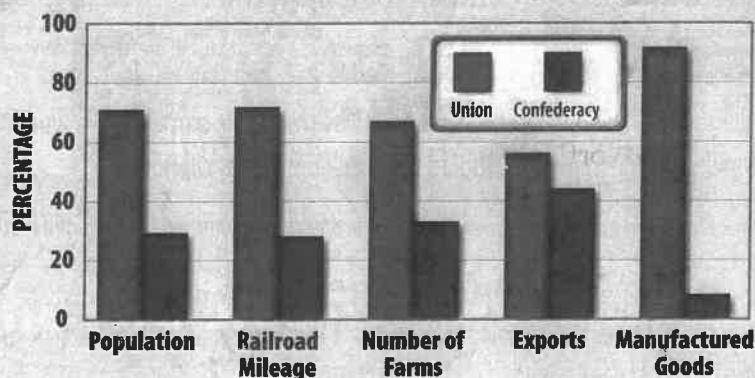
#### Academic Vocabulary

**strategy** a careful plan or method

The North and South went into the war with very different strengths and weaknesses.

**1 SUMMARIZING** How would you summarize the status of the North and South at the start of the war?

**2 CRITICAL THINKING**  
*Comparing* In what areas did the North have the greatest advantage over the South?



Source: U.S. Census Bureau, *Historical Statistics of the United States*

In **contrast**, the North wanted to restore the Union. Its forces had to invade the South and force the breakaway states to give up their quest for independence. Although slavery helped drive a wedge between Northerners and Southerners, President Lincoln's original aim was not to defeat slavery. He wrote in 1862:

#### PRIMARY SOURCE

“If I could save the Union without freeing *any* slave I would do it, and if I could save it by freeing *all* the slaves I would do it; and if I could save it by freeing some and leaving others alone I would also do that.”

—from Abraham Lincoln: *His Speeches and Writings*

### Confederate Strategies

The Confederacy's basic strategy was to conduct a defensive war. This meant that it would hold as much territory as possible. Southerners felt that if they showed determination to be independent, Northerners would tire of the war.

The South also tried to win the support of Great Britain and France, whose economies suffered when the war disrupted the export of Southern cotton. Southerners hoped the British and French might pressure the North to end the war.

### Union Strategies

The North's war plan came from General Winfield Scott, hero of the war with Mexico. He knew that the North would have to defeat the South completely.

#### Reading HELPDESK

**enlist** to formally join a military force

#### Academic Vocabulary

**contrast** to compare with respect to differences

#### Reading in the Content Area: Bar Graphs

Bar graphs are often used to compare and contrast information about two groups. The large bars and different colors make them easy to read and interpret.

To do this, Scott proposed the so-called Anaconda Plan, which took its name from a type of snake that squeezes its prey to death. First, the Union would blockade, or close, Southern ports. This strategy would keep supplies from reaching the Confederacy and prevent the South from exporting its cotton crop. Second, the North would seek to gain control of the Mississippi River. This would split the Confederacy in two and cut Southern supply lines. Another goal of the Union forces was the capture of Richmond, Virginia—the Confederate capital.

### PROGRESS CHECK

**Explaining** Why did the South use a defensive strategy?

## Americans Against Americans

**GUIDING QUESTION** *What was war like for the soldiers of the North and the South?*

The Civil War was more than a war between the states. It turned brother against brother and neighbor against neighbor. Kentucky senator John Crittenden had two sons who became generals. One fought for the Confederacy, the other for the Union. Even President Lincoln's wife, Mary Todd Lincoln, had relatives in the Confederate army.

Men of all ages rushed to **enlist** (ihn • LIHST) in, or join, the Union or Confederate army. Some did so out of patriotism. Others thought they would be called cowards if they did not serve. Still others were looking for excitement. The sister of William Stone of Louisiana wrote that her brother was eager:

### PRIMARY SOURCE

“to be off to Virginia [to join the Confederate army]. He so fears that the fighting will be over before he can get there.”

—from *Brokenburn: The Journal of Kate Stone*

Though the average Civil War soldier was in his mid-20s, many recruits on both sides were hardly adults. Tens of thousands of soldiers were under 18. Some were younger than 14. To get into the army, many teenagers ran away from home or lied about their ages.

Although teenage boys were accepted into service, one group of men was not allowed to fight in the early days of the war. The Union refused at first to let free African Americans enlist. Union leaders worried that white troops would not accept African American soldiers.

Though they fought bitterly, the two sides in the Civil War shared close bonds. Often families had soldiers on each side of the conflict.





**\$100 BOUNTY**

**\$13 PAY PER MONTH**

**\$6 STATE PAY for MARRIED MEN**

**\$4 STATE PAY for SINGLE MEN**

**\$3.50 PER MONTH FOR CLOTHES  
BOARD & RATIONS FURNISHED.**

**BRYAN GUARDS!**

Attached to the 61st Mass. Infantry, Col. William Bryan, and company of  
Brevets - 1st Regt.

**ACTIVE YOUNG MEN WANTED**

TO FILL THE COMPANY.

**TO BE MUSTERED IN AND PROCEED TO CAMP AT ONCE**

**RECRUITING STATION,**

**ZIMMERMAN'S, SECOND ST.**

**CAMDEN, N. JERSEY.**

and to the 61st Mass. Infantry, Col. William Bryan, and company of  
Brevets - 1st Regt.

**CAPT. R. GRAHAM CLARKE**

## A SOLDIER'S PAY

ARMY SALARIES (MONTHLY)

Rank	Civil War	World War II 1942	Vietnam War 1965	Iraq War 2007
Private	*\$13	\$50	\$85	\$1,203–1,543.20
Corporal	\$14	\$66	\$210	\$1,699.50
Sergeant	\$17	\$78	\$261	\$1,854–2,339.10
Sergeant Major	\$21	\$138	\$486	\$4,110

\*Until 1864, African Americans in the Civil War were paid only \$7 per month  
Source: Bureau of Economic Analysis; Princeton Review; [www.militaryfactory.com](http://www.militaryfactory.com)

To get more men to enlist, Union recruiters put up posters offering a sign-up bonus, or bounty.

### CHART SKILL

Although many volunteered to serve, soldiers in both the Union and Confederate armies received monthly pay. Compare their pay rates to those in later wars.

- 1 DESCRIBING** What happens to a soldier's pay as he or she moves up in rank?
- 2 CRITICAL THINKING**  
*Making Connections* Name some items you could buy today with a Civil War private's monthly salary.

Later in the war, the Union army changed this policy. The Confederacy refused to consider having African Americans fight until the war's final, desperate days. They did not want to give enslaved people weapons.

## High Hopes

When the war began, each side expected a quick victory. Northerners could not imagine the Confederates holding out for long against the Union's greater resources. Confederates believed the North could never subdue the fighting spirit of the South. Both sides were wrong. In the end, the war lasted far longer than most Americans could have guessed.

## Who Were the Soldiers?

Soldiers came from every region of the country and all walks of life. Most came from farms. Almost half of the North's troops and more than 60 percent of the South's had owned or worked on farms.

By the summer of 1861, the Confederate army had about 112,000 soldiers. They were sometimes called Rebels. The Union had about 187,000 soldiers, also known as Yankees. By the end of the war, about 900,000 men fought for the Confederacy and about 2.1 million men bore arms for the Union. The Union army included just under 200,000 African Americans. About 10,000 Mexican Americans served in the war.

## Reading HELPDESK

### Reading Strategy: Finding the Main Idea

Paragraphs and sections have main ideas and details that support that main idea. Make an outline of the section "A Soldier's Life" by writing down the main idea and listing the supporting details under it.



## A Soldier's Life

Soldiers of the North and the South described what they saw and how they felt in letters to family and friends. Many wrote about their boredom, discomfort, sickness, fear, and horror.

Most of the time the soldiers lived in camps. Camp life had its pleasant moments of songs, stories, letters from home, and baseball games. At other times, a soldier's life was a dull routine of drills, bad food, marches, and rain.

Between battles, soldiers on both sides sometimes forgot they were enemies. A private described his wartime experiences:

### PRIMARY SOURCE

“A part of Co [company] K and some of the enemy came together and stacked arms and talked for a long time. Our men cooked coffee and treated them and [afterward] ... each one took up his position again and they began to fire at each other again, but not as hard as before.”

—from *The Life of Billy Yank*

## The Horrors of War

In spite of fleeting moments of calm, the reality of war was always close by. Thousands of casualties overwhelmed medical facilities. After the Battle of Shiloh, the wounded lay in the rain for more than 24 hours waiting for treatment. A soldier recalled, “Many had died there, and others were in the last agonies as we passed. Their groans and cries were heartrending.”

Faced with these terrible realities, many men deserted. About one of every eleven Union soldiers and one of every eight Confederates ran away because of fear, hunger, or sickness.

### PROGRESS CHECK

**Comparing and Contrasting** How did the expectations of the war compare with the reality for both sides?

## LESSON 1 REVIEW

### Review Vocabulary

1. Use the following terms in sentences about the Civil War that demonstrate your understanding of the terms.

a. border state    b. enlist

### Answer the Guiding Questions

2. **Contrasting** How was the North's strategy different from the South's?

3. **Comparing and Contrasting** Compare and contrast attitudes in the Union and the Confederacy about enlisting African American soldiers.

4. **Evaluating** What was the goal of the Anaconda Plan?

5. **PERSONAL WRITING** You are a young Southern or Northern man in 1861. You have left home to join the army. Write a letter to your family explaining your reasons for joining the Union or Confederate army.



The picture above shows a Union artillery unit during the Civil War. The photograph below shows a U.S. artillery unit in Iraq in 2010.



### CRITICAL THINKING

**Comparing and Contrasting** How is the artillery that soldiers used during the Civil War like the artillery they use today? How is it different?

## networks

There's More Online!

- ✓ **BIOGRAPHY**  
Robert E. Lee
- ✓ **GRAPHIC ORGANIZER**  
Civil War Battles
- ✓ **MAP** • War in the West  
• War in the East
- ✓ **PRIMARY SOURCE**  
Report on the Battle of Ironclads
- ✓ **SLIDE SHOW** The Battle  
of Antietam
- ✓ **VIDEO**



## Lesson 2

# Early Years of the War

**ESSENTIAL QUESTION** *Why does conflict develop?*

## IT MATTERS BECAUSE

*Neither side gained a strong advantage during the war's early years.*

## War on Land and at Sea

**GUIDING QUESTION** *What was the outcome of the first major battle of the war?*

While the Union and the Confederacy mobilized their armies, the Union navy began operations against the South. In April 1861, President Lincoln announced a blockade of all Confederate ports. The stage was set for fighting at sea as well as on land.

### First Battle of Bull Run

Tension mounted in the summer of 1861, leading to the first major battle of the Civil War. On July 21, about 30,000 Union troops commanded by General Irvin McDowell attacked a smaller Confederate force led by General P.G.T. Beauregard.

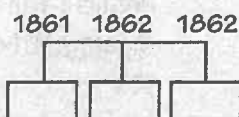
The fighting took place in northern Virginia, near a small river called Bull Run. Hundreds of spectators from Washington, D.C., watched the battle from a few miles away.

Both sides lacked battle experience. At first, the Yankees drove the Confederates back. Then the Rebels rallied, inspired by General Thomas Jackson. Another Confederate general noted that Jackson was holding his position "like a stone wall." This earned him the nickname "Stonewall" Jackson. The Confederates then unleashed a savage counterattack that broke the Union lines. As they retreated, Union troops ran into civilians fleeing in panic.

## Reading **HELP**DESK

### Taking Notes: Sequencing

As you read about the early Civil War battles, note them on a time line, and take notes on what happened during each of them.



### Content Vocabulary

- tributary
- ironclad
- casualty
- Emancipation Proclamation

The loss shocked Northerners, who now realized that the war could be long and difficult. President Lincoln named a new general, George B. McClellan, to head the Union army in the East—called the Army of the Potomac—and to train the troops.

Although dismayed over Bull Run, President Lincoln was also determined. He put out a call for more army volunteers. He signed two bills requesting a total of 1 million soldiers to serve for three years. In addition, victories in the West would soon give a boost to Northern spirits and also increase enlistment.

## Control of the West

In the West, the major Union goal was to control the Mississippi River and its **tributaries** (TRIH•byuh•tehr•eez), the smaller rivers that fed it. With control of the river, Union ships could prevent Louisiana, Arkansas, and Texas from supplying the eastern Confederacy. Union gunboats and troops would also be able to use the rivers to move into the heart of the South.

The battle for the rivers began in February 1862. Union forces captured Fort Henry on the Tennessee River. Naval commander Andrew Foote and army general Ulysses S. Grant led the assault. Soon afterward, Grant and Foote moved against Fort Donelson on the Cumberland River. The Confederates realized they had no chance of saving the fort. They asked Grant what terms he would give them to surrender. Grant replied, "No terms except an unconditional and immediate surrender can be accepted." "Unconditional Surrender" Grant became the North's new hero.

## A Battle Between Ironclads

The Union blockade of Confederate ports posed a real threat to the Confederacy. Southerners hoped to break it with a secret weapon—the *Merrimack*. The *Merrimack* was a damaged frigate that had been **abandoned** by the Union. The Confederates rebuilt the wooden ship and covered it with iron. They renamed their new **ironclad** (EYE•uhrn•klad) the *Virginia*.

On March 8, 1862, the *Virginia* attacked Union ships in the Chesapeake Bay. Union shells just bounced off its sides. Some Union leaders feared the *Virginia* would destroy the Union navy, steam up the Potomac River, and bombard Washington, D.C.

By this time, however, the North had an ironclad of its own. The *Monitor* rushed southward to face the *Virginia*. On March 9, the two ironclads met in battle. Neither ship won, but the stirring clash raised spirits in both the North and the South.



To create the *Virginia*, the Confederate navy took what remained of a burned Union warship, covered it in iron, and equipped it with 10 guns. On its bow they placed an iron ram so the ship could steer into another ship and puncture its hull.

**tributary** stream or smaller river that feeds into a larger river

**ironclad** a warship equipped with iron plating for protection

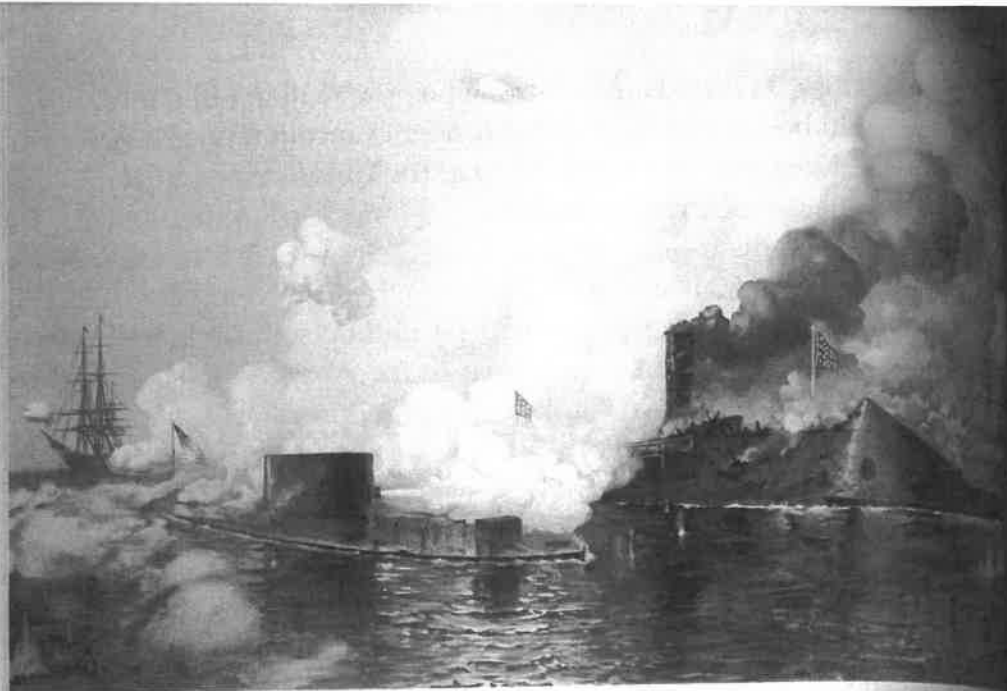
### Academic Vocabulary

**abandon** to leave behind or give up

Just two months after their March 1862 battle, the crew of the *Virginia* (on the right) destroyed their ship rather than let it fall into Union hands. The *Monitor* sank in a storm in December 1862.

► **CRITICAL THINKING**

**Analyzing Visuals** Why do you think neither ship was able to seriously damage the other?



## The Battle of Shiloh

Meanwhile, in the West, General Grant and about 40,000 troops headed south toward Corinth, Mississippi, a major railroad junction. In early April 1862, the Union army camped at Pittsburg Landing, 20 miles (32 km) from Corinth, near Shiloh Church. Additional Union forces joined Grant from Nashville.

Confederate leaders decided to strike before more troops arrived to **reinforce** the Union. Early on the morning of April 6, Generals Albert Sidney Johnston and P.G.T. Beauregard led Confederate forces in a surprise attack. The battle lasted two days. It was a narrow victory for the Union, but the losses were enormous. Together, the two armies suffered more than 23,000 **casualties** (KA • zhuhl • teez)—people killed, wounded, captured, or missing.

After Shiloh, Union troops laid siege to Corinth, forcing the Confederates to withdraw. The Union army occupied the town on May 30. Memphis, Tennessee, fell to Union forces on June 6. The North seemed well on its way to controlling the Mississippi River.

## Capturing New Orleans

A few weeks after Shiloh, the North won another key victory. On April 25, 1862, Union naval forces under David Farragut captured New Orleans, Louisiana, the largest city in the South. Farragut, who was of Spanish descent, grew up in the South but remained loyal to the Union. The capture of New Orleans meant

### Reading **HELPS** DESK

**casualty** a soldier who is killed, wounded, captured, or missing in battle

### Academic Vocabulary

**reinforce** to make stronger



that the Confederacy could no longer use the Mississippi River to carry its goods to sea. The city's fall also left the Confederate stronghold of Vicksburg, Mississippi, as the only major obstacle to the Union's strategy in the West.

## PROGRESS CHECK

**Explaining** How did the loss of New Orleans affect the Confederacy?

# War in the Eastern States

**GUIDING QUESTION** How did the Union respond to important defeats in the East in 1862?

While the two sides fought for control of Tennessee and the Mississippi River, the Union was trying to capture the Confederate capital at Richmond, Virginia. Close to the Union, Richmond was vulnerable to attack. Confederate armies fought hard to defend it. Confederate forces in the East enjoyed much more success than their western counterparts.

## Confederate Victories

Southern victories in the East were largely the result of the leadership of Robert E. Lee and Stonewall Jackson. The two generals knew the terrain and could move forces quickly. They were also expert at inspiring troops. As a result, Confederate forces managed to defeat much larger Union forces.

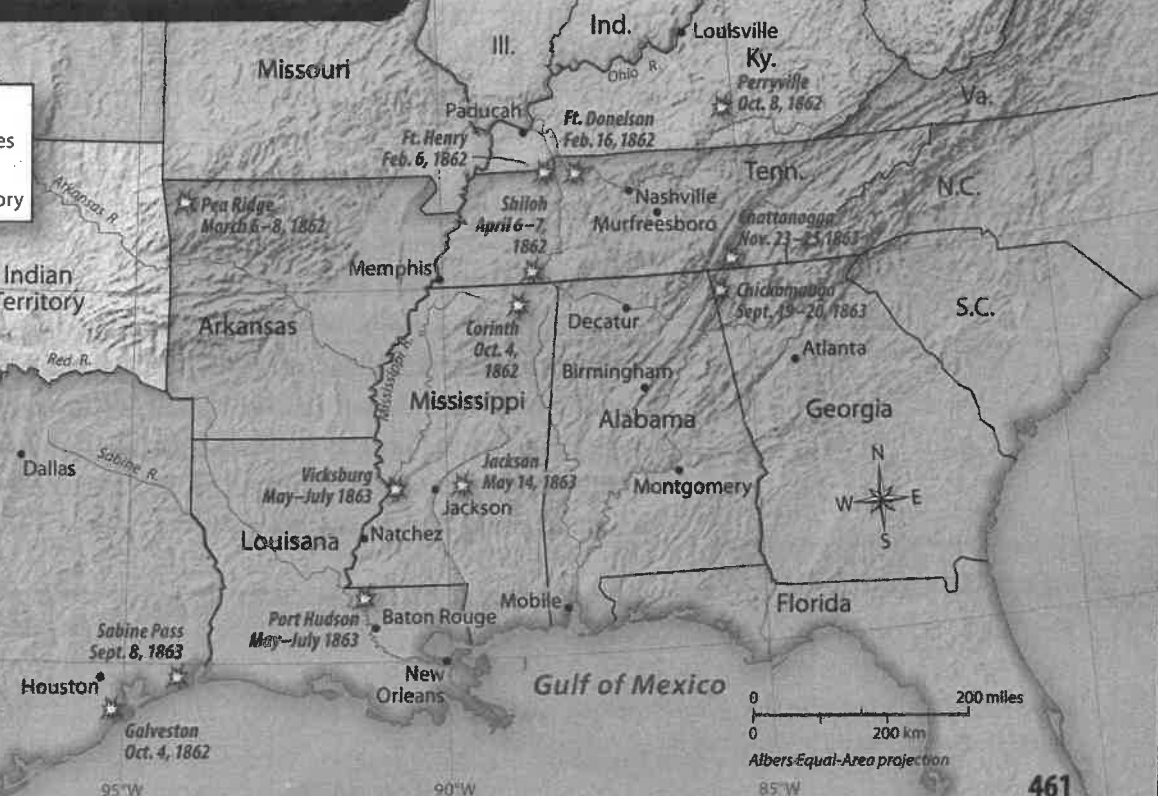
## GEOGRAPHY CONNECTION

Gaining control of the West was a key part of the Union's war strategy.

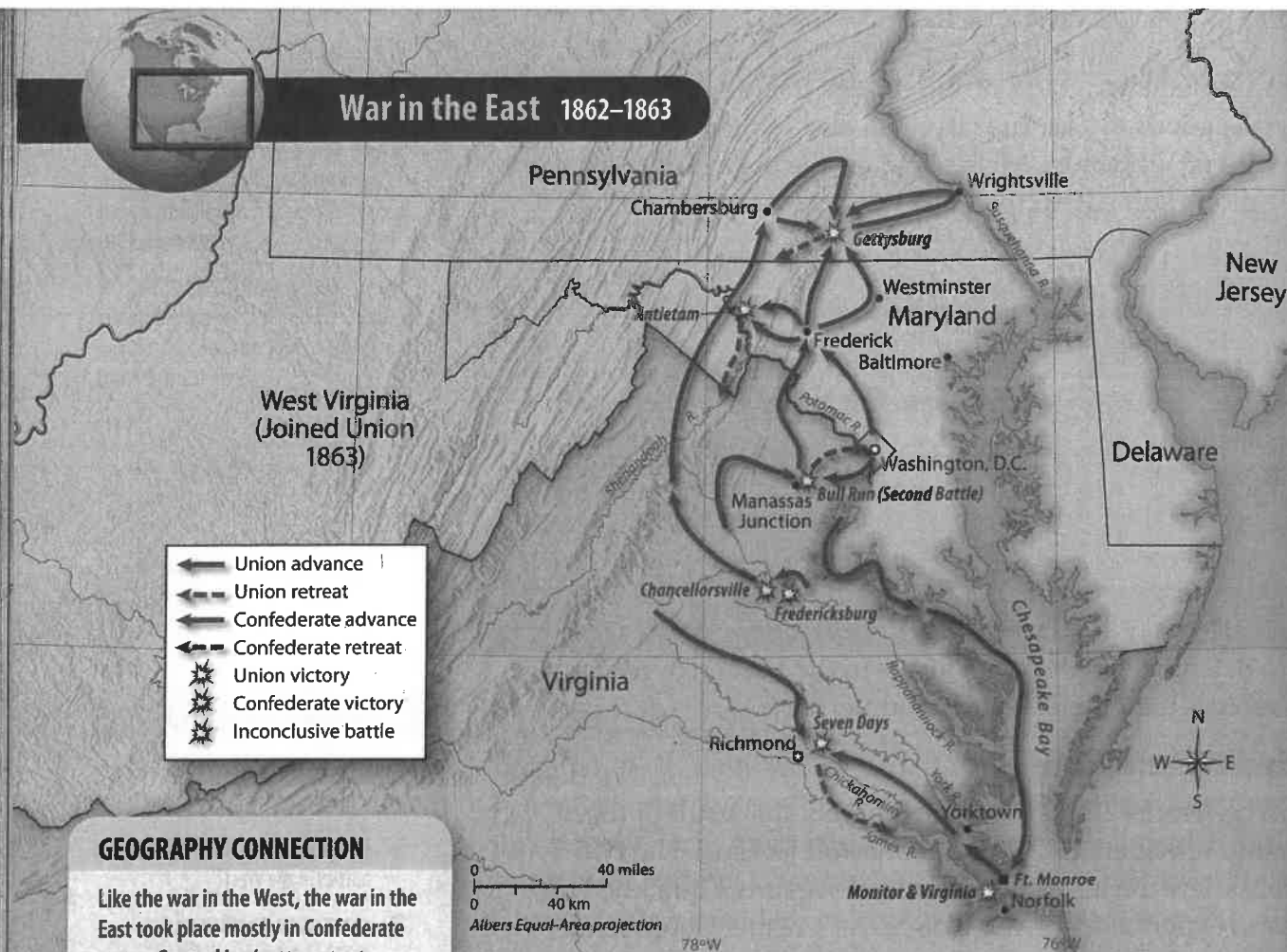
- 1 PLACE** Where did the South win battles in the West?
- 2 CRITICAL THINKING**  
**Making Inferences** What important cities remained for the North to capture after 1863?

## War in the West 1862-1863

- Union states
- Confederate states
- Union victory
- Confederate victory



## War in the East 1862–1863



### GEOGRAPHY CONNECTION

Like the war in the West, the war in the East took place mostly in Confederate states. General Lee's attempts at invading the North failed.

- 1 PLACE** Which battle took place closest to the Union capital at Washington, D.C.?
- 2 CRITICAL THINKING**  
*Making Generalizations* What does this map suggest about the difficulty of invading enemy territory? Explain your answer.

In 1862 Confederate forces enjoyed a string of impressive victories in Virginia, each over a different Union general. The Confederates turned back General George B. McClellan at the Seven Days' Battle, General John Pope at the Second Battle of Bull Run, and General Ambrose Burnside at Fredericksburg. In May 1863, at Chancellorsville, Virginia, Lee's army defeated a Union force twice its size. "My God, my God," Lincoln said when he learned of the defeat, "What will the country say!" The mood in the Union grew grim.

### Lee Invades Maryland

Confederate president Jefferson Davis urged Lee to move his troops into western Maryland—Union territory. His goal was to move into Pennsylvania and to bring the war deeper into the Northern states. Though he knew McClellan was following him with a sizable force, Lee's forces crossed into Maryland and began the invasion of Union territory.

### Reading **HELP**DESK

#### Reading Strategy: *Taking Notes*

Taking notes about what you are reading can help you remember facts and prepare effectively for tests. As you read the section "War in the Eastern States," make a list of each battle, the date, the location, and which side won.

## The Battle of Antietam

Once in Maryland, Lee split his army into four parts. To confuse McClellan, he ordered each part to move in a different direction. Lee's plan never had a chance to work. A Confederate officer lost his copy of the orders describing it. Two Union soldiers found the orders and brought them to McClellan.

McClellan did not attack immediately. This gave Lee time to gather his troops. On September 17, 1862, the two sides met at a place called Antietam (an • TEE • tum) near Sharpsburg, Maryland.

Antietam was a key victory for the Union. It was also the deadliest single day of fighting in the war. About 6,000 soldiers died. About 17,000 more suffered wounds. Because of the great losses, Lee retreated to Virginia after the battle. For the time being, his strategy of invading the North had failed.

### PROGRESS CHECK

**Summarizing** What was the outcome of the Battle of Antietam?

## The Emancipation Proclamation

**GUIDING QUESTION** *What was the effect of the Emancipation Proclamation?*

At first, Lincoln viewed the Civil War as a battle for the Union, not a fight against slavery. As the war went on, Lincoln changed the way he thought about the role of slavery in the war.

### The Debate Over Ending Slavery

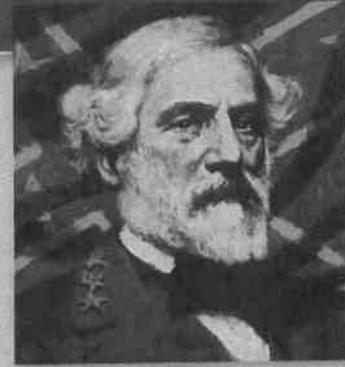
Lincoln hated slavery, yet he was reluctant to make the Civil War a battle to end it. Early in the war, Lincoln hesitated to move against slavery for fear of losing the border states. Even many white Northerners who disapproved of slavery were not eager to risk their lives to end it.

Meanwhile, abolitionists, including Frederick Douglass and newspaper editor Horace Greeley, urged Lincoln to make the war a fight to end slavery. The abolitionists described slavery as a moral wrong that needed to be abolished. They also pointed out that slavery was the root of the divisions between North and South. Finally, they argued that if Lincoln presented the war as a fight to abolish slavery, Britain and France would be less willing to support the South. Confederate hopes were increasingly linked to this European support.

### Emancipation Proclamation

decree issued by President Lincoln freeing enslaved people in those parts of the Confederacy still in rebellion on January 1, 1863

## BIOGRAPHY



### Robert E. Lee (1807–1870)

Robert Edward Lee came from a leading Virginia family. He attended West Point Academy and graduated second in his class in 1829. Lee was still in the United States Army and stationed in Texas in 1861 when that state seceded from the Union. He returned to Virginia. Soon after his return, Virginia voted to secede from the Union. Lee resigned from the U.S. Army and became commander of Virginia's military forces.

### CRITICAL THINKING

**Drawing Conclusions** What factor apparently caused Lee to leave the United States Army? Explain your answer.



Lincoln's Emancipation Proclamation sent a clear message to enslaved people and the Confederacy about the future of slavery.

## A Call for Emancipation

The Constitution did not give Lincoln the power to end slavery, but it did give him the power to take property from an enemy in wartime. By law, enslaved people were considered property. On September 22, 1862, Lincoln announced that he would issue the **Emancipation Proclamation** (ih•mant•suh•PAY•shuhn prah•kluh•MAY•shuhn). This decree freed all enslaved people in rebel-held territory on January 1, 1863.

The Emancipation Proclamation did not change the lives of all enslaved people overnight. For example, enslaved people living in the loyal border states remained in bondage. Others remained under the direct control of their holders in the South and would have to wait for a Union victory before gaining their freedom.

Yet the Emancipation Proclamation had a strong impact. With it, the government declared slavery to be wrong. It was clear that a Union victory would end slavery in the United States.

### PRIMARY SOURCE

“I never in my life felt more certain that I am doing right than I do in signing this paper. . . . If my name ever goes into history it will be for this act, and my whole soul is in it.”

—Abraham Lincoln, 1863

### ✓ PROGRESS CHECK

**Explaining** How did the Emancipation Proclamation change the focus of the war?

## LESSON 2 REVIEW

### Review Vocabulary

1. Identify the significance of the following terms to the subject of the Civil War.
  - a. tributary
  - b. ironclad
  - c. casualty

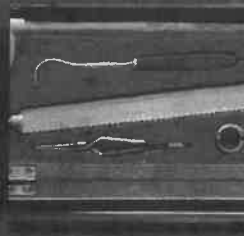
### Answer the Guiding Questions

2. **Analyzing** Why was the outcome of the Battle of Bull Run surprising to Northerners?
3. **Explaining** Why was it important for the Confederacy to defend Richmond?
4. **Evaluating** How did the Emancipation Proclamation affect enslaved people in the South?
5. **PERSUASIVE WRITING** Choose one of Douglass' and Greeley's arguments for making abolition an aim of the war. Write a short paragraph expanding on the argument.



GRAPHIC ORGANIZER  
Women's Contributions to the War

SLIDE SHOW  
• Civil War Political Cartoons  
• Roles of Women in the War  
• Dorothea Dix



## Lesson 3

# Life During the Civil War

**ESSENTIAL QUESTION** *Why does conflict develop?*

## IT MATTERS BECAUSE

*Those who lived through the Civil War experienced many challenges and hardships.*

## A Different Way of Life

**GUIDING QUESTION** *How did life change during the Civil War?*

When the Civil War began, many young people left their homes to serve in the military. This meant leaving family and friends, and jobs or school.

Almost everyone who stayed home was touched in some way by the war. Only about half of the school-age children attended school because many had to stay home to help their families. Schools closed during the war in some areas, especially those near battles and skirmishes. Many schools and churches served instead as hospitals for the wounded.

### Hardships in the South

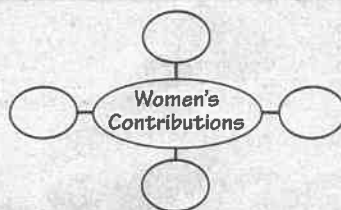
Although the war affected everyone, life in the South changed most dramatically. Both armies spent the majority of their time on Southern soil. Because the fighting took place there, the South suffered the most destruction. Southerners who lived in the paths of marching armies lost their crops and sometimes their homes. Thousands of Southern civilians became refugees—people displaced by war.

Even those who lived outside the war zones suffered. As the war dragged on, many areas faced shortages of food and everyday supplies. Common household items became scarce.

### Reading **HEL**PDESK

#### Taking Notes: Identifying

As you read, complete a diagram like this one to catalog the ways that women in the North and the South contributed to the war effort.



#### Content Vocabulary

- habeas corpus
- draft
- bounty



Frances Clayton disguised herself as a man to fight in the Civil War. As many as 400 other women did the same.

As one observer noted, the South depended on the outside world “for everything from a hairpin to a toothpick, and from a cradle to a coffin.” Most people had to learn to do without.

### ✓ **PROGRESS CHECK**

**Summarizing** Why did many children stop going to school during the Civil War?

## **New Roles for Women**

**GUIDING QUESTION** *What were the new roles for women in the Civil War?*

Against the advice of family and friends, Kate Cumming, a young woman from Mobile, Alabama, left home to begin a career as a nurse with the Confederate Army of the Mississippi. Cumming was one of the many women whose lives changed because of the Civil War.

In both the North and the South, women kept the farms and factories going. They ran offices, taught school, and kept government records. Women suffered the stress of having husbands away at war and the pain of losing family members. They struggled to keep their families together. With little money available, they cut back on expenses and went without many things they were used to.

### **Caring for the Wounded**

In the Civil War, thousands of women on both sides served as nurses. The idea of women nurses on the battlefield was a relatively new one. Many doctors did not welcome them. They said that women were too delicate for the bloody work of wartime hospitals. Some men also felt it was improper for women to tend the bodies of men they did not know.

Strong-minded women disregarded these objections. Serving with the Union army, Mary Edwards Walker became the first female army surgeon and later received the Congressional Medal of Honor. Dorothea Dix helped persuade officials to let women work as nurses. She became the superintendent of nurses for the Union army and recruited large numbers of women to serve. Another Northerner, Clara Barton, became famous for her work helping wounded soldiers. In the South, Sally Tompkins set up a hospital for soldiers in Richmond, Virginia. Tompkins held the rank of captain in the Confederate army and was the only female officer in the Confederate forces.

### Reading **HELP**DESK

#### **Build Vocabulary: Related Words**

The word *spy*, which means “to watch secretly,” is related to the word *espionage*, which means “spying.”

#### **Reading Strategy: Finding the Main Idea**

As you read “New Roles for Women,” jot down the main idea in each paragraph in your notebook. Using your notes, write a sentence that summarizes this section.

The women who served in wartime hospitals came face to face with terrible brutality. After the Battle of Shiloh, Kate Cumming wrote, "Nothing that I had ever heard or read had given me the faintest idea of the horrors witnessed here."

## Spying

Women on both sides served as spies. For example, Rose O'Neal Greenhow entertained Union leaders in Washington, D.C. From them, she gathered information about Union plans and passed it to the South. Greenhow eventually was caught and convicted of treason—the crime of betraying one's country. Belle Boyd of Front Royal, Virginia, informed Confederate generals of Union troop movements in the Shenandoah River valley.

Harriet Tubman, a leading "conductor" on the Underground Railroad, also served as a spy and scout for the Union. In 1863 Tubman led a mission that freed many enslaved people and disrupted Southern supply lines.

Some women disguised themselves as men and became soldiers. Loreta Janeta Velázquez fought for the South at the First Battle of Bull Run and at the Battle of Shiloh. She later became a Confederate spy.

## PROGRESS CHECK

**Explaining** Why did some people object to women working as nurses during the war?

In 1861 Dorothea Dix became superintendent of woman nurses for the Union army. Part of her job was to set up military hospitals like the brick building shown here. Dix served till the end of the war without pay.



# The Captured and the Wounded

**GUIDING QUESTION** *What were the conditions of hospitals and prison camps during the Civil War?*

For many soldiers, battle could be a terrifying experience. For those with wounds or for those taken prisoner, the misery was just beginning.

## Prisoners of War

Each side treated its enemy soldiers with a mixture of sympathy and hostility. At first the two sides exchanged prisoners. After this system broke down over issues such as Confederate treatment of African American prisoners, each side set up prison camps. A prisoner typically kept his blanket and a cup or canteen. These possessions were all he had during his imprisonment. Food shortages made the suffering worse. Volunteers **distributed** bread and soup to the wounded. In the prisons, though, there was little or nothing to eat.

Andersonville prison opened in Georgia in early 1864. It was built to hold 10,000 prisoners. By August, 33,000 crammed its grounds. The men slept in shallow holes dug in the ground. All they received to eat each day was a teaspoon of salt, three tablespoons of beans, and eight ounces of cornmeal. They drank and cooked with water from a stream that also served as a sewer. Almost 13,000 Union prisoners died there, mostly from disease.

The Union prison in Elmira, New York, was no better. Captured soldiers from the South suffered through the winter months without blankets and warm clothes. The hospital was located in a flooded basement. A pond within the compound served as both toilet and garbage dump. Almost one quarter of all prisoners at Elmira died.

## Field Hospitals

Surgeons set up hospitals near battlefields. There, with bullets and cannonballs flying by, they bandaged wounds and amputated limbs. Nurse Kate Cumming recalled:

### PRIMARY SOURCE

“We have to walk, and when we give the men anything kneel, in blood and water; but we think nothing of it.”

—from *Kate: The Journal of a Confederate Nurse*

In the Civil War, more than 2,000 women served as nurses in hospitals on both sides. Most were volunteers.



Reading **HELP**DESK

### Academic Vocabulary

**distribute** to hand out, spread around

### Reading Strategy: Context Clues

When you find an unknown word, look at surrounding text for clues to the meaning. Clues may be:

- The word is defined immediately following its use.
- A synonym or an antonym is used that explains the meaning.
- Hints appear in the surrounding passage to help you figure out the meaning.



Disease was another medical threat. Crowded together in camps and drinking unclean water, many soldiers got sick. Disease spread quickly—and could be deadly. Some regiments lost half their men to illness before they ever went into battle.

### PROGRESS CHECK

**Explaining** Why were prison camps set up?

## Political and Economic Change

**GUIDING QUESTION** *What political and economic changes occurred during the Civil War?*

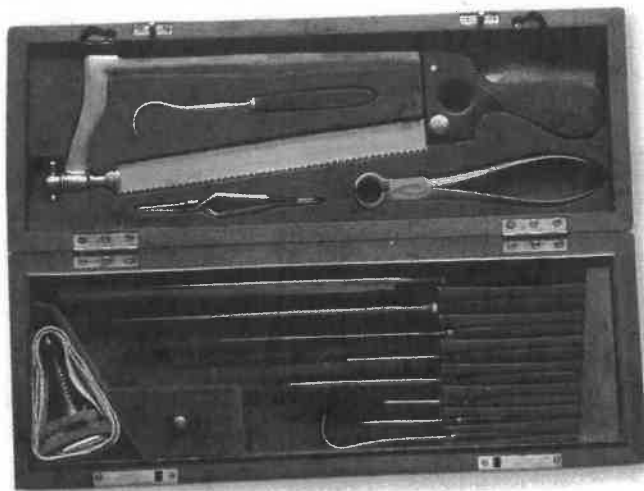
In the South, many white people opposed the war. The fighting was costly not just in terms of lives lost or damaged, but in food, material, and money. Everywhere, people suffered from shortages. Bread riots broke out throughout the South as hungry people took to the streets. In Richmond, a group of mostly women and children gathered peacefully to protest but soon started smashing shop windows and stealing food.

In the North, the Democratic Party was split down the middle. War Democrats supported the war while criticizing Lincoln's handling of it. Peace Democrats argued for an immediate end to fighting and a reunion of the states through negotiation. Most Peace Democrats came from the Midwestern states of Ohio, Illinois, and Indiana. Critics of the Peace Democrats called them Copperheads. A copperhead is a type of deadly snake. Rather than take offense, the Copperheads proudly embraced this label. They wore copper pennies as badges on their clothing.

As in the South, some Northerners who opposed the war discouraged people from enlisting. A few even helped Confederate prisoners of war escape. Opponents claimed that the Peace Democrats encouraged the South to keep fighting. They said the war dragged on because Confederates believed the Peace Democrats would eventually prevail in the North.

### Jail Without Trial

As a way of dealing with war opponents in the North, President Lincoln suspended **habeas corpus** (HAY•bee•uhs KAWR•puhs)—a legal process that helps ensure the government has a legal right to keep someone in jail. The Constitution says government can suspend habeas corpus, but only “when in cases of rebellion or invasion, the public safety may require it.”



Doctors in the Civil War did not have many modern medicines. To prevent deadly infections, they often amputated wounded limbs with tools such as these.

A Northern newspaper ran this cartoon in 1863. It shows Lady Liberty warding off an attack of the Peace Democrats, or Copperheads.

► **CRITICAL THINKING**

**Analyzing Images** What does this cartoon suggest about the artist's view of Copperheads? Explain your answer.



THE COPPERHEAD PARTY.—IN FAVOR OF A VIGOROUS PROSECUTION OF PEACE!

With this act, Lincoln's government was able to jail thousands of Northerners without putting them on trial. Some of these people were likely traitors to the Union. Others did nothing more than use their right of free speech to criticize the government.

In the South, President Davis also suspended habeas corpus. He, too, believed he needed to deal harshly with opponents of the war. Still, Davis's action upset many loyal supporters.

## Draft Laws

Both the North and the South had trouble getting troops to sign up. In 1862 the Confederate Congress passed a **draft** that required able-bodied white men between ages 18 and 35 to serve for three years. Later the requirement included men from ages 17 to 50. Several exceptions were allowed. A man with enough money could hire a **substitute** to serve for him. Later, a man with 20 or more enslaved people did not have to serve.

At first, the North offered a **bounty** (BAUN•tee), or a sum of money, to encourage volunteers. In March 1863, it also passed a draft. Men aged 20 to 45 had to register. As in the South, a man could avoid the draft by hiring a substitute or paying \$300. Many workers earned less than \$500 a year and could not afford these options. In the North and the South, people complained it was "a rich man's war and a poor man's fight."

People rioted to protest the draft in several Northern cities. The New York City draft riots in July 1863 were the worst. As the first names were drawn, rioters attacked government and military buildings. Then mobs turned their attacks against

## Reading **HELP**DESK

**habeas corpus** a legal writ, or order, that guarantees a prisoner the right to be heard in court  
**draft** a system of selecting people for required military service  
**bounty** reward or payment

## Visual Vocabulary

**greenback**  
 paper money issued by the United States government

## Academic Vocabulary

**substitute** an alternate or replacement

African Americans. Many white workers had opposed the Emancipation Proclamation, fearing freed African Americans would take their jobs. After four days, more than 100 people were dead. Federal troops finally stopped the riots.

## War and the Economy

The war strained the economies of the North and the South. However, the North, with its greater resources, was better able to cope with the costs of the war.

The two sides had three ways of paying for the war. First, they borrowed money. Second, they passed new taxes, including income taxes. Third, they printed money. Northern bills became known as **greenbacks** because of their color.

In the North, industry profited from the war effort. It made guns, ammunition, shoes, and uniforms. Farmers prospered, too. They sold their crops to feed the troops. Because goods were in high demand, prices went up—faster than workers' wages. This inflation caused hardship for working people.

The white South felt the economic strain even more sharply than the North. Many of the battles of the Civil War took place on Confederate soil, destroying farmland and railroad lines. The Union naval blockade prevented the shipping of trade goods. Vital materials could not reach the Confederacy. Salt was in such short supply that women scraped the floors of smokehouses to recover it. Food shortages led to riots in Atlanta, Richmond, and other cities.

The South also suffered much worse inflation. As early as 1862, citizens were begging Confederate leaders for help.

### ✓ PROGRESS CHECK

**Comparing** How did the war affect the economy in the North and South?

## LESSON 3 REVIEW

### Review Vocabulary

1. Use each of these terms in a complete sentence that explains the term's meaning.

- a. habeas corpus   b. draft   c. bounty

### Answer the Guiding Questions

2. **Explaining** How did the roles of women change during the Civil War?

3. **Evaluating** How did the Civil War affect children?

4. **Comparing** What challenges and threats did prisoners and wounded soldiers face?

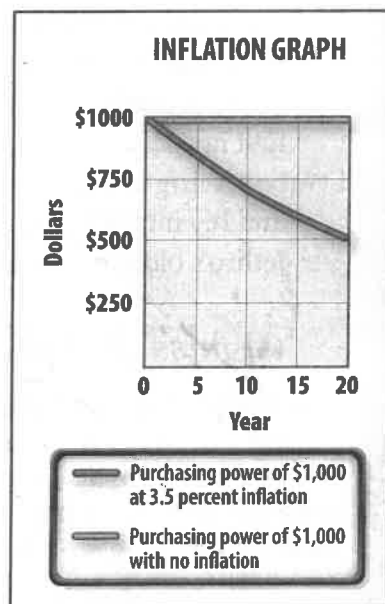
5. **Summarizing** Who were the Copperheads? What was their position on fighting the war?

6. **PERSUASIVE WRITING** President Lincoln and President Davis suspended habeas corpus to deal with opponents of the war. Do you think suspending civil liberties is justified in some situations? Write a short essay in which you state and defend your position.

## Thinking Like a HISTORIAN

### Analyzing and Interpreting Information

Inflation, a rise in prices, hurts people by reducing the buying power of money. The graph below shows that with just 3.5 percent inflation, the buying power of \$1,000 drops sharply. In 20 years, the \$1,000 will have about half its original buying power. To learn more about analyzing and interpreting information, review *Thinking Like a Historian*.



# AMERICA'S LITERATURE

## *Across Five Aprils*

by Irene Hunt

Irene Hunt (1907–2001) was born in Pontiac, Illinois, more than 40 years after the Civil War ended. Her father died when she was seven years old. Hunt graduated from the University of Illinois in 1939. She taught French and English in Illinois public schools until she retired to write full-time in 1969. She wrote many books for young people and won a Newberry Medal for her second novel, *Up a Road Slowly*. Hunt died in 2001.

First published in 1965, *Across Five Aprils* was Irene Hunt's first novel. It is the story of Jethro Creighton, a nine-year-old boy living in Indiana during the Civil War. In this excerpt, he and his mother are at home when a letter arrives from one of Jethro's older brothers, who is fighting for the Union.

***"I miss yore good cookin Ma. You tell Jeth that bein a soljer aint so much."***

—from Irene Hunt's *Across Five Aprils*



A Union soldier might wear a cap like this.

In February 1862, Brigadier General Ulysses S. Grant demanded and received unconditional surrender of Confederate Fort Donelson on the Cumberland River.





“Finally one day Ed Turner brought them a letter from Tom. Ed looked pinched with cold after his long drive, but he wouldn’t stop for coffee.

“A fam’ly needs to be alone when one of these letters comes,” he said in answer to Ellen’s invitation. “I’d be pleased if you’d let me know what the boy has to say—later on when Matt has the time to drop over.”

Jenny had gone with her father to see about some **stock**, and Jethro was alone in the cabin with his mother. When Ed Turner was gone, she handed the letter to Jethro.

“My hands is shakin’, Son,” she said. They were, indeed, but both she and the boy knew that the real reason she was forced to hand the letter over was the fact that she could not read.

The envelope was crumpled and stained, the letter written in pencil in a round, childish hand. It was probably among the first three or four letters that young Tom had ever written.

Dere Fokes:

I take pence in hand to let you no that Eb and me is alright.

I expect you no by now how we took Fort Henry down here. Mebby I oughtnt say we took it becus it was the ironclads that done it. Old admiral Foote had what it took and he give the rebs a **dressin down** but some of his iron-clads got hit hard. A boy I no was on the Essex and he was burned so bad he dide when that boat got knocked out of the fite.

Us boys didn’t do much fitin at Fort Henry but at Donelson I can tell you we made up fer it. We had done a foolish thing on our way to Donelson and I will rite you about it. When we was marchin tord the fort the weather was like a hot april day back home.

We was feelin set-up about Fort Henry and when some of the boys got tard of carryin hevey blanket rolls they jest up and throwed em away. Then more and more of us acted like crazy fools and we throwed away hevey cotes and things to make our lodes a littel liter. As soon as we got to Donelson the wether turned cold as

Billy Sideways and some of the boys that was sick or bad hurt they froze to deth in the snow. Things was awful bad with so many kilt and others froze. I felt sick when I looked at them and so I am, not so proud about Donelson as mebby I ought to be. I miss yore good cookin Ma. You tell Jeth that bein a soljer aint so much.

yrs truley

Tom ”

## Vocabulary

### stock

livestock

### dressin down

(incorrect spelling of “dressing down”)  
a serious punishment or scolding

## Literary Element

**Dialect** refers to the language, speech patterns, spelling, grammar, and sounds used by people from a particular area or from a particular social or economic group. As you read, note the ways Irene Hunt uses dialect to reveal information about her characters. If you have trouble following the dialect, try reading the text aloud.

## Analyzing Literature DBQ

- 1 **Explaining** Why didn’t Ed Turner accept Mrs. Creighton’s invitation to stay for coffee?
- 2 **Analyzing** What does the dialect used in Tom’s letter reveal about him? Use examples from the text to support your answer.
- 3 **Interpreting** What has Tom learned about the reality of war?

## networks

There's More Online!

- ✓ **BIOGRAPHY**  
"Stonewall" Jackson
- ✓ **GAME**
- ✓ **GRAPHIC ORGANIZER**  
Union and Confederate Victories
- ✓ **MAP** The Battle of Gettysburg, Day 3
- ✓ **PRIMARY SOURCE**
  - Obituary of Stonewall Jackson
  - Union Recruitment Poster



### Lesson 4

## The Strain of War

**ESSENTIAL QUESTION** *Why does conflict develop?*

### IT MATTERS BECAUSE

*Union victories at Gettysburg and Vicksburg marked a turning point in the war.*

## Southern Victories

**GUIDING QUESTION** *What factors contributed to the early success of the Confederate forces?*

The military leadership of Generals Robert E. Lee and Stonewall Jackson was a key factor in the Confederates' military success in the East. With their knowledge of the land and ability to inspire troops, these two generals often defeated larger Union forces.

### The Battle of Fredericksburg

After Antietam, Robert E. Lee moved his army out of Maryland into Virginia. This encouraged the newly named Union commander, General Ambrose Burnside, to march his troops toward the Confederate capital at Richmond. Lee intercepted the Union army near Fredericksburg. Lee's forces dug trenches in hills south of the town. This gave them the advantage of higher ground from which to fight. On December 13, 1862, Union forces attacked. Lee's **entrenched** (ihn•TREHNCHT) troops drove them back with heavy losses. Devastated, Burnside resigned.

### Victory at Chancellorsville

In May 1863, Lee met Union forces led by General Joseph Hooker in the Battle of Chancellorsville. General Lee again showed daring and a brilliant command of tactics. Although Hooker had

### Reading **HELP**DESK

#### Taking Notes: Categorizing

As you read, use a chart like this one to keep track of who won which battles.

Union Victories	Confederate Victories

#### Content Vocabulary

- **entrench**
- **flank**

twice as many men, Lee divided his forces. Some Confederate troops confronted the main Union force. Others under the leadership of Stonewall Jackson secretly marched to a spot at the far end of the Union line. The risky plan worked perfectly. Jackson's army surprised the Union force with a crushing attack on its **flank** (FLANGK), or side. Lee struck from the front. Caught between the two Confederate forces, Hooker eventually withdrew his men.

The Confederate victory came at a high cost. In the confusion of battle, Confederate soldiers fired on and wounded Stonewall Jackson by mistake. Surgeons amputated Jackson's arm, prompting Lee to say, "He has lost his left arm, and I have lost my right." Worse, Jackson developed pneumonia. After a week of suffering, he died. His death cost the South one of its great leaders. It also affected the morale of its army and its citizens.

### Problems With Union Leadership

In contrast, Union leadership in the East disappointed the president. In less than a year, a frustrated Lincoln saw three different generals try and fail to lead the Union to victory.

The first, Major General George McClellan, commanded the Union forces at the Battle of Antietam in March 1862. Although he was expert at preparing for battle, he was overly careful and slow to act. Said Lincoln, "If McClellan doesn't want to use the army, I'd like to borrow it for a while." The last straw came when, after victory at Antietam, McClellan failed to obey Lincoln's order to follow the retreating Confederate troops and destroy them.

Lincoln pushed his next commander, General Ambrose Burnside, to take aggressive action. Burnside quickly lost the president's favor after his crushing loss at Fredericksburg.

Next, Lincoln appointed Major General Joseph Hooker, who had often been critical of other generals. Hooker's attitude matched the president's. "May God have mercy on General Lee, for I will have none," he declared. Despite Hooker's confidence, Lee's much smaller army crushed Hooker's forces at Chancellorsville. Hooker soon resigned.

Lincoln's next commander needed to prove himself quickly. Major General George Meade took command three days before one of the war's great battles, at Gettysburg, Pennsylvania.

### PROGRESS CHECK

**Explaining** Why was Lincoln frustrated with the Union generals?

**entrench** to place within a trench, or ditch, for defense; to place in a strong defensive position  
**flank** the side or edge of a military formation

### Build Vocabulary: Metaphor

*Entrench* is often used metaphorically to refer to ideas that are firmly held and cannot be easily changed. Here's an example: "Thanks to my parents, the belief that I would succeed as long as I studied hard became entrenched in my mind."

## BIOGRAPHY



**Thomas Jonathan  
"Stonewall" Jackson  
(1824–1863)**

Thomas Jackson was born in Virginia. At the age of 18, he moved north to attend the military academy at West Point. He went on to a short and unremarkable career in the United States Army. During the 1850s, he taught at the Virginia Military Institute. At that time, he showed more interest in art than in war. When the Civil War started, Jackson was not widely known in the military. That changed at the First Battle of Bull Run, when Jackson won his nickname "Stonewall." By 1863 he had become one of the Confederacy's top leaders.

### CRITICAL THINKING

**Speculating** What does Jackson's nickname—Stonewall—suggest about his personal qualities?

## Connections to TODAY

### African American Soldiers

Beginning with the Revolutionary War, African Americans have had a long history of serving with distinction in the U.S. military. When the draft ended in 1973, African American enrollment in the armed forces increased. Today, African Americans make up about 17 percent of the active forces and 15 percent of the Reserves and National Guard.

## African Americans in the Civil War

**GUIDING QUESTION** *What role did African Americans play in military efforts?*

At first, both the North and the South barred African Americans from serving in their armies. As time passed, the North relaxed its rules.

### Excluded in the South

Even though African Americans made up more than 30 percent of the smaller Southern population, Confederate leaders would not allow them to enlist. Only in the last days of the war, when defeat drew near, did they consider it. Confederate leaders feared that once armed, African American soldiers would attack their fellow troops or even begin a general revolt.

### Enlisted in the North

At first, President Lincoln resisted calls to enlist African Americans in the Union army. He feared that such a policy would be unpopular in the border states.

By 1862, though, it was clear that the North needed more soldiers in order to defeat the Confederacy. Many African Americans were eager to fight. As a result, Congress decided to **reverse** past policy and allow the formation of all-African American regiments.

These new Union soldiers were in a tough position. Many white Union regiments doubted their fighting ability. Others resented them. Many Southern troops also especially hated the Union's African American soldiers. They often focused their fiercest fire on African American regiments.

Despite this, African Americans joined. By the end of the war, they made up about 10 percent of the Union army. Some were freed people from the North. Others had fled enslavement in the South. These men fought hard and effectively, too. As one white Union officer wrote about an all-African American Kansas regiment:

#### PRIMARY SOURCE

“They make better soldiers in every respect than any troops I have ever had under my command.”

—Union General James G. Blunt

**MEN OF COLOR**  
**To Arms! To Arms!**  
**NOW OR NEVER**  
**THREE YEARS' SERVICE!**  
**BATTLES OF LIBERTY AND THE UNION**  
**FAIL NOW, & OUR RACE IS DOOMED**  
**SILENCE THE TONGUE OF CALUMNY**  
**VALOR AND HEROISM**  
**PORT HUDSON AND MILLIKEN'S BEND**  
**ARE FREEMEN LESS BRAVE THAN SLAVES**  
**OUR LAST OPPORTUNITY HAS COME**  
**MEN OF COLOR, BROTHERS AND FATHERS!**  
**WE APPEAL TO YOU!**  
**STRIKE NOW!**

The Union army actively recruited African Americans through posters like this.

## Reading HELPDESK

### Academic Vocabulary

**reverse** to go in the opposite direction



COME AND JOIN US BROTHERS.



PUBLISHED BY THE SUPERVISORY COMMITTEE FOR RECRUITING COLORED REGIMENTS  
1210 CHESTNUT ST. PHILADELPHIA

This picture, showing troops in a camp near Philadelphia, served as a Union recruiting poster.

### ► CRITICAL THINKING

**Analyzing Visuals** What do you think is the purpose of this poster? Explain your answer.

## The 54th Massachusetts

The best-known African American regiment was the 54th Massachusetts. Founded in 1863, the 54th was under the command of Colonel Robert Gould Shaw, who came from a Boston abolitionist family. Later that year, the 54th served on the front lines in an assault on Fort Wagner in South Carolina. Confederate gunfire caused nearly 300 casualties in the 54th alone, including Colonel Shaw. Though the Union could not capture the fort, the 54th became famous for the courage and sacrifice of its members. It would also serve with distinction in other battles, such as the Battle of Olustee in Florida.

### ✓ PROGRESS CHECK

**Determining Cause and Effect** Why did Lincoln hesitate to enlist African Americans?

## The Tide Turns

**GUIDING QUESTION** *How was the Battle of Gettysburg a turning point in the war?*

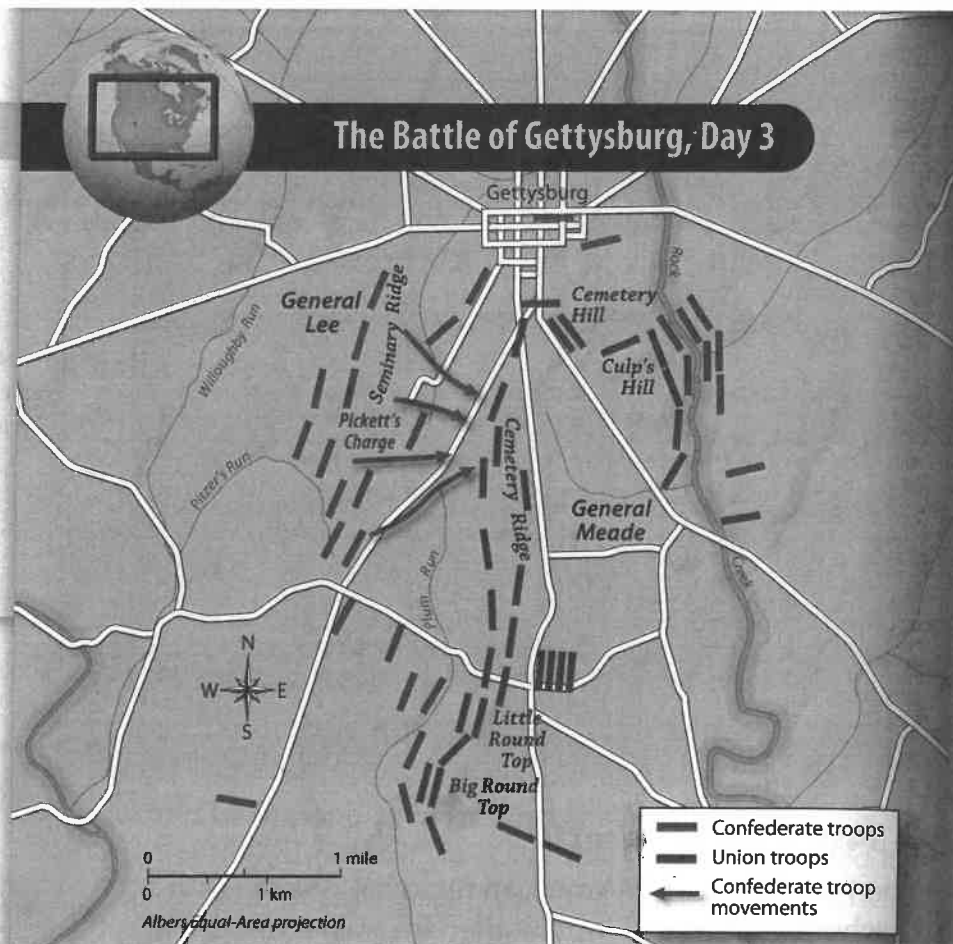
In spring of 1863, the Confederates had the upper hand. Their victory at Chancellorsville ruined Union plans to attack Richmond. Lee was emboldened. He decided to take the war once more into the North, hoping to impress France and Britain.

The Confederate strategy was similar to that of the colonies in the Revolutionary War. Though far outnumbered, the colonies won the support of France—and the war. Now, France and Britain missed the goods, especially cotton, that Southern planters had once supplied. If the Confederates appeared to be winning, those nations might help their cause.

## GEOGRAPHY CONNECTION

After two days of heavy fighting at Gettysburg, the Confederates mounted a heavy attack on the Union lines.

- 1 LOCATION** Where did the Confederates concentrate their attack?
- 2 CRITICAL THINKING**  
*Drawing Conclusions* What about the Union position as shown on this map might have given Union forces an advantage?



## The Battle of Gettysburg

In July 1863, a small town in southern Pennsylvania became the site of one of the most decisive battles in the Civil War. Gettysburg was not a capital, a key port, or the location of a fort. It was almost an accident that such serious fighting took place there.

The Confederates entered the town looking for supplies. General Lee hoped to avoid fighting in a landscape he did not know well. It was there, however, that he **encountered** the enemy. When Lee's troops crawled out of Gettysburg four grueling days later, they had suffered 25,000 casualties. The Union—the victor—lost 23,000.

The battle started at 7:30 A.M. on July 1. Outnumbered Union troops retreated to a section of high ground called Cemetery Ridge. Reinforcements arrived for both sides. On the second day of fighting, Southern generals tried to drive Union forces from hills named Round Top and Little Round Top. In furious fighting, Union forces under General George Meade held their positions.

## Reading **HELP**DESK

### Academic Vocabulary

**encounter** to meet; to come face-to-face with

The next day, Lee ordered an attack designed to "create a panic and virtually destroy the [Union] army." First, the Confederates fired nearly 140 cannons at the Union lines. Then, General George Pickett led thousands of Confederate troops in an attack on the Union's position at Cemetery Ridge. Putting themselves directly in the line of fire, they advanced across open land in what came to be remembered as Pickett's Charge.

At first, it seemed that Pickett's Charge might work. The Confederates broke the first line of Union defense. In the end, however, half of those who started the attack lay dead or wounded on the ground. Lee later wrote, "The army did all it could. I fear I required of it impossibilities."

Gettysburg ended the Confederates' hope of gaining help from Britain and France. The South had hoped to receive two ironclads from the British and use them to sweep Union shipping from the Atlantic. However, in October 1863, the British government decided not to release the ships.

## The Siege of Vicksburg

On July 4, the day that Lee retreated from Gettysburg, the Confederacy suffered another major blow. The important river city of Vicksburg, Mississippi, fell under the control of Union troops led by Ulysses S. Grant.

Grant had first attacked Vicksburg in April. His army surrounded the 30,000 Confederate troops there. In May Grant began a siege of the town, preventing food and supplies from reaching the Confederates. Union gunships on the river supported Grant's 77,000 troops by firing thousands of shells into the city.

This painting shows Union forces fighting their way to the Confederate lines at Vicksburg, Mississippi, in May 1863.

### ► CRITICAL THINKING

**Analyzing Visuals** Do you think this painting was meant for a Union audience or a Confederate audience? Explain your answer.



The siege lasted 47 days. There were more than 9,000 Confederate and 10,000 Union casualties, and many soldiers died of disease or starvation. Despite heavy losses of soldiers, fewer than 20 citizens of Vicksburg were killed in the long siege.

A few days after Vicksburg fell, the Confederacy lost Port Hudson in Louisiana, its last stronghold on the Mississippi River. The Union had split the South in two. Arkansas, Louisiana, and Texas were now cut off. The tide of the Civil War had turned.

### Lincoln's Address at Gettysburg

On November 19, 1863, officials and citizens gathered to dedicate the Soldiers' National Cemetery at Gettysburg. At the ceremony, former governor of Massachusetts Edward Everett delivered a two-hour speech. After him, President Abraham Lincoln spoke for about two minutes. In 272 words, Lincoln honored the soldiers and their cause, and stated his vision for the country.

#### PRIMARY SOURCE

“These dead shall not have died in vain. . . . Government of the people, by the people, for the people shall not perish from the earth.”

—from the Gettysburg Address

Reactions to Lincoln's Gettysburg Address were mixed. Everett, along with the *New York Times*, *Chicago Tribune*, and *Springfield (Mass.) Republican*, thought the speech was a success. The *Republican* wrote, “His little speech is a perfect gem; deep in feeling, compact in thought and expression, and tasteful . . . in every word and comma.” It remains one of the most enduring and powerful speeches in American history.

#### ✓ PROGRESS CHECK

**Summarizing** How did the events at Vicksburg change the tide of the war?

## LESSON 4 REVIEW

### Review Vocabulary

1. Use the following terms in sentences about the Civil War.

a. entrench    b. flank

### Answer the Guiding Questions

2. **Explaining** Why was the Battle of Chancellorsville important?

3. **Making Inferences** Why do you think some leaders called for African Americans to be allowed to fight in the Civil War?

4. **Evaluating** Why was Gettysburg a turning point for the South?

5. **PERSONAL WRITING** You are a soldier who fought at Gettysburg. Write a letter to a loved one at home, describing the battle scene, how you felt, and what the outcome was.



## networks

There's More Online!

- ✓ **BIOGRAPHY**  
Ulysses S. Grant
- ✓ **CHART/GRAPH**  
The Cost of U.S. Wars
- ✓ **GRAPHIC ORGANIZER**  
Events Leading to the End of War
- ✓ **MAP** The Final Battles
- ✓ **PRIMARY SOURCE**  
Grant's Strategy for Spring 1864
- ✓ **SLIDE SHOW** Richmond
- ✓ **VIDEO**



## Lesson 5

# The War's Final Stages

**ESSENTIAL QUESTION** *Why does conflict develop?*

## IT MATTERS BECAUSE

*With each side determined to win, the bloodiest months of the Civil War were still to come.*

## The Union Closes In

**GUIDING QUESTION** *What events occurred at the end of the war?*

By 1864 Union forces had the South surrounded. Union ships blocked the Confederate coast, reducing the trade goods getting out and supplies getting in. The Union also controlled the Mississippi River, cutting off the western Confederate states from those in the East. The South seemed ready to fall—if the Union could come up with the right plan of attack. General Grant would be the one to draw up such a plan.

### General Grant Takes Charge

Ulysses S. Grant had been only an average student. He failed as a farmer and in business. Yet he became a brilliant soldier. He led Union troops to victory at Shiloh and Vicksburg and at another key battle in Chattanooga, Tennessee. In March 1864, President Lincoln put General Grant in charge of all the Union armies.

President Lincoln liked that Grant was a man of action. Now in charge, Grant wasted little time coming up with a plan to finish the war. He would deliver killing blows from all sides. His armies would move on to Richmond, the Confederate capital. At the same time, General William Tecumseh Sherman would lead attacks across the Deep South.

## Reading **HELP**DESK

### **Taking Notes: Determining Cause and Effect**

As you read, keep track of the chain of events that led to the end of the Civil War using a diagram like this one.



### **Content Vocabulary**

- **resistance**
- **total war**

## BIOGRAPHY



### Ulysses S. Grant (1822–1885)

Ulysses S. Grant was born and raised in Georgetown, Ohio. As a young man, his father pressured him to attend the U.S. Military Academy at West Point. Grant was not interested in military service, but he went because it was his only chance at further education. Yet Grant became a fearless soldier and an expert rider at a time when soldiers rode horses in battle. Grant's military strategy seemed ruthless at times, but he said, "I have never advocated [war] except as a means of peace."

#### ► CRITICAL THINKING

**Explaining** What do you think Grant meant in the quotation?

Grant soon put his strategy into action. In May and June of 1864, Grant's army confronted Lee's smaller force in a **series** of three battles near Richmond, Virginia. These were the Battles of the Wilderness, Spotsylvania Court House, and Cold Harbor. At each battle, Confederate lines held at first, but Grant quickly renewed the attack. "Whatever happens, there will be no turning back," Grant promised Lincoln. He was determined to march southward, attacking Lee's forces relentlessly and in spite of heavy losses until the Confederacy surrendered.

### Grant Moves South Toward Richmond

The Wilderness was a densely wooded area about halfway between Washington, D.C., and Richmond, Virginia. Here, on May 5, 1864, the six bloodiest weeks of the war began. For two days, Union and Confederate forces struggled among a tangle of trees through which they could hardly see. A Union private said, "It was a blind and bloody hunt to the death."

At the Battle of the Wilderness, Lee had only about 60,000 men, while Grant had more than 100,000. Both sides suffered huge casualties. Grant, who lost 17,000 men, cried in his tent at the end of the second day. Meanwhile, brushfires raged through the forest. The fires burned alive 200 wounded men. On the morning of the third day, with no clear winner, Grant moved his forces south toward Richmond.

The next battles took place at nearby Spotsylvania Court House and at Cold Harbor. On June 2, the night before the third battle began, a Union general observed that men were "writing their names and home addresses on slips of paper and pinning them to the backs of their coats" to help people identify their bodies. The war seemed hopeless. Grant, however, was determined. He explained to the White House, "I propose to fight it out on this line, if it takes all summer."

In a space of 30 days, Grant lost 50,000 of his troops. His critics in the North called him a "butcher." Lincoln, however, stood by his general. "I can't spare this man," Lincoln is reported to have said. "He fights." As he fought, the Confederates were also losing men—losses their smaller army could not survive.

### Siege at Petersburg

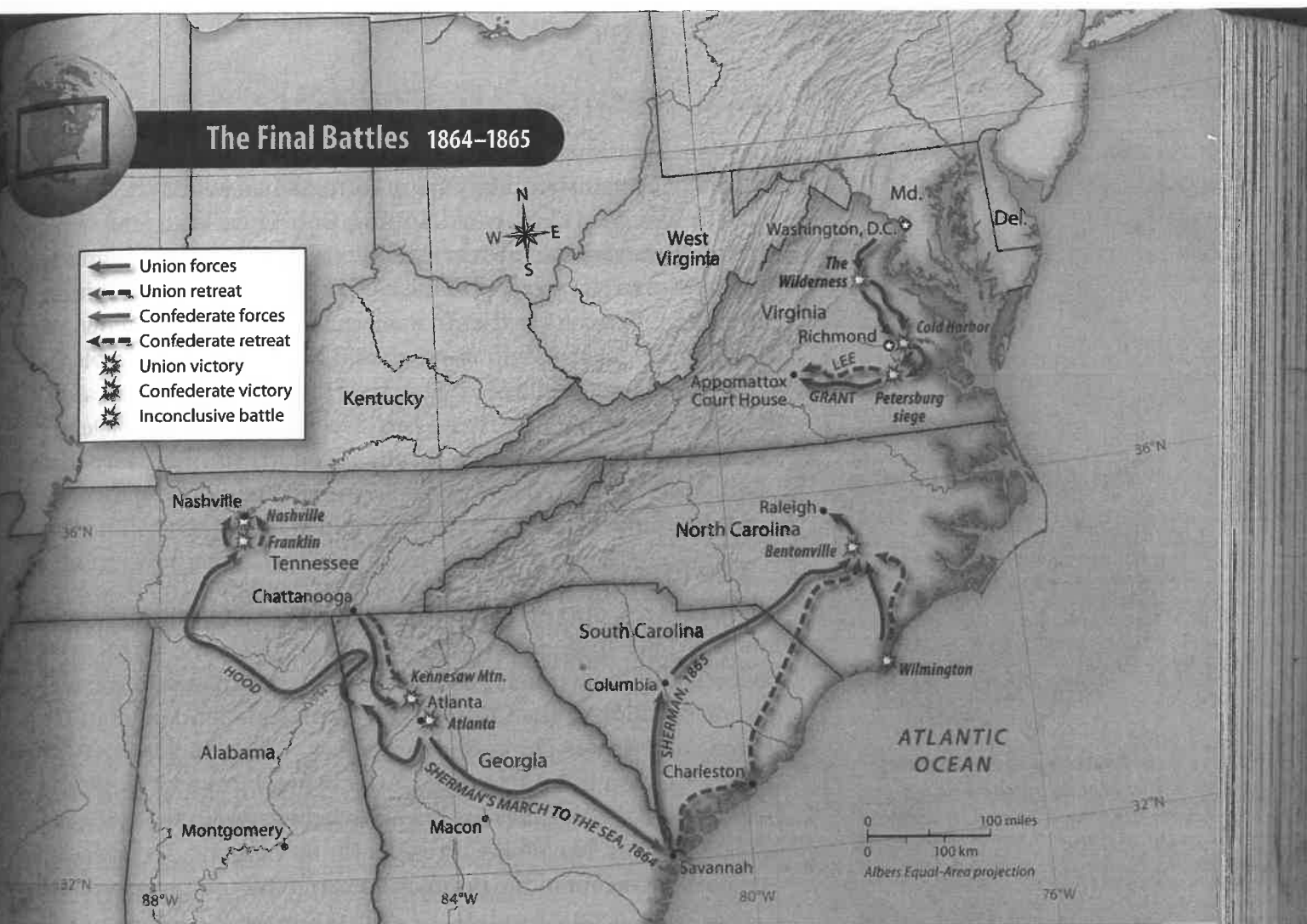
Grant made steady progress. He next arrived at Petersburg, a railroad center vital to the Confederate movement of troops and supplies. If Grant could take Petersburg, Richmond would be

## Reading **HELP**DESK

### Academic Vocabulary

**series** events that occur one after the other

## The Final Battles 1864–1865



cut off from the rest of the Confederacy. Grant laid siege. The Confederates defended the city, but they could not break the Union's grip. Trains brought food and more troops to the Union side. The Confederates could get neither. Determined, they refused to give up.

### Sherman in Georgia

Meanwhile, William Tecumseh Sherman headed for Georgia. In early July, his troops circled Atlanta. There they faced the brilliant Confederate general, John Hood. Hood's forces put up major **resistance** (rih•ZIHS•tuhnts). Sherman laid siege, finally forcing Hood to abandon the city on September 1. Among white Southerners, the mood became desperate as the prospect of defeat became more certain. Mary Chesnut, a South Carolinian who kept a diary throughout the war, wrote, "There is no hope, but we will try to have no fear."

### GEOGRAPHY CONNECTION

During the final year of the war, Union troops moved through the heart of the Confederacy.

- 1 LOCATION** Where did Sherman's March to the Sea begin and end?
- 2 CRITICAL THINKING**  
*Analyzing Visuals* What information on the map helps explain why Sherman was able to cause such destruction on his March to the Sea?

**resistance** refusal to give in



David Farragut led the U.S. Navy to some of its greatest victories in the Civil War.

## Farragut Blockades Mobile Bay

The highest-ranking officer in the Union navy was David Farragut. The son of a Spanish military man, Farragut had joined the navy when he was only 12 years old. In August 1864, he led a fleet of 18 ships through a narrow channel into Mobile Bay in Alabama. His mission was to gain control of the bay. Faced with stiff resistance, Farragut prepared for battle. To make sure he had a good view, he climbed high into the ship's rigging and had himself tied in place.

The Confederates had forts on both sides of the channel, and they had mined the water with torpedoes. Unwilling to back down, Farragut shouted his famous order: "Damn the torpedoes, full speed ahead!" The mission succeeded in blocking the last Southern port east of the Mississippi.

## The Election of 1864

In the North, opposition to the war grew stronger through much of 1864. It seemed unlikely that Lincoln could win reelection in November. His loss could mean an end to the war and recognition of the Confederacy as an independent country. White Southerners clung to this hope.

After Union troops captured Atlanta and blocked Mobile Bay, however, weary Northerners began to believe again that victory was possible. In November, President Lincoln won a second term. He took 55 percent of the popular vote and 212 to 21 electoral votes over the Democratic candidate, General George B. McClellan.

Many **interpreted** Lincoln's reelection as a clear sign from the voters: They wanted a permanent end to slavery. On January 31, 1865, Congress passed the Thirteenth Amendment, which banned slavery in the United States.

### **PROGRESS CHECK**

**Explaining** Why did it seem unlikely that Lincoln would be reelected in the early part of 1864?

## The War Ends

**GUIDING QUESTION** *What is total war?*

From the beginning of the war, a goal of the Union was to capture the Confederate capital at Richmond. Petersburg had been the last roadblock in Grant's path. After a nine-month siege, Grant finally drove Lee's army out of that city. Jefferson Davis knew that Richmond was doomed.

### Reading **HELPDESK**

**total war** a strategy of bringing war to the entire society, not just the military

### **Academic Vocabulary**

**interpret** to find meaning in something



## Sherman's March to the Sea

Still, the Confederacy fought on. The Union was determined to break the South's will to continue the fight. To break this will, Sherman burned much of the city of Atlanta in November 1864. Sherman then had his troops march across Georgia toward the Atlantic, burning cities and crops as they went. This trail of destruction is known as Sherman's March to the Sea.

Sherman continued his march through the Carolinas to join Grant's forces near Richmond. Union troops took food, tore up railroad lines and fields, and killed livestock. General Sherman's march was part of a strategy called **total war**. Total war involves targeting not only the enemy's army, but also its land and people. Sherman hoped that by bringing the horrors of the war to the Southern population, he could help end the war.

White Southerners were outraged by Sherman's march. Thousands of African Americans, however, left their plantations to follow the protection of his army. For them, the March to the Sea was a march to freedom.

## Richmond Falls

Meanwhile, Grant continued the siege of Petersburg. Lee and his troops defended the town, but sickness, casualties, and desertion weakened them. Finally, on April 2, 1865, the Confederate lines broke and Lee withdrew.

Word of Lee's retreat soon reached the Confederate president. As the Union army marched toward Richmond, Davis and his cabinet prepared to leave. They gathered documents and ordered that bridges and weapons useful to the enemy be burned. Then they fled the city. An observer wrote:

### PRIMARY SOURCE

“The trains came and went, wagons, vehicles, and horsemen rumbled and dashed to and fro. . . . As night came on . . . rioting and robbing took place.”

—from *Battles and Leaders of the Civil War*

The armory, with its stores of ammunition, exploded. Boom after boom rang through the city, and fires raged out of control.

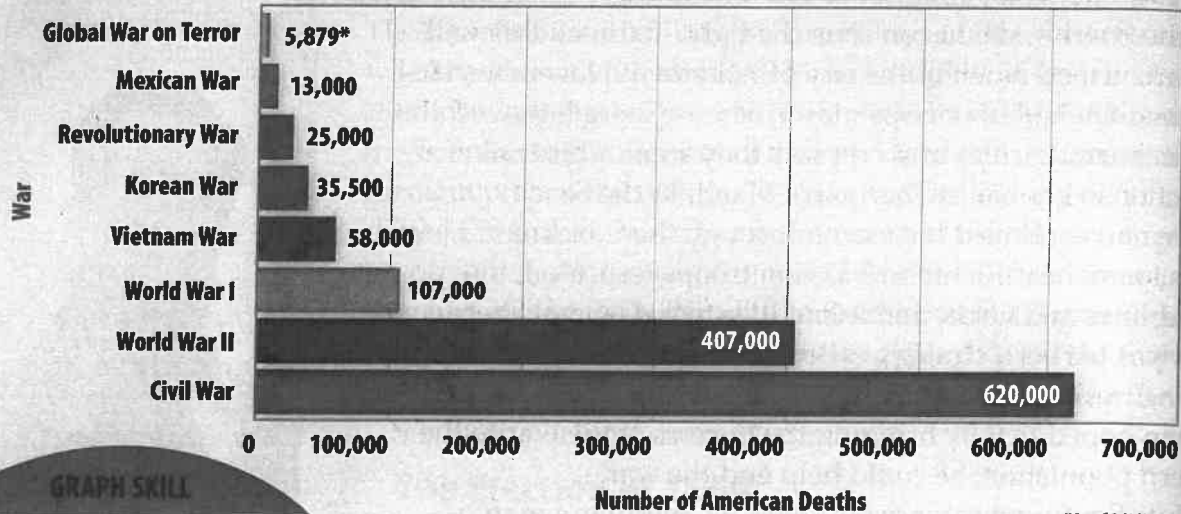
On April 3, President Lincoln visited the captured town of Petersburg. Later, Lincoln confided to naval officer David Porter, “Thank God I have lived to see this. It seems to me that I have been dreaming a horrid nightmare for four years, and now the nightmare is gone.”

President Lincoln, his son Tad, and a group of military officials arrived in Richmond on April 4 to tour the fallen Confederate capital. As Lincoln walked through the streets, joyful African Americans followed—singing, laughing, and reaching out to touch the president.



When the Union army marched into the Confederate capital after the 11-month siege, they found the city in ruins and still burning.

## AMERICAN WARS: BATTLE DEATHS



### GRAPH SKILL

The Civil War was by far the most costly war in terms of lives lost of any conflict in American history.

**1 CALCULATING** How many more Americans died in the Civil War than in the second-most-costly war?

**2 CRITICAL THINKING**  
**Analyzing** What makes the Civil War different from the other wars in this graph besides the higher number of war dead?

When one man knelt down to thank him, Lincoln told him, "Don't kneel to me. You must kneel to God only, and thank Him for your freedom."

At the home of Confederate president Davis, Lincoln sat wearily for a while on a chair in the president's office. After visiting two prisons for Confederate prisoners, Lincoln replied to a question about what to do with captured Confederates: "If I were in your place, I'd let 'em up easy, let 'em up easy."

As a child, Dallas Tucker witnessed the arrival of Union troops in his hometown of Richmond, Virginia. He later recalled:

### PRIMARY SOURCE

“[There was] a tremendous shock, which rocked the house and rattled the windows. At first we thought it was an earthquake, but very soon concluded . . . it must be an explosion of some kind. . . . It was, in fact, the blowing up of the government powder magazine just beyond the city limits. . . . Richmond was on fire. . . . In sheer despair, warehouse after warehouse was thrown open, and the gathered crowd of hungry, despairing people were told to go in and help themselves.

. . . Just as I reached the Washington Monument, I [saw] the troops entering [Capital] Square. . . . It was then only a few minutes later . . . that I saw the United States flag appear on the flag-pole above, where the Stars and Bars [the Confederate flag] had floated for years.”

— Reverend Dallas Tucker, writing in the *Richmond Dispatch*, February 3, 1902

## Reading HELPDESK

### Build Vocabulary: Word Origins

The word *compassion* was first used in the fourteenth century. Its origin is a compound word from Latin: *compati*. The prefix *com* means “with,” and the root *pati* means “suffer” or “bear.”

## A Meeting at Appomattox Court House

The formal end of the war came on April 9, 1865. Two days earlier, Grant had asked Lee to surrender, writing, "The result of last week must convince you of the hopelessness of further resistance." At first, Lee had believed he must fight on. Then, the Union captured the train carrying food to his starving troops and completely surrounded his army. Lee knew it was over.

Grant met with Lee in a small Virginia town called Appomattox Court House. The two men shook hands and talked a little. Then Grant offered his terms: Lee's officers could keep their small firearms, and any soldier with a horse could keep it. No one would disturb the soldiers as they made their way home. Grant also gave 25,000 rations to feed Lee's troops. America's deadliest war ended with dignity and compassion.

## The Toll of War

More lives were lost in the Civil War than in any other conflict in American history. The war cost billions of dollars and left many Southern cities and farms in ruins.

The North's victory saved the Union. The war also made clear that the national government was more powerful than the states. Finally, the war freed millions of African Americans. As you will read, however, the end of slavery left unsettled many of the problems that newly freed African Americans were to face.

Many questions remained. No one yet knew how to bring the Southern states back into the Union, nor what the status of African Americans would be in Southern society. Americans would struggle to answer these questions in the years ahead—an era known as Reconstruction.



Nearly 4 million people served in the military forces during the Civil War.

### PROGRESS CHECK

**Explaining** Why did General Lee finally surrender?

## LESSON 5 REVIEW

### Review Vocabulary

1. How did total war affect civilians of the Confederacy?

### Answer the Guiding Questions

2. **Explaining** How did events on the battlefield affect Lincoln's reelection?

3. **Identifying Cause and Effect** Why did Sherman burn and destroy the South's land?

4. **Evaluating** Why did the war leave the U.S. government stronger than ever before?

5. **NARRATIVE WRITING** You are a reporter covering Lee's army at the time of his surrender. Write a brief article describing the events surrounding his meeting with Grant.

## CHAPTER 17 Activities

Write your answers on a separate piece of paper.

### 1 Exploring the Essential Question

**EXPOSITORY WRITING** Write a short essay that describes the impact civilians had on the war effort. Include references to the North and the South.

### 2 21st Century Skills

**COMMUNICATING** Assume the point of view of an adviser to President Lincoln. Write an argument in favor of enlisting African Americans in the Union cause.

### 3 Thinking Like a Historian

**DRAWING INFERENCES AND CONCLUSIONS** Based on the events leading up to the end of the war, how do you think soldiers on each side felt about Lee's surrender at Appomattox? How might enslaved African Americans have felt? Write a paragraph that addresses these questions.

### 4 Visual Literacy

**ANALYZING POLITICAL CARTOONS** Look at the images and read the caption of this cartoon. What do the men on either side of Lincoln represent? What are the "two difficulties" the president faces?





## CHAPTER 17 Assessment

### REVIEW THE GUIDING QUESTIONS

Choose the best answer for each question.

- 1 What was one advantage the Southern states had during the Civil War?
  - A. They received military support from Britain and France.
  - B. The largest weapons factories were located in the South.
  - C. They were more familiar with the places where most battles occurred.
  - D. Most people in the North and South supported the Confederacy's effort to form an independent country.
- 2 Gaining control of the Mississippi River enabled the Union to
  - F. surround the Confederacy.
  - G. force the Confederacy to surrender.
  - H. defeat the Confederate forces at Gettysburg.
  - I. split the Confederacy into smaller parts.
- 3 During the war, the economy of the Confederacy was
  - A. severely strained by the Union blockade and the destruction of Southern land and property.
  - B. unchanged because most of the battles took place on Northern soil.
  - C. strengthened due to inflation.
  - D. strengthened by bounties paid to army recruits.
- 4 Which of the following is one advantage the Union had over the South?
  - F. They had greater numbers of troops.
  - G. They knew the terrain better than the Southern troops did.
  - H. They had stronger military leadership.
  - I. They had a strong fighting spirit.
- 5 The city of Atlanta was burned
  - A. as the result of an accident caused by Union troops marching through.
  - B. as part of Sherman's total war strategy.
  - C. by Confederate troops trying to stop Union forces from taking the city.
  - D. after a freak lightning strike set the docks on fire.
- 6 Control of the sea was significant during the Civil War because
  - F. the Union was able to block France and Britain's attempts to send arms to the Confederacy.
  - G. the Union was able to cut off the Confederates' ability to export goods.
  - H. the Confederacy was able to stop the Union from trading with Europe.
  - I. President Lincoln was a former navy officer.

## CHAPTER 17 Assessment (continued)

### DBQ DOCUMENT-BASED QUESTIONS

Frederick Douglass led the movement to allow African American men to enlist in the Union armed forces.

*"Once let the black man get upon his person the brass letters U.S. ... and a musket on his shoulder and bullets in his pocket, and there is no power on earth that can deny that he has earned the right to citizenship."*

—from James M. McPherson, *Battle Cry of Freedom*

- 7 Identifying Main Ideas** How does Douglass think enlisting will help African Americans?
- A. He believes they would enjoy having a uniform to wear.
  - B. He believes that it will earn African Americans the right to citizenship.
  - C. He thinks that only African Americans can free enslaved people.
  - D. Serving in the army will give them the experience to fight slaveholders.
- 8 Making Inferences** From this excerpt, you can infer that Douglass believes that African Americans
- F. have not earned the right to citizenship.
  - G. must fight to prove themselves worthy of citizenship.
  - H. will prove to be an unstoppable force in battle.
  - I. already deserve citizenship.

### SHORT RESPONSE

*"With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan—to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations."*

—from Abraham Lincoln's Second Inaugural Address

- 9** State two reasons Lincoln did not focus on Union victory in the war.
- 10** What do you think Lincoln's main goal is in this speech?

### EXTENDED RESPONSE

- 11 Expository Writing** Write an essay predicting what will happen in the United States in the years following the war.

#### Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11
Review Lesson	1	2, 4	3	1	5	2	4	4	5	5	1–5

# **ST. PIUS X CATHOLIC SCHOOL – MIDDLE SCHOOL SOCIAL STUDIES**

## **8<sup>TH</sup> GRADE AMERICAN HISTORY CHAPTER 17 STUDYGUIDE2020-2021**

### Chapter 17 – The Civil War, 1861 A.D. – 1865 A.D.

#### Lesson 1: The Two Sides

##### **- border states -**

- Delaware, Maryland, Kentucky, Missouri -

- Mississippi River, Ohio River -

- Washington, D.C. -

- 16<sup>th</sup> U.S. President Abraham Lincoln -

- Union General Winfield Scott -

- Anaconda Plan -

- Union Senator John Crittenden -

- Mary Todd Lincoln -

##### **- enlist -**

- William Stone's sister -

- Southern "Rebels" -

- Northern "Yankees" -

- Battle of Shiloh -

#### Lesson 17-1: Review Questions for Discussion

1.) Compare the strengths and weaknesses of the Southern Confederacy and Union during the American Civil War.

2.) What were the strategies that the Southern Confederacy and Union used to gain the upper hand during the Civil War.

3.) Describe what it was like to live as either a Southern Confederate or Union soldier during the American Civil War.

#### Lesson 2: Early Years of the War

- 1<sup>st</sup> Battle of Bull Run, July 21<sup>st</sup>, 1861 A.D. -

- Union General Irvin McDowell -

- Confederate General P.G.T. Beauregard -

- Confederate General Thomas "Stonewall" Jackson -

- Union General George B. McClellan -

##### **- tributaries -**

- Battle of Fort Henry, February 1862 A.D. -

- Union Naval Commander Andrew Foote -

- Union General Ulysses S. Grant -

- Fort Donelson, Cumberland River -

- "Unconditional Surrender" -

##### **- ironclad -**

- U.S. Merrimack ~ Confederate Virginia -

- Chesapeake Bay, March 8<sup>th</sup>, 1862 A.D. -

- U.S. Monitor -

- Battle of Shiloh, April, 1862 A.D. -

- Confederate General Albert Sidney Johnston -

- Confederate General P.G.T. Beauregard -

- casualties -

- Battle of Corinth, May 30<sup>th</sup>, 1862 A.D. -

- Battle of New Orleans, April 25<sup>th</sup>, 1862 A.D. -

- Union Naval Commander David Farragut -

- Confederate General Robert E. Lee -

- Confederate General Thomas "Stonewall" Jackson -

- Seven Days' Battle, 1862 A.D. -

- Union General George B. McClellan -

- 2<sup>nd</sup> Battle of Bull Run, 1862 A.D. -

- Union General John Pope -

- Battle of Fredericksburg, 1862 A.D. -

- Union General Ambrose Burnside -

- Battle of Chancellorsville, 1863 A.D. -

- Southern Confederate President Jefferson Davis -

- Battle of Antietam, September 17<sup>th</sup>, 1863 A.D. -

- Frederick Douglass -

- Horace Greeley -

- Emancipation Proclamation, September 22<sup>nd</sup>, 1863 A.D. -

#### Lesson 17-2: Review Questions for Discussion

1.) Explain how ironclads changed naval warfare for both the Southern Confederacy and the Union during the Civil War.

2.) Summarize early successes of the Southern Confederacy in various battles during the early years of the Civil War.

3.) Infer how the Emancipation Proclamation would affect the later years of the American Civil War across the United States.

#### Lesson 3: Life During the Civil War

- Kate Cummings -

- Mary Edwards Walker -

- Dorothea Dix -

- Clara Barton -

- Sally Tompkins -

- Rose O'Neal, Greenhow -

- Bell Boyd -

- Harriet Tubman -

- Loretta Janeta Velazquez -

- Andersonville Prison, Georgia, 1864 A.D. -

- Elmira Prison, New York -

- Northern Union War Democrats -

- Northern Union Peace Democrat "Copperheads" -

- suspension of **habeas corpus** -

- Confederate **draft** -

- **bounty** -



- draft riots, July 1863 A.D. -

- **greenbacks** -

- Union African American soldiers -

- 54<sup>th</sup> Massachusetts African American regiment -

#### Lesson 17-3: Review Questions for Discussion

1.) Discuss some of important roles of women who served the Confederacy or Union during the American Civil War.

- Union Colonel Robert Gould Shaw -

- Battle of Olustee, Florida -

- **Battle of Gettysburg**, July 1<sup>st</sup> – July 3<sup>rd</sup>, 1863 A.D. -

2.) Describe the practices of imprisonment and medicine in the Confederacy or Union during the American Civil War.

- Cemetery Ridge -

- Round Top and Little Round Top -

3.) Explain the more important political decisions that were made in the Confederacy and Union during the Civil War.

- Union General George Meade -

- Confederate General George Pickett -

#### Lesson 4: The Strains of War

- **Battle of Fredericksburg**, December 13<sup>th</sup>, 1862 A.D. -

- Pickett's Charge -

- Confederate General Robert E. Lee -

- **Battle of Vicksburg**, July 4<sup>th</sup>, 1863 A.D. -

- Confederate General Thomas Stonewall Jackson -

- Union General Ulysses S. Grant -

- Union General Ambrose Burnside -

- Soldiers' National Cemetery, Gettysburg -

- **entrenched** -

- Massachusetts Governor Edward Everett -

- **Battle of Chancellorsville**, May 1863 A.D. -

- Gettysburg Address ~ 272 words -

- Union General Joseph Hooker -

- U.S. President Abraham Lincoln -

- **flank** -

#### Lesson 17-4: Review Questions for Discussion

- Confederate General Thomas Stonewall Jackson -

1.) Explain why the Southern Confederacy had so many victories in a row during early years of the Civil War.

- Union Major General George B. McClellan -

2.) Explain why the Battle of Gettysburg and Battle of Vicksburg are when "the tide turned" for the Civil War.

- Union Major General George Meade -

3.) Discuss why Lincoln's Gettysburg Address is said to be one of the greatest speeches in all of American History.

- total war -

- **Battle of Richmond**, Virginia, April 2<sup>nd</sup>, 1865 A.D. -

- Union Naval Officer David Porter -

- Dallas Tucker -

- **Appomattox Court House**, April 9<sup>th</sup>, 1865 A.D. -

- Union Lieutenant General Ulysses S. Grant -

- Southern Confederate General Robert E. Lee -

#### Lesson 17-5: Review Questions for Discussion

1.) Explain how Union General Ulysses S. Grant plan for ending the American Civil War by taking Richmond, Virginia.

2.) Explain Union General William Tecumseh Sherman's style of total warfare in his brutal "March to the Sea".

3.) Infer what will need to take place across the United States following the American Civil War during the Reconstruction.

#### Lesson 5: The War's Final Stages

- Union General Ulysses S. Grant -

- Union General William Tecumseh Sherman -

- Confederate General Robert E. Lee -

- **Battle of the Wilderness**, May 5<sup>th</sup>, 1864 A.D. -

- **Battle of Spotsville Court House**, May, 1864 A.D. -

- **Battle of Cold Harbor**, June 2<sup>nd</sup>, 1864 A.D. -

- **Battle of Petersburg** -

- Union General William Tecumseh Sherman -

- Confederate General John Hood -

- **resistance** -

- Mary Chestnut -

- **Battle of Mobile Bay**, Alabama, August 1864 A.D. -

- Union Naval Commander David Farragut -

- Republican U.S. Presidential Election of 1864 A.D. -

- Democrat General George B. McClellan -

- Thirteenth Constitutional Amendment, January 31<sup>st</sup>, 1865 -

- Southern Confederate President Jefferson Davis -

- William Tecumseh Sherman's "March to the Sea" -