

# CHAPTER 16

# The Civil War

1861–1865

## Why It Matters

The Civil War—a war in which Americans fought other Americans—transformed the United States. It shattered the economy of the South while contributing to the rapid economic growth of the North and the West. African Americans gained freedom when slavery was abolished, but the war left a legacy of bitterness between North and South that lasted for generations.

## The Impact Today

Key events during this era still shape our lives today. For example:

- The institution of slavery was abolished.
- The war established the power of the federal government over the states.

 **The American Republic to 1877 Video** The chapter 16 video, “The Face of War,” gives insight into the realities of the Civil War.

- 1861**
- Confederate States of America formed
  - Conflict at Fort Sumter, South Carolina, begins Civil War



- 1863**
- Emancipation Proclamation issued
  - Battle of Gettysburg



- 1862**
- Robert E. Lee named commander of Confederate armies

Lincoln  
1861–1865



1861

1862

1863

- 1861**
- Charles Dickens’s *Great Expectations* published
  - Victor Emmanuel II recognized as king of unified Italy

- 1862**
- Otto von Bismarck named premier of Prussia

- 1863**
- Discovery of Lake Victoria as source of Nile River
  - International Red Cross established



United States

PRESIDENTS



World

# FOLDABLES™

## Study Organizer

### Organizing Information Study Foldable

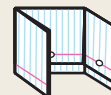
Make this foldable to help you organize what you learn about the Civil War.

**Step 1** Fold a sheet of paper in half from side to side.

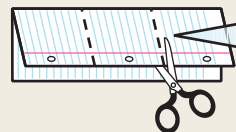


Fold it so the left edge lies about  $\frac{1}{2}$  inch from the right edge.

**Step 2** Turn the paper and fold it into thirds.

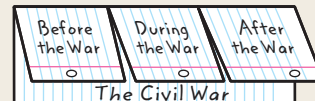


**Step 3** Unfold and cut the top layer only along both folds.



This will make three tabs.

**Step 4** Label your foldable as shown.



**Reading and Writing** As you read the chapter, list events that occurred before, during, and after the Civil War under the appropriate tabs of your foldable.



*Fight for the Colors* by Don Troiani Troiani has painted many dramatic war scenes, such as this one of the Battle of Gettysburg.



**1864**

- Sherman's "march to the sea" begins
- Lincoln reelected president



**1865**

- Civil War ends
- Lincoln assassinated

1864

1865

**1864**

- Maximilian installed as emperor of Mexico

**1865**

- Lewis Carroll publishes *Alice's Adventures in Wonderland*

**HISTORY**  
*Online*

### Chapter Overview

Visit [tarvol1.glencoe.com](http://tarvol1.glencoe.com) and click on **Chapter 16—Chapter Overviews** to preview chapter information.

# SECTION 1

# The Two Sides

## Guide to Reading

### Main Idea

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

### Key Terms

border state, blockade, offensive, Rebel, Yankee

### Reading Strategy

**Classifying Information** As you read the section, complete a chart like the one shown here by listing the strengths and weaknesses of the Union and the Confederacy.

	Union	Confederacy
Strengths		
Weaknesses		

### Read to Learn

- why the border states played an important part in the war.
- how the North and South compared in terms of population, industry, resources, and war aims.

### Section Theme

**Government and Democracy** The Southern states seceded from the Union to protect states' rights.

### Preview of Events

◆ 1861

**February 1861**

The Confederacy forms

**April 1861**

Four more states join the Confederacy

◆ 1862

**Summer 1861**

Confederate forces total 112,000; Union 187,000

◆ 1863

**June 1863**

West Virginia joins Union



Confederate soldier, 1861

## AN American Story

Union sergeant Driscoll directed his troops at Malvern Hill on July 1, 1862. The enemy fought fiercely, especially one young Confederate soldier. Driscoll raised his rifle, took aim, and shot the boy. As he passed the spot where the boy had fallen, Driscoll turned the daring soldier over to see what he looked like. The boy opened his eyes and faintly murmured, "Father," then his eyes fluttered shut, never to open again. A Union captain later wrote, "I will forever recollect the frantic grief of Driscoll; it was harrowing to witness. He [had killed] his son, who had gone South before the war."

Like the Driscolls, many families were divided by the war. Neither side imagined, however, that the war would cost such a terrible price in human life. During the four years of fighting, hundreds of thousands of Americans were killed in battle.

## Choosing Sides

By February 1861, seven states had left the Union and formed the Confederacy. After the Confederate bombardment of Fort Sumter, President Abraham Lincoln issued a call for troops to save the Union. His action caused Virginia, North Carolina, Tennessee, and Arkansas to join the Confederacy. These four states brought needed soldiers and supplies to the Confederacy. For its capital,

the Confederacy chose **Richmond**, Virginia, a city only about 100 miles from the Union capital of Washington, D.C.

Four states that allowed slavery—Missouri, Kentucky, Maryland, and Delaware—remained in the Union. The people of these **border states** were divided over which side to support. Missouri, Kentucky, and Maryland had such strong support for the South that the three states teetered on the brink of secession.

Losing the border states would seriously damage the North. All had strategic locations. Missouri could control parts of the Mississippi River and major routes to the West. Kentucky controlled the Ohio River. Delaware was close to the important Northern city of Philadelphia.

Maryland, perhaps the most important of the border states, was close to Richmond. Vital railroad lines passed through Maryland. Most significantly, Washington, D.C., lay within the state. If Maryland seceded, the North's government would be surrounded.

Maryland's key role became clear in April 1861. A mob in Baltimore attacked Northern troops; Confederate sympathizers burned rail-

road bridges and cut the telegraph line to Washington, isolating the capital from the rest of the North. Northern troops soon arrived, but the nation's capital had suffered some anxious days.

### Remaining With the Union

Lincoln had to move cautiously to avoid upsetting people in the border states. If he announced that he aimed to end slavery, for instance, groups supporting the Confederacy might take their states out of the Union. If he ordered Northern troops into Kentucky, Confederate sympathizers there would claim the state had been invaded and swing it to the South.

In some ways Lincoln acted boldly. He suspended some constitutional rights and used his power to arrest people who supported secession. In the end Lincoln's approach worked. The border states stayed in the Union, but many of their citizens joined armies of the South.

### A Secession From the South

Most white Southerners favored secession. Still, pockets of Union support existed in parts of Tennessee and Virginia. People in the

#### History Through Art

*7th New York Militia at Jersey City on April 19, 1861* by E.L. Henry The 7th New York Militia was one of the first fully equipped and trained units at the outbreak of the war. **Why were troops ordered to the nation's capital in early 1861?**



Appalachian region generally opposed secession. In western Virginia a movement to secede from the state and rejoin the Union grew. In 1861, 48 Virginia counties organized themselves as a separate state called **West Virginia**. Congress admitted this state to the Union in 1863.

**Reading Check Explaining** Why was Maryland strategically important?

## Comparing North and South

When the war began, both sides had advantages and disadvantages. How they would use those strengths and weaknesses would determine the war's outcome.

The North enjoyed the advantages of a larger population, more industry, and more abundant resources than the South. It had a better banking system, which helped to raise money for the war. The North also possessed more ships, and almost all the members of the regular navy remained loyal to the Union. Finally, the North had a larger and more efficient railway network.

The North also faced disadvantages. Bringing the Southern states back into the Union would be difficult. The North would have to invade and hold the South—a large area filled with a hostile population. Furthermore, the Southern people's support for the war remained strong. Recalling the example of the American Revolution, when

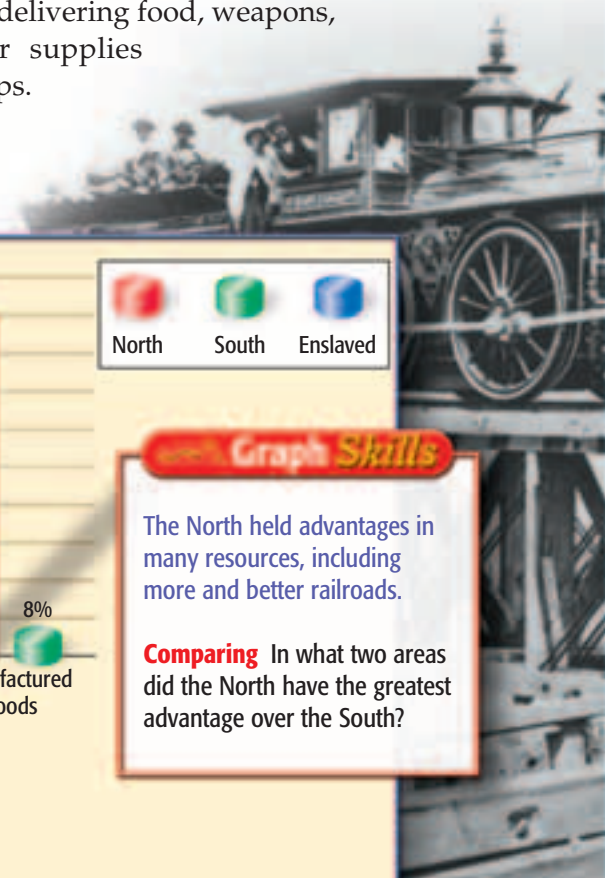
the smaller, weaker colonies had won independence from wealthy Great Britain, many believed the South had a good chance of winning.

One Northern advantage was not obvious until later. Both sides greatly underestimated Abraham Lincoln. His dedication, intelligence, and humanity would lead the North to victory.

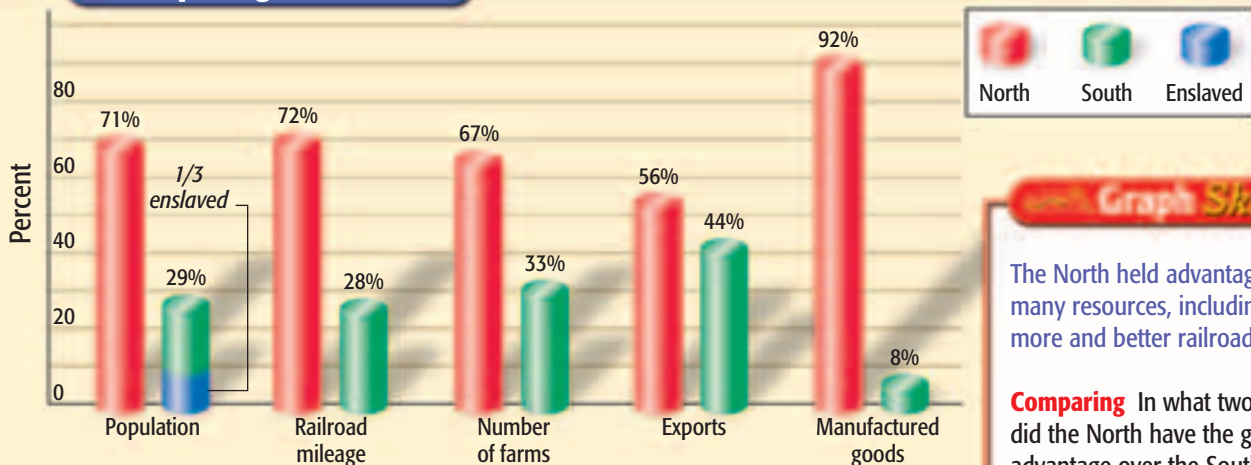
One of the main advantages of the South was the strong support its white population gave the war. Southerners also had the advantage of fighting in familiar territory—defending their land, their homes, and their way of life.

The military leadership of the South, at least at first, was superior to the North's. Southern families had a strong tradition of military training and service, and military college graduates provided the South with a large pool of officers. Overseeing the Southern effort was Confederate president **Jefferson Davis**, a West Point graduate and an experienced soldier.

The South faced material disadvantages. It had a smaller population of free men to draw upon in building an army. It also possessed very few factories to manufacture weapons and other supplies, and it produced less than half as much food as the North. With less than half the miles of railroad tracks and vastly fewer trains than the North, the Confederate government had difficulty delivering food, weapons, and other supplies to its troops.



### Comparing Resources



Source: Historical Statistics of the United States: Colonial Times to 1970.

The North held advantages in many resources, including more and better railroads.

**Comparing** In what two areas did the North have the greatest advantage over the South?

The belief in **states' rights**—a founding principle of the Confederacy—also hampered the South's efforts. The individual states refused to give the Confederate government sufficient power. As a result, the government found it difficult to fight the war effectively.

### War Aims and Strategy

The North and the South entered the Civil War with different aims. The main goal of the North at the outset was to bring the Southern states back into the Union. Ending slavery was not a major Northern goal at first, but this changed as the war continued.

The Union's plan for winning the war included three main strategies. First the North would **blockade**, or close, Southern ports to prevent supplies from reaching the South—and to prevent the South from earning money by exporting cotton. Second, the Union intended to gain control of the Mississippi River to cut Southern supply lines and to split the Confederacy.

Third, the North planned to capture Richmond, Virginia, the Confederate capital.

For the South, the primary aim of the war was to win recognition as an independent nation.

Independence would allow Southerners to preserve their traditional way of life—a way of life that included slavery.

To achieve this goal, the South worked out a defensive strategy. It planned to defend its homeland, holding on to as much territory as possible until the North tired of fighting. The South expected that Britain and France, which imported large quantities of Southern cotton, would pressure the North to end the war to restore their cotton supply.

During the war Southern leaders sometimes changed strategy and took the **offensive**—went on the attack. They moved their armies northward to threaten Washington, D.C., and other Northern cities, hoping to persuade the North it could not win the war.

 **Reading Check** **Explaining** What role did Jefferson Davis play in the war?


## American People at War

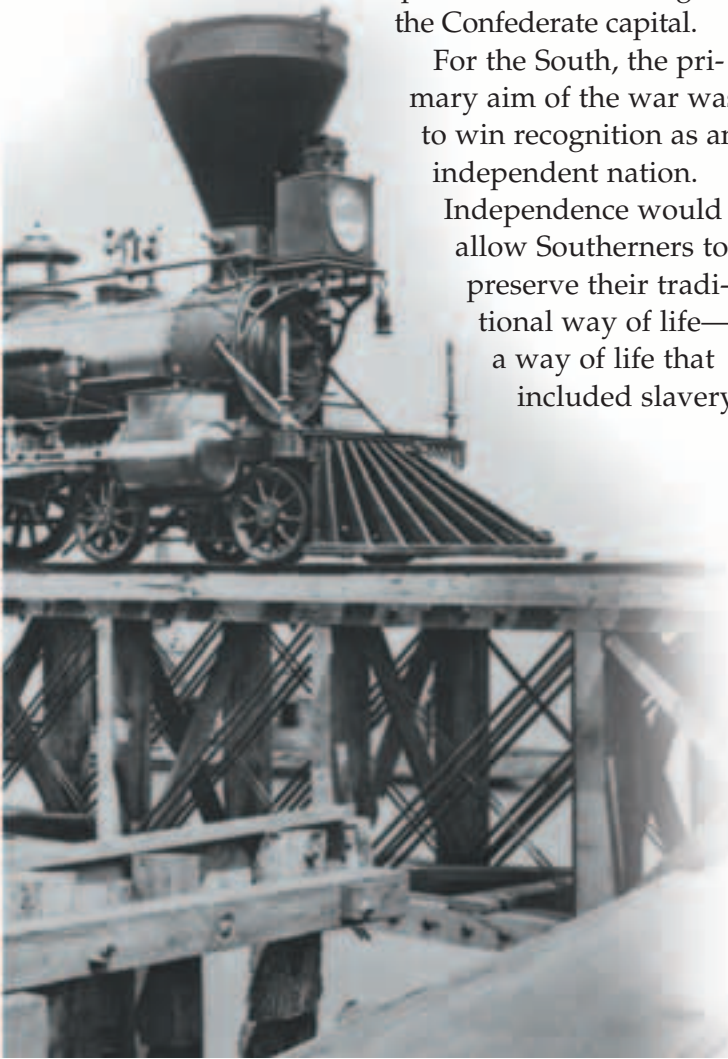
The Civil War was more than a war between the states. It often pitted brother against brother, parents against their children, and neighbor against neighbor.

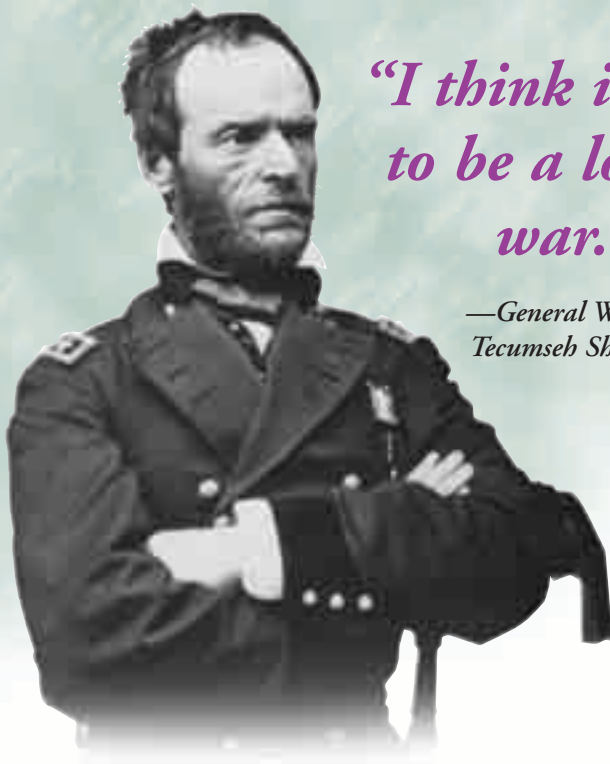
### American Against American

The leaders from both North and South—and their families—felt these divisions. President Lincoln's wife, Mary Todd Lincoln, had several relatives who fought in the Confederate army. John Crittenden, a senator from Kentucky, had two sons who became generals in the war—one for the Confederacy and one for the Union. Officers on both sides—including Confederate general Robert E. Lee, and Union generals George McClellan and William Tecumseh Sherman—had attended the United States Military Academy at West Point, never dreaming that they would one day command forces against each other.

### Who Were the Soldiers?

Most of the soldiers were young. The average age of a recruit was 25 years old, but about 40 percent were 21 or younger. Ted Upson of Indiana was only 16 when he begged his father to let him join the Union army. His father replied, "This Union your ancestors and mine helped to make must be saved from destruction."  (See page 603 for an additional primary source reading about Civil War soldiers.)





*“I think it is  
to be a long  
war....”*

—General William  
Tecumseh Sherman

William Stone from Louisiana rushed to join the Confederate army after the attack on Fort Sumter. His sister Kate wrote that he was

“... wild to be off to Virginia. He so fears that the fighting will be over before he can get there.”

Soldiers came from every region and all walks of life. Most, though, 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. The Union army did not permit African

Americans to join at first, but they did serve later. Lincoln’s early terms of enlistment asked governors to supply soldiers for 90 days. When the conflict did not end quickly, soldiers’ terms became longer.

By the summer of 1861 the Confederate army had about 112,000 soldiers, who were sometimes called **Rebels**. The Union had about 187,000 soldiers, or **Yankees**, as they were also known. By the end of the war, about 850,000 men fought for the Confederacy and about 2.1 million men fought for the Union. The Union number included just under 200,000 African Americans. About 10,000 Hispanic soldiers fought in the conflict.

### False Hopes

When the war began, each side expected an early victory. A Confederate soldier from a town in Alabama expected the war to be over well within a year because “we are going to kill the last Yankee before that time if there is any fight in them still.” Northerners were just as confident that they would beat the South quickly.

Some leaders saw the situation more clearly. Northern general William Tecumseh Sherman wrote, “I think it is to be a long war—very long—much longer than any politician thinks.” The first spring of the war proved that Sherman’s prediction was accurate.

**Reading Check** **Comparing** Which side had the larger fighting force?

## SECTION 1 ASSESSMENT



**Study Central™** To review this section, go to [tarvol1.glencoe.com](http://tarvol1.glencoe.com) and click on **Study Central™**.

### Checking for Understanding

- Key Terms** Write a short paragraph in which you use all of the following key terms: **border state, blockade, offensive, Rebel, Yankee**.
- Reviewing Facts** Why were the border states important to the North?

### Reviewing Themes

- Government and Democracy** How did a strong belief in states’ rights affect the South during the war?

### Critical Thinking

- Predict** What do you think would be the South’s greatest advantage in the war?
- Comparing** Create a diagram like the one shown here. Then compare Northern and Southern aims and strategies.

	North	South
Aims		
Strategies		

### Analyzing Visuals

- Making Generalizations** Review the graph on page 462 and write a general conclusion based on the data presented in the graph.

### Interdisciplinary Activity

**Expository Writing** You are a Southerner (or a Northerner) in 1861. Write a journal entry that explains your reasons for joining the Confederate (or Union) army.

# America's LITERATURE

## Stephen Crane (1871–1900)



Stephen Crane began his career in journalism while still in his teens. Later, as a reporter, Crane covered several

wars in the late 1890s. He had not yet seen a battlefield, however, when he wrote *The Red Badge of Courage*. Even so, he described the experience of war so realistically that even combat veterans admired his work.

### READ TO DISCOVER

What is it like to be a soldier facing battle for the first time? Henry Fleming, the young recruit in *The Red Badge of Courage*, offers some answers as he thinks about his role in the war. What battle does Henry fight with himself before he fights in an actual Civil War battle?

### READER'S DICTIONARY

- Huns:** soldiers known for their fierce fighting  
**haversack:** bag soldiers used to carry personal items  
**obliged:** felt it necessary to do something  
**confronted:** faced  
**lurking:** lying in wait  
**tumult:** uproar

## The Red Badge of Courage

Various veterans had told him tales. Some talked of . . . tremendous bodies of fierce soldiery who were sweeping along like the **Huns**. Others spoke of tattered and eternally hungry men. . . . “They’ll charge through hell’s fire an’ brimstone t’ git a holt on a **haversack** . . .” he was told. From the stories, the youth imagined the red, live bones sticking out through slits in the faded uniforms.

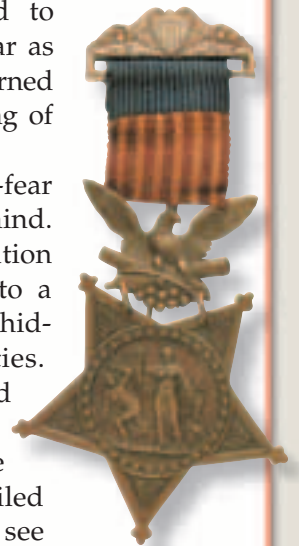
Still, he could not put a whole faith in veterans’ tales, for recruits were their prey. They talked much of smoke, fire, and blood, but he could not tell how much might be lies. They persistently yelled “Fresh fish!” at him, and were in no wise to be trusted.

However, he perceived now that it did not greatly matter what kind of soldiers he was going to fight. . . . There was a more serious problem. He lay in his bunk pondering upon it. He tried to mathematically prove to himself that he would not run from a battle.

Previously he had never felt **obliged** to wrestle too seriously with this question. In his life he had taken certain things for granted, never challenging his belief in ultimate success. . . . But here he was **confronted** with a thing of moment. It had suddenly appeared to him that perhaps in a battle he might run.

He was forced to admit that as far as war was concerned he knew nothing of himself. . . .

A little panic-fear grew in his mind. As his imagination went forward to a fight, he saw hideous possibilities. He contemplated the **lurking** menaces of the future, and failed in an effort to see himself standing stoutly in the midst of them. He recalled his visions of broken-bladed glory, but in the shadow of the impending **tumult** he suspected them to be impossible pictures.



Medal of Honor

### ANALYZING LITERATURE

- 1. Recall and Interpret** How did Henry view the veterans and their war tales?
- 2. Evaluate and Connect** What feelings do you think you might have just before going into battle?

### Interdisciplinary Activity

**Descriptive Writing** Write a conversation between two young soldiers before their first battle. Save your work for your portfolio.



# SECTION 2 Early Years of the War

## Guide to Reading

### Main Idea

Neither the Union nor the Confederate forces gained a strong advantage during the early years of the war.

### Key Terms

blockade runner, ironclad, casualty

### Reading Strategy

**Classifying Information** As you read, describe the outcome of each of these battles on a chart like the one shown.

Battle	Outcome
First Battle of Bull Run (Manassas)	
<i>Monitor v. Merrimack</i>	
Antietam	

### Read to Learn

- what successes and failures the North and the South had in the early years of the war.
- how the North's naval blockade hurt the South.

### Section Theme

**Geography and History** The North and the South fought the war differently in different geographic regions.

### Preview of Events

♦ 1861

**July 1861**

First Battle of Bull Run (Manassas)

♦ 1862

**February 1862**

Grant captures Fort Henry and Fort Donelson

**April 1862**

Battle of Shiloh

♦ 1863

**September 1862**

Battle of Antietam



Civil War cannon

## AN American Story

Sunday, July 21, 1861, was a pleasant, sunny day in Washington, D.C. Hundreds of cheerful residents, food baskets in hand, left the city and crossed the Potomac River to spend the day in Virginia. They planned to picnic while watching the first battle between the Union and the Confederate armies. Expecting to see Union troops crush the Rebels, they looked forward to a quick victory. The Confederate soldiers also expected a quick victory. They “carried dress suits with them, and any quantity of fine linen. Every soldier, nearly, had a servant with him, and a whole lot of spoons and forks, so as to live comfortably and elegantly in camp...”

### First Battle of Bull Run

This first major battle of the Civil War was fought in northern Virginia, about five miles from a town called Manassas Junction near Bull Run—a small river in the area. Usually called the **First Battle of Bull Run**, it began when about 30,000 inexperienced Union troops commanded by General Irvin McDowell attacked a smaller, equally inexperienced Confederate force led by General P.G.T. Beauregard.



*President Lincoln meets General McClellan and other Union officers.*

The Yankees drove the Confederates back at first. Then the Rebels rallied, inspired by reinforcements under General Thomas Jackson. Jackson, who was seen holding out heroically “like a stone wall,” became known thereafter as “**Stonewall**” **Jackson**. The Confederates unleashed a savage counterattack that forced the Union lines to break.

The Confederates surged forward with a strange, unearthly scream that came to be known as the Rebel yell. Terrified, the Northern soldiers began to drop their guns and packs and run. One observer, Representative Albert Ridle, reported:

“A cruel, crazy, mad, hopeless panic possessed them. . . . The heat was awful . . . the men were exhausted—their mouths gaped, their lips cracked and blackened with the powder of the cartridges they had bitten off in the battle, their eyes staring in frenzy.”

The Union army began an orderly retreat that quickly became a mad stampede when the retreating Union troops collided with the civilians, fleeing in panic back to Washington, D.C. The Confederates, though victorious, were too disorganized and weakened to pursue the

retreating Yankees. Regardless, the South rejoiced. Edmund Ruffin of Virginia thought it meant “the close of the war.”

### **A Shock for the North**

The outcome of the battle shocked the North. Northerners began to understand that the war could be a long, difficult, and costly struggle. Although discouraged by the results, President Abraham Lincoln was also determined. Within days he issued a call for more volunteers for the army. He signed two bills requesting a total of one million soldiers, who would serve for three years. Volunteers soon crowded into recruiting offices. Lincoln also appointed a new general, **George B. McClellan**, to head the Union army of the East—called the **Army of the Potomac**—and to organize the troops.

 **Reading Check** **Explaining** How did the First Battle of Bull Run change people’s views about the war?

### **War at Sea**

Even before Bull Run, Lincoln had ordered a naval blockade of Southern ports. An effective blockade would prevent the South from exporting its cotton and from importing the supplies necessary to continue the war.

## Enforcing the Blockade

When the war began, the North did not have enough ships to blockade the South's entire 3,500-mile coastline. Many Confederate ships, called **blockade runners**, could sail in and out of Southern ports. In time, the North built more ships and became better able to enforce the blockade.

The blockade caused serious problems for the South. Although the blockade could never close off all Southern trade, it did reduce the trade by more than two-thirds. Goods such as coffee, shoes, nails, and salt—as well as guns and ammunition—were in short supply throughout the war.

## The Monitor Versus the Merrimack

The South did not intend to let the blockade go unchallenged. Southerners salvaged the *Merrimack*, a Union warship that Northern forces had abandoned when Confederate forces seized the naval shipyard in **Norfolk, Virginia**. The Confederates rebuilt the wooden ship, covered it with thick iron plates, and renamed it the *Virginia*.

On March 8, 1862, this **ironclad** warship attacked a group of Union ships off the coast of Virginia. The North's wooden warships could not damage the Confederate ship—shells simply bounced off its sides.

Some Northern leaders feared the South would use the ironclad warship to destroy much of the Union navy, steam up the Potomac River, and bombard Washington, D.C. However, the North had already built an ironclad ship of its

own, the *Monitor*. Described as looking like a “tin can on a shingle,” the *Monitor* rushed south to engage the Confederate ship in battle.

On March 9, the two ironclads exchanged fire, but neither ship could sink the other. The Union succeeded in keeping the *Merrimack* in the harbor, so it never again threatened Northern ships. The battle marked a new age in naval warfare—the first battle between two metal-covered ships.

 **Reading Check** **Explaining** What was significant about the battle between the *Merrimack* and the *Monitor*?

## War in the West

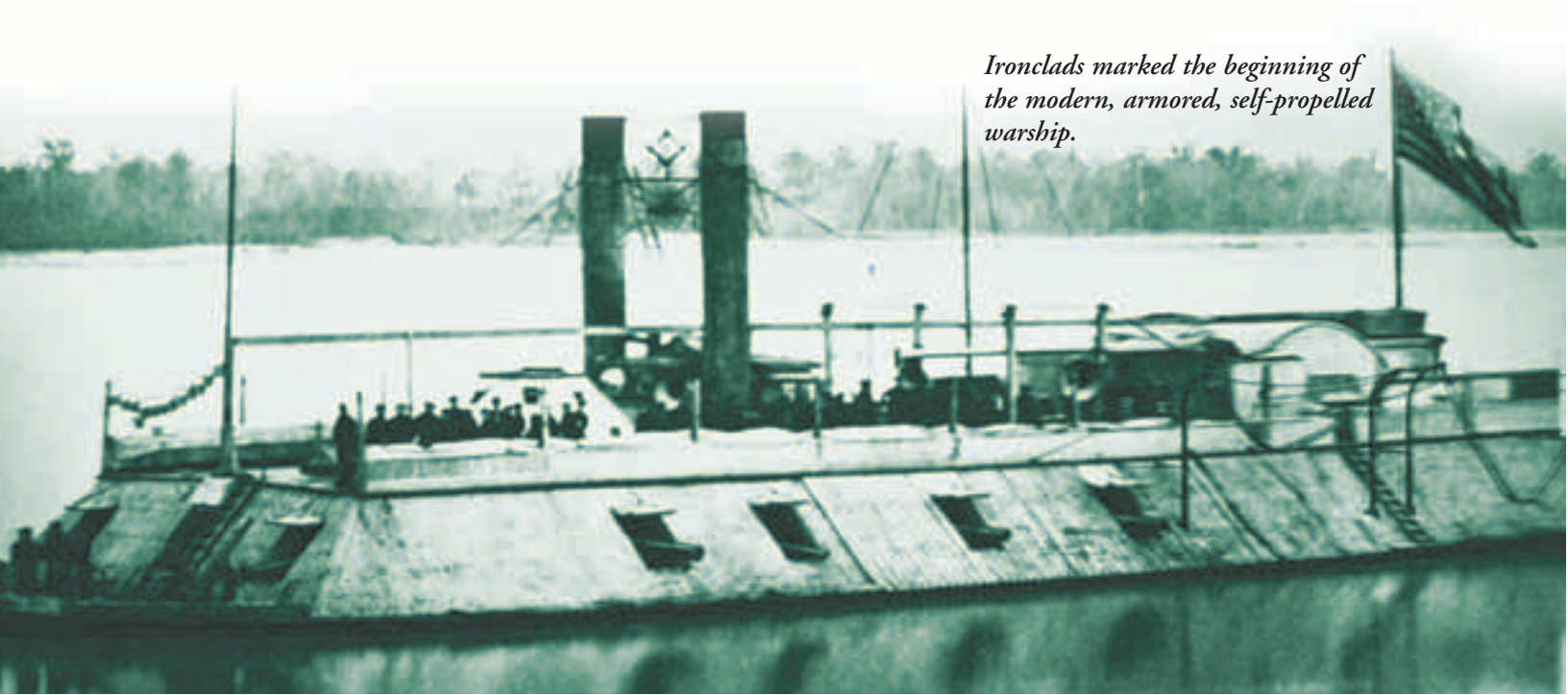
After the First Battle of Bull Run in July 1861, the war in the East settled into a stalemate as each side built its strength. Generals focused on training raw recruits, turning civilians into soldiers. For a while the action shifted to the West.

## Early Victories for the North

One of the North's primary goals in the West was to gain control of the Mississippi and Tennessee Rivers. This would split the Confederacy and hinder Southern efforts to transport goods.

The Union launched its operations in the West from Cairo, Illinois. The city was strategically located where the Ohio and Mississippi Rivers meet. In addition, Cairo was only a short distance from the Cumberland and Tennessee Rivers. The Union commander at Cairo was **Ulysses S. Grant**.

*Ironclads marked the beginning of the modern, armored, self-propelled warship.*



Early in 1862, Grant was ordered to move against Confederate forces under General Albert Sidney Johnson in Kentucky and Tennessee. On February 6, with the aid of a fleet of newly made ironclads under Andrew Foote, Grant captured Fort Henry on the Tennessee River. Ten days later Grant captured Fort Donelson on the Cumberland. When the Confederate commander at Fort Donelson realized he was trapped, he asked Grant for his terms. Grant's reply was,

“No terms except unconditional and immediate surrender can be accepted.”

“Unconditional Surrender” Grant became the North's new hero.

Grant's victories helped secure the lower Tennessee River. They also opened a path for Union troops to march into Tennessee, Mississippi, and Alabama. The victories drove the Confederates out of Kentucky, where the South had been attempting to persuade Kentuckians to secede from the Union.

## ★ Geography

### The Battle of Shiloh

General Grant and about 40,000 troops then headed south along the Tennessee River toward Corinth, Mississippi, an important railroad junction. In early April 1862, the Union army camped at Pittsburg Landing, 20 miles from Corinth. Nearby was a church named Shiloh. Additional Union forces came from Nashville to join Grant.

Confederate leaders decided to strike first, before the reinforcements arrived. Early in the morning of April 6, Confederate forces led by Albert Sidney Johnston and P.G.T. Beauregard launched a surprise attack on the Union troops. The **Battle of Shiloh** lasted two days, with some of the most bitter, bloody fighting of the war. The first day, the Confederates drove Grant and his troops back to the Tennessee River. The second day, the Union forces recovered. Aided by the 25,000 troops from Nashville and shelling by gunboats on the river, they defeated the Confederates, who withdrew to Corinth.

Fact Fiction Folklore

### Names of Battles

**Many Civil War battles have two names.** The Union named battles after the nearest body of water. The Confederacy named them after the nearest settlement. Therefore, the battle called the Battle of Bull Run (a river) in the North was known as the Battle of Manassas (a settlement) in the South.

The losses in the Battle of Shiloh were enormous. Together the two armies suffered more than 20,000 **casualties**—people killed or wounded. Confederate general Johnston also died in the bloodbath. One Confederate soldier lamented that the battle “was too shocking [and] too horrible.”

After their narrow victory at Shiloh, Union forces gained control of Corinth on May 30. Memphis, Tennessee, fell to Union armies on June 6. The North seemed well on its way to controlling the Mississippi River.

### New Orleans Falls

A few weeks after Shiloh, the North won another important 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, had grown up in the South but remained loyal to the Union. His capture of New Orleans, near the mouth of the Mississippi River, meant that the Confederacy could no longer use the river to carry its goods to sea. Together with Grant's victories to the north, Farragut's capture of New Orleans gave Union forces control of almost all the Mississippi River.

✓ **Reading Check Analyzing** Why was control of the Mississippi River important to the Union?

## War in the East

In the East, General McClellan was training the Army of the Potomac to be an effective fighting force. An expert at training soldiers,



- 1 Ft. Sumter falls to Confederate troops.
- 2 Union blockade cuts Confederate flow of trade and supplies.
- 3 With about 23,000 casualties, Shiloh is the bloodiest battle fought thus far.
- 4 Antietam costs more casualties than any other single day of the war — over 23,000 killed or wounded.

- Union troops
- Confederate troops
- Union victory
- Confederate victory
- Indecisive battle
- Union naval blockade
- Boundary between Union and Confederacy



**Geography Skills**

1. **Analyzing Information** In what state was the Battle of Shiloh fought?
2. **Summarizing** In what battles were Confederate forces victorious?

McClellan thoroughly reorganized and drilled the Army of the Potomac. However, when faced with the prospect of battle, McClellan was cautious and worried that his troops were not ready. He hesitated to fight because of reports that overestimated the size of the Rebel forces. Finally, in March 1862, the Army of the Potomac was ready for action. Its goal was to capture Richmond, the Confederate capital.

**Union Defeat at Richmond**

Instead of advancing directly overland to Richmond as Lincoln wished, McClellan moved his huge army by ship to a peninsula between the York and the James Rivers southeast of the city. From there he began a major offensive known as the **Peninsular Campaign**. The operation took many weeks. Time passed and opportunities to attack slipped away as General McClellan readied his troops and tried to evaluate the enemy's strength. Lincoln, constantly prodding McClellan to fight, ended one message with an urgent plea: "You must act." Complaining of his difficult situation, McClellan did

not act. His delays allowed the Confederates to prepare their defense of Richmond.

McClellan and his army inched slowly toward Richmond, getting so close that the troops could hear the city's church bells. At the end of June, the Union forces finally met the Confederates in a series of encounters known as the Seven Days' Battles. In these battles Confederate general **Robert E. Lee** took command of the army opposing McClellan. Before the battles began, Lee's cavalry leader, **James E.B. (J.E.B.) Stuart**, performed a daring tactic. He led his 1,200 troops in a circle around the Union army, gathering vital information about Union positions and boosting Southern morale. Stuart lost only one man in the action. General Lee then boldly countered Union advances and eventually drove the Yankees back to the James River. The Union troops had failed to capture Richmond.

### Gloom in the North

Reports from Richmond disheartened the North. Despite the good news of Union victories in the West, failure to take the Confederate capital left Northerners with little hope. There was another call for volunteers—300,000 this time—

but the response was slow. The Southern strategy of making the North weary of war seemed to be working.

The defeat had not been complete, however. McClellan's army had been pushed back, but it was larger than Lee's and still only 25 miles from Richmond. When McClellan failed to renew the attack, President Lincoln ordered him to move his army back to northern Virginia and join the troops led by Major General John Pope.

Stonewall Jackson's forces moved north to attack Pope's supply base at Manassas. Jackson's troops marched 50 miles in two days and were then joined by the rest of Lee's army. On August 29, 1862, Pope attacked the approaching Confederates and started the Second Battle of Bull Run. The battle ended in a Confederate victory. Richmond was no longer threatened. Indeed, the situation of the two sides was completely reversed. Lee and the Confederates now stood only 20 miles from Washington, D.C.

### The Battle of Antietam

Following these Southern victories, Confederate president **Jefferson Davis** ordered Lee to launch an offensive into Maryland, northwest of

*Wounded soldiers at a military hospital at Alexandria, Virginia.*





**Student Web Activity**  
Visit [tarvol1.glencoe.com](http://tarvol1.glencoe.com)  
and click on **Chapter 16—**  
**Student Web Activities**  
for an activity on the  
Second Battle of Bull Run.

Washington. He hoped another victory would win aid from Great Britain and France. Lee also issued a proclamation urging the people of Maryland to join the Confederacy, but he received no response.

As Lee’s army marched into Maryland in September 1862, McClellan and 80,000 Union troops moved slowly after them. On September 13 the North had an extraordinary piece of good luck. In a field near Frederick, Maryland, two Union soldiers found a copy of Lee’s orders for his army wrapped around three cigars. The bundle had probably been dropped by a Southern officer.

Now McClellan knew exactly what Lee planned to do. He also learned that Lee’s army was divided into four parts. This provided McClellan with an opportunity to overwhelm Lee’s army one piece at a time.

Once again, McClellan was overly cautious. He waited four days before he decided to attack the Confederates. This enabled Lee to gather most of his forces together near Sharpsburg, Maryland, along the Antietam Creek.

The Union and the Confederate armies clashed on September 17 in the **Battle of Antietam**. It was the single bloodiest day of the entire war. A Union officer wrote that

“In the time that I am writing, every stalk of corn in [cornfields to the north] was cut as closely as could have been with a knife, and the slain lay in rows precisely as they had stood in their ranks a few minutes before.”

By the time the fighting ended, close to 6,000 Union and Confederate soldiers lay dead or dying, and another 17,000 were seriously wounded. Although both armies suffered heavy losses, neither was destroyed.

The day after the battle, Lee withdrew to Virginia. The Confederate retreat allowed the Union troops to claim victory. However, McClellan, who had been ordered by President Lincoln to “destroy the rebel army,” did not pursue the Confederate troops. The president, disgusted with McClellan’s failure to follow up his victory, removed McClellan from his command in November. Lincoln placed General **Ambrose Burnside** in command.

Antietam had a profound impact on the war. The Army of the Potomac finally gained some confidence, having forced Lee and his soldiers back south. More important, the battle marked a major change in Northern war aims. President Lincoln used the battle to take action against slavery.

**Reading Check Summarizing** What was the outcome of the Seven Days’ Battles?

## SECTION 2 ASSESSMENT



**Study Central™** To review this section, go to [tarvol1.glencoe.com](http://tarvol1.glencoe.com) and click on **Study Central™**.

### Checking for Understanding

- Key Terms** Use each of these terms in a sentence that will help explain its meaning: **blockade runner, iron-clad, casualty.**
- Reviewing Facts** Explain why the North wanted to blockade the South.

### Reviewing Themes

- Geography and History** What was the North’s main goal in the western campaign?

### Critical Thinking

- Analyzing Information** Why was Union general McClellan not effective as a military commander?
- Drawing Conclusions** Why was control of the Mississippi River important? Use a web like the one shown here.



### Analyzing Visuals

- Geography Skills** Study the map on page 470. Who claimed victory at the First Battle of Bull Run? When was the Battle of Shiloh fought?

### Interdisciplinary Activity

**Art** Draw a cartoon that would accompany a front-page newspaper story describing the battle between the *Merrimack* and the *Monitor*.

# SECTION 3

# A Call for Freedom

## Guide to Reading

### Main Idea

The Civil War provided opportunities for African Americans to contribute to the war effort.

### Key Terms

emancipate, ratify

### Reading Strategy

**Classifying Information** As you read the section, complete a table like the one shown describing what the Emancipation Proclamation and the Thirteenth Amendment to the Constitution were meant to accomplish.

	Goal
Emancipation Proclamation	
Thirteenth Amendment	

### Read to Learn

- why Lincoln issued the Emancipation Proclamation.
- what role African Americans played in the Civil War.

### Section Theme

**Groups and Institutions** The North's main goal from the start of the war was to preserve the Union, not to abolish slavery.

### Preview of Events

♦ 1862

**1862**  
African Americans allowed to serve in the Union army

♦ 1863

**January 1863**  
Lincoln signs the Emancipation Proclamation

♦ 1864

**July 1863**  
Nearly half of the 54th Massachusetts Regiment is wiped out

♦ 1865

**1865**  
Thirteenth Amendment is ratified



Lincoln portrait, by artist Peter Baumgras

## AN American Story

President Lincoln shook many hands on New Year's Day of 1863, as a reception was held to commemorate the official signing of the Emancipation Proclamation. Diplomats, cabinet members, and army officers filed past the president, and when he finally left the reception he noted that his arm was very stiff. As the document was presented, Lincoln remarked, "Now, this signature is one that will be closely examined and if they find my hand trembled, they will say 'he had some compuncions [second thoughts].' But, anyway, it is going to be done!"

## Emancipation

From the start of the war through the brutal Battle of Antietam, the Northerners' main goal was to preserve the Union rather than to destroy slavery. Abolitionists did not control the North, or even the Republican Party. Abraham Lincoln and other Republican leaders insisted on many occasions that they would act only to prevent the expansion of slavery.

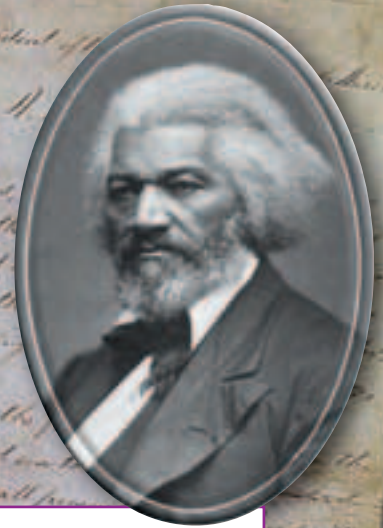


# Why It Matters

## The Emancipation Proclamation

On January 1, 1863, President Lincoln issued the Emancipation Proclamation to a nation divided by war. The proclamation stated that all enslaved people in the states controlled by the Confederacy were free.

“If my name ever goes into history, it will be for this act.”  
— Abraham Lincoln, 1863



“The Emancipation Proclamation is the greatest event of our nation’s history.”  
— Frederick Douglass, 1864

### The Legacy of Freedom

Where America stands today on the issues of human freedom was fueled by the Emancipation Proclamation.

1863

Emancipation Proclamation issued

1865

Thirteenth Amendment abolishes slavery

1868

Fourteenth Amendment guarantees citizens equal protection

1870

Fifteenth Amendment strengthens voting rights

1954

*Brown v. Board of Education of Topeka, Kansas* ruling outlaws school segregation

Although Lincoln considered slavery immoral, he hesitated to move against slavery because of the border states. Lincoln knew that making an issue of slavery would divide the people and make the war less popular. In August 1862, Abraham Lincoln responded to pressure to declare an end to slavery.

“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.”

That was his official position. His personal wish was “that all men everywhere could be free.”

As the war went on, attitudes toward slavery began to change. More Northerners believed that

slavery was helping the war effort in the South. Enslaved people in the Confederacy raised crops used to feed the armies and did the heavy work in the trenches at the army camps. In the North’s view, anything that weakened slavery struck a blow against the Confederacy.

As early as May 1861, some African Americans in the South escaped slavery by going into territory held by the Union army. In 1861 and 1862, Congress passed laws that freed enslaved people who were held by those active in the rebellion against the Union.

### Citizenship

#### The Emancipation Proclamation

Lincoln was keenly aware of the shift in public opinion. He also knew that striking a blow against slavery would make Britain and France



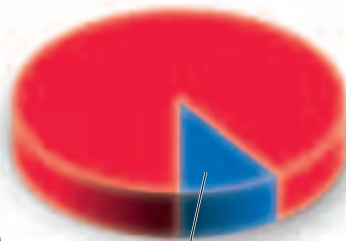
As news of the proclamation spread throughout the Confederacy, thousands of enslaved people fled to freedom. About 200,000 freed African Americans served as soldiers, sailors, and laborers for the Union forces.



### Union Forces

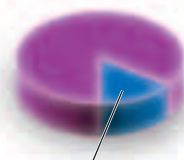
More than 2 million soldiers served in the Union army, and more than 100,000 sailors served in the Union navy. About 200,000 African Americans served with the Union.

#### Union Soldiers



African Americans made up nearly 10% of Union soldiers

#### Union Sailors



African Americans made up about 18% of Union sailors

The proclamation established that the war was being fought not only to preserve the Union, but to end slavery. Few enslaved people were freed by the action, however.



**1955** → Rosa Parks refuses to give up her bus seat; Montgomery, Alabama

**1963** → March on Washington

**1964** → Twenty-fourth Amendment ends use of poll tax; Civil Rights Act passed

**2001** → Colin Powell named secretary of state

**2003** → Scheduled work on national monument to Martin Luther King, Jr., begins

less likely to aid the South. Moreover, Lincoln became convinced that slavery helped the South continue fighting. Every enslaved person who worked enabled a white Southerner to fight in the Confederate army.

Lincoln also had political reasons for taking action on slavery. He believed it was important that the president rather than the antislavery Republicans in Congress make the decision on ending slavery. Lincoln told the members of his cabinet, "I must do the best I can, and bear the responsibility."

By the summer of 1862, Lincoln had decided to **emancipate**—or free—all enslaved African Americans in the South. He waited for the right moment so that he would not appear to be acting in desperation when the North seemed to be losing the war. On September 22, 1862, five days

after the Union forces turned back the Confederate troops at the Battle of Antietam, Lincoln announced his plan to issue an order freeing all enslaved people in the Confederacy. On January 1, 1863, Lincoln signed the **Emancipation Proclamation**, which said that

“...all persons held as slaves within any state...in rebellion against the United States, shall be then, thenceforward, and forever free.”

### Effects of the Proclamation

Because the Emancipation Proclamation applied only to areas that the Confederacy controlled, it did not actually free anyone. Lincoln knew, however, that many enslaved people would hear about the proclamation. He hoped



*Nearly 200,000 African Americans joined Union forces.*

that knowledge of it would encourage them to run away from their slaveholders. Even before the Emancipation Proclamation, some 100,000 African Americans had left slavery for the safety of Union lines. 📖 (See page 617 of the Appendix for the text of the Emancipation Proclamation.)

Despite the limitations of the Emancipation Proclamation, African Americans in the North greeted it joyfully. On the day it was signed, a crowd of African Americans gathered at the White House to cheer the president. Frederick Douglass wrote, “We shout for joy that we live to record this righteous decree.”

The proclamation had the desired effect in Europe as well. The Confederacy had been seeking support from its trading partners, Britain and France. However, the British took a strong position against slavery. Once Lincoln proclaimed emancipation, Britain and France decided to withhold recognition of the Confederacy.

In 1864 Republican leaders in Congress prepared a constitutional amendment to abolish slavery in the United States. In 1865 Congress passed the **Thirteenth Amendment**, which was **ratified**, or approved, the same year by states loyal to the Union. It was this amendment that truly freed enslaved Americans. 📖 (See page 246 for the complete text of the Thirteenth Amendment.)

**Reading Check** Explaining What did the Thirteenth Amendment do?

## African Americans in the War

Early in the war, Lincoln opposed enlisting African Americans as soldiers. The Emancipation Proclamation announced Lincoln’s decision to

permit African Americans to join the Union army. In the South, as well as in the North, the Civil War was changing the lives of all African Americans.

### In the South

When the war began, over 3.5 million enslaved people lived in the Confederacy. Making up more than 30 percent of the region’s population and the bulk of its workforce, enslaved workers labored on plantations and in vital iron, salt, and lead mines. Some worked as nurses in military hospitals and cooks in the army. By the end of the war, about one-sixth of the enslaved population had fled to areas controlled by Union armies.

The possibility of a slave rebellion terrified white Southerners. For this reason most Southerners refused to use African Americans as soldiers—for then they would be given weapons.

Near the end of the war, however, the Confederate military became desperate. Robert E. Lee and some others supported using African Americans as soldiers and believed that those who fought should be freed. The Confederate Congress passed a law in 1865 to enlist enslaved people, although the law did not include automatic freedom. The war ended before any regiments could be organized.

### Helping the North

The story was different in the North. At the start of the war, African Americans were not permitted to serve as soldiers in the Union army. This disappointed many free African Americans who had volunteered to fight for the Union.

Yet African Americans who wished to help the war effort found ways to do so. Although the army would not accept them, the Union navy

did. African Americans who had escaped slavery often proved to be especially useful as guides and spies because of their knowledge of the South. Some women, such as **Harriet Tubman**, who had helped hundreds escape slavery by way of the Underground Railroad, repeatedly spied behind Confederate lines.

In 1862 Congress passed a law allowing African Americans to serve in the Union army. As a result both free African Americans and those who had escaped slavery began enlisting. In the Emancipation Proclamation, Lincoln supported the use of African American soldiers, and more African Americans began enlisting.

By the end of the war, African American volunteers made up nearly 10 percent of the Union army and about 18 percent of the navy. In all, nearly 200,000 African Americans served. About 37,000 lost their lives defending the Union. By becoming soldiers, African Americans were taking an important step toward securing civil rights.

### African American Soldiers

African American soldiers were organized into regiments separate from the rest of the Union army. Most commanding officers of these regiments were white. African Americans received lower pay than white soldiers at first, but protests led to equal pay in 1864.

One of the most famous African American regiments was the **54th Massachusetts**, led by white abolitionists. On July 18, 1863, the 54th spearheaded an attack on a Confederate fortification near Charleston, South Carolina. Under heavy fire, the troops battled their way to the top of the fort. The Confederates drove them back with heavy fire. Nearly half of the 54th were wounded, captured, or killed. Their bravery won respect for African American troops.

Lincoln’s political opponents criticized the use of African American soldiers. Lincoln replied by quoting General Grant, who had written to Lincoln that “[they] will make good soldiers and taking them from the enemy weakens him in the same proportion they strengthen us.”

Many white Southerners, outraged by African American soldiers, threatened to execute any they captured. In a few instances, this threat was carried out. However, enslaved workers were overjoyed when they saw that the Union army included African American soldiers. As one African American regiment entered Wilmington, North Carolina, a soldier wrote, “Men and women, old and young, were running throughout the streets, shouting and praising God. We could then truly see what we have been fighting for.”

**Reading Check Comparing** How were African American soldiers treated differently than white soldiers?

## SECTION 3 ASSESSMENT



**Study Central™** To review this section, go to [tarvol1.glencoe.com](http://tarvol1.glencoe.com) and click on **Study Central™**.

### Checking for Understanding

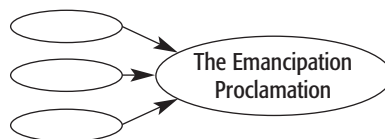
- Key Terms** Use the vocabulary terms that follow to write a paragraph about the Thirteenth Amendment: **emancipate, ratify**.
- Reviewing Facts** Summarize President Lincoln’s reasons for issuing the Emancipation Proclamation.

### Reviewing Themes

- Groups and Institutions** How did African Americans help the war effort in the North? What roles did they play in the South?

### Critical Thinking

- Comparing** How did President Lincoln’s political stand on slavery differ from his personal stand during the war?
- Determining Cause and Effect** Re-create the diagram below and list the factors that caused Lincoln to change his war goals to include freeing enslaved persons.



### Analyzing Visuals

- Picturing History** Study the pictures of the African American soldiers on pages 475 and 476. Do you think that these soldiers have fought in battle? Explain your reasoning.

### Interdisciplinary Activity

**Citizenship** It is 1865 and you have heard about the passage of the Thirteenth Amendment. Using material, thread, beads, and/or felt letters, create a banner that you anticipate carrying in a parade after the Civil War is over.

# SECTION 4 Life During the Civil War

## Guide to Reading

### Main Idea

Civilians as well as soldiers had an impact on the war effort.

### Key Terms

**habeas corpus, draft, bounty, greenback, inflation**

### Reading Strategy

**Classifying Information** As you read the section, complete a table like the one shown by describing the roles of these individuals during the war.

	Role
Loretta Janeta Velázquez	
Dorothea Dix	
Clara Barton	

### Read to Learn

- what life was like for the soldiers.
- what role women played in the war.
- how the war affected the economies of the North and the South.

### Section Themes

**Economic Factors** The Civil War strained the Northern and Southern economies.

### Preview of Events



## AN American Story



*Union soldier and family, 1861*

A soldier's life was not easy—whether in battle or in the mess tent! A Louisiana soldier wrote, "No soldier will forget his first horse-meat breakfast. It was comical to see the facial expression as they viewed the platters of hot steak fried in its own grease or the "chunk" of boiled mule as it floated in a bucket of "stew." However, there seemed to be perfect good humor as they one after the other 'tackled the job.' . . . Occasionally would some stalwart fellow throw back his head and utter a long and loud 'Ye-ha, ye-ha, yehaw!' in imitation of a . . . mule."

### The Lives of Soldiers

In both the North and the South, civilians and soldiers suffered terrible hardships and faced new challenges. In touching letters to their families and friends at home, soldiers described what they saw and how they felt—their boredom, discomfort, sickness, fear, and horror.

At the start of the war, men in both the North and the South rushed to volunteer for the armies. Their enthusiasm did not last.

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

During lulls between battles, Confederate and Union soldiers sometimes forgot that they were enemies. A Southern private described a Fourth of July on the front lines in 1862:

“Our boys and Yanks made a bargain not to fire at each other . . . and talked over the fight, and traded tobacco and coffee and newspaper as peacefully and kindly as if they had not been engaged . . . in butchering one another.”

### The Reality of War

In spite of fleeting moments of calm, the reality of war was never far away. Both sides suffered terrible losses. The new rifles used during the Civil War fired with greater accuracy than the muskets of earlier wars.

Medical facilities were overwhelmed by the thousands of casualties in each battle. After the Battle of Shiloh, many wounded soldiers lay in

the rain for more than 24 hours waiting for medical treatment. A Union soldier recalled, “Many had died there, and others were in the last agonies as we passed. Their groans and cries were heart-rending.”

Faced with such horrors, many men deserted. About one of every 11 Union soldiers and one of every 8 Confederates ran away because of fear, hunger, or sickness.

Rebel soldiers suffered from a lack of food and supplies. One reason for Lee's invasion of Maryland in 1862 was to allow his army to feed off Maryland crops. A woman who saw the Confederates march to Antietam recalled the “gaunt starvation that looked from their cavernous eyes.”

**✓ Reading Check** **Explaining** Why did many soldiers desert from the armies?

### Women and the War

Many Northern and Southern women took on new responsibilities during the war. They became teachers, office workers, salesclerks, and government workers. They worked in factories



#### **Picturing History**

Some paintings offered an idealized picture of the Civil War. Photographs provided a chilling account of life—and death—at the front lines. **In what ways might photographs have affected Americans' view of the war in a way that paintings did not?**



# People In History

Clara Barton 1821–1921



When the Civil War began, Clara Barton, a U.S. Patent Office clerk, began collecting provisions for the Union army. In 1862 she began to deliver supplies directly to the front and to tend to the wounded and dying during battle.

Arriving at Antietam, Barton watched as surgeons dressed the sol-

diers' wounds with corn-husks because they did not have bandages. Barton was able to give the doctors a wagonload of bandages and other medical supplies. As the battle raged around her, Barton comforted the wounded and helped the doctors with their work.

As night neared, the medical staff had trouble

working. From her supply wagon, Barton fetched lanterns and the doctors went back to work.

At Antietam and many other battles, Barton showed courage on the battlefield and gave aid to many. In 1881 Barton organized the American Red Cross and served as its first president for more than 20 years.

and managed farms. They also suffered the loss of husbands, fathers, sons, and brothers. As **Mary Chesnut** of South Carolina wrote:

“ Does anyone wonder [why] so many women die? Grief and constant anxiety kill nearly as many women at home as men are killed on the battle-field. ”

Women performed many jobs that helped the soldiers and the armies. They rolled bandages, wove blankets, and made ammunition. Many women collected food, clothing, and medicine to distribute to the troops. They also raised money for supplies.

## Life at Home

For the most part, Northerners saw the war from a distance, since most of the battles took place in the South. News from the battlefield and letters home from the soldiers kept the war in people's minds.

Almost every woman who stayed at home was touched in some way by the war. But while everyday life in the North suffered little disruption, life in the South was dramatically changed. The fighting and the ever-tightening blockade

disrupted everyday life. Those who lived in the paths of marching armies lost crops and homes. As one Southerner noted: the South had depended upon the outside world “for everything from a hairpin to a toothpick, and from a cradle to a coffin.” As the war dragged on, shortages became more commonplace.

The South ran out of almost everything. Shortages in feed for animals and salt for curing meant that little meat was available. Shortages in meat were matched by shortages in clothing, medicine, and even shelter.

## Spies

Some women were spies. While Harriet Tubman spied for the North, **Rose O'Neal Greenhow** entertained Union leaders in Washington, D.C., picking up information about Union plans that she passed to the South. Greenhow was caught, convicted of treason, and exiled.

**Belle Boyd**, of Front Royal, Virginia, informed Confederate generals of Union army movements in the Shenandoah Valley. Some women disguised themselves as men and became soldiers. **Loretta Janeta Velázquez** fought for the South at the First Battle of Bull Run and at Shiloh. Later she became a Confederate spy.

## Treating the Sick and Wounded

In the Civil War, for the first time, thousands of women served as nurses. At first many doctors did not want women nurses on the grounds that women were too delicate for such work. Men also disapproved of women doing what was considered male work, and felt it was improper for women to tend the bodies of unknown men.

Strong-minded women disregarded these objections. In the North **Dorothea Dix** organized large numbers of women to serve as military nurses. Another Northerner, **Clara Barton**, became famous for her work with wounded soldiers. In the South **Sally Tompkins** established a hospital for soldiers in Richmond, Virginia.

Nursing was hard work. Kate Cummings of Alabama, who nursed the wounded in Corinth after the Battle of Shiloh, wrote, "Nothing that I had ever heard or read had given me the faintest idea of the horrors witnessed here." Yet women did a remarkable job in the war.

 **Reading Check** **Describing** What role did Sally Tompkins play in the war effort?

## Opposition to the War

The war efforts of the Union and the Confederate governments faced opposition. Politicians objected to wartime policies, and ordinary citizens protested the way the war affected their lives.

When the war began, Northern Democrats split into two groups. One group supported most of Lincoln's wartime policies. The other, the "Peace Democrats," favored negotiating with the Confederacy. The Peace Democrats warned that continuing the war would lead to "terrible social change and revolution." They also appealed to racist feelings among Northern whites. Republican newspapers called the Peace Democrats "Copperheads." When Union armies fared poorly, support for the Copperheads rose.

Some Republicans suspected Copperheads of aiding the Confederates. The president ordered the arrest of anyone interfering with the war effort, such as discouraging men from enlisting in the army. Several times Lincoln suspended the right of **habeas corpus**, which guarantees accused individuals the right to a hearing before being jailed. Lincoln defended his actions, asking "Must I shoot a simple-minded soldier boy who deserts while I must not touch a hair of a wily agitator who induces him to desert?"

## Enlistments Decline

As the war dragged on, the number of volunteers declined. Enlisting enough soldiers became a problem, and both the Confederacy and the Union tried new measures.

In April 1862, the Confederate Congress passed a **draft** law that required men between ages 18 and 35 to serve in the army for three years. A person could avoid the draft by hiring a

### Picturing History

This 1862 photo shows a Union soldier with his family at the front near Washington, D.C. Most soldiers on both sides, however, faced long separations from their families. **What other hardships did Civil War soldiers face?**





substitute. Later, the Confederate Congress exempted one white man on every plantation with 20 or more enslaved people. This led ordinary people to complain of “a rich man’s war but a poor man’s fight.” In reality people from all levels of society served in both armies.

Union states encouraged enlistment by offering **bounties**—payments to encourage volunteers. In March 1863, when this system failed, the North turned to a draft. All men from age 20 to 45 had to register, and the army drew the soldiers it needed from this pool of names. A person could avoid the draft by hiring a substitute or by paying the government \$300.

Draft laws aroused opposition, with protests erupting into riots in several Northern cities. The worst disturbance took place in New York City in July 1863. Angry mobs, opposed to the draft and to fighting to free African Americans, went on a rampage of burning, looting, and killing. After four days of terror, more than 100

people were dead. Troops from the Army of the Potomac had to be rushed in to end the rioting.

No disturbance as severe took place in the South, but many opposed the draft. The strong opposition led Jefferson Davis, the president of the Confederacy, to proclaim military law and suspend habeas corpus as Lincoln had done early in the war. Davis's action outraged Southerners who feared that they would lose the liberties for which they had gone to war.

**✓ Reading Check** **Examining** Why did the governments institute a draft?

### **Economics**

## War and the Economy

The Civil War strained the Northern and the Southern economies. The North, with its greater resources, was better able to cope with wartime demands than the South was.

## TECHNOLOGY & History

### Civil War Camera

Photographer Mathew Brady and his many assistants recorded the camps, lives, and deaths of soldiers in more than 10,000 photos.

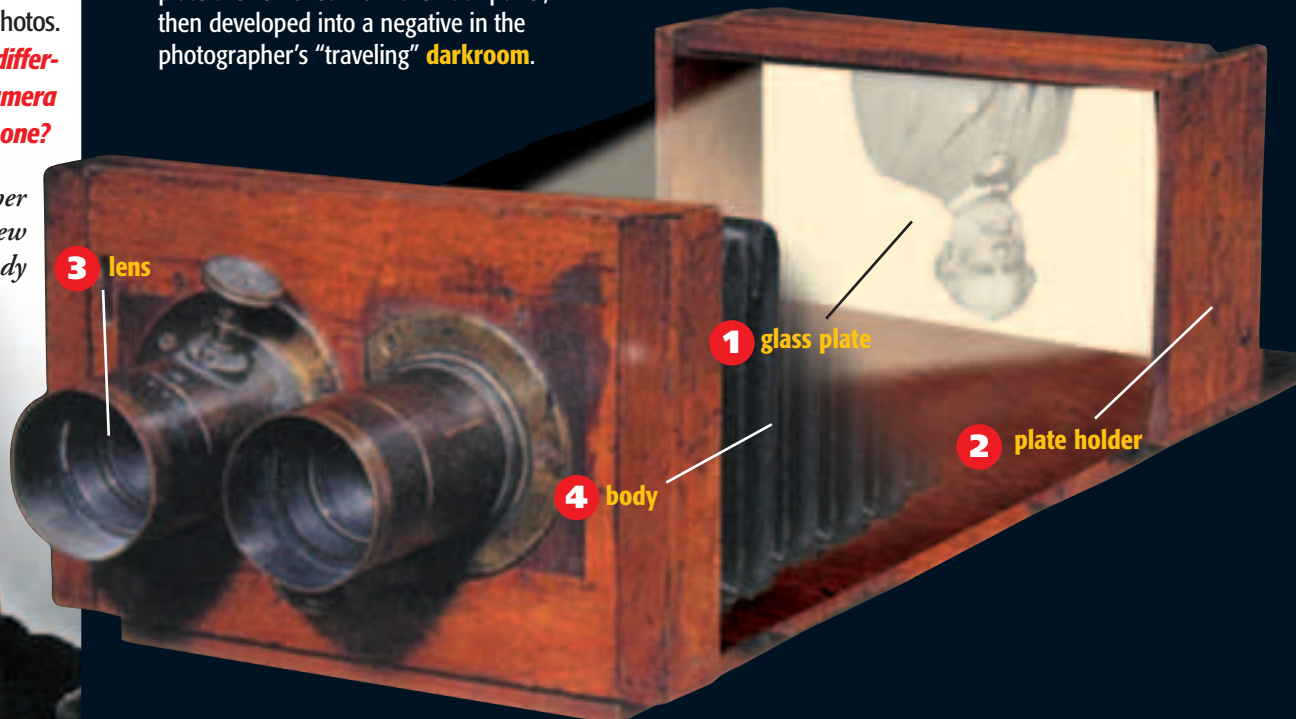
**What is the biggest difference between this camera and a more modern one?**

Photographer  
Mathew  
Brady



- 1** The photographer looks at the subject through a **glass plate**.
- 2** A **plate holder** is inserted into the back panel.
- 3** The photographer opens the **lens**. The lens creates a reversed, upside-down image on the “wet” plate.
- 4** The **body** of the camera protects the wet plate.

The plate holder and the exposed wet plate are removed from the back panel, then developed into a negative in the photographer’s “traveling” **darkroom**.



Both the Union and the Confederacy financed the war by borrowing money, increasing taxes, and printing paper money. The North borrowed more than \$2 billion, mainly by selling war bonds that promised high interest. The South borrowed more than \$700 million. It issued so many bonds that people stopped buying them.

Both sides imposed new taxes as well. The Union passed an income tax in 1861. When Southern states did not provide sufficient funds, the Confederacy also imposed an income tax.

Because neither borrowing nor taxes raised enough money, both sides began printing paper money. Northern money was called **greenbacks** because of its color. The Confederacy also issued paper money—several times the amount printed in the North.

### The North Prospers

During the war prices rose faster than wages in the North. This **inflation**—a general increase in prices—caused great hardship for working people. Overall, however, the Northern economy boomed. The need for a steady supply of food for Union troops helped farmers prosper.

Factory production grew as manufacturers responded to the demands of war. The army needed many items, from guns and ammunition to shoes and uniforms. Greater use of machinery and the standardization of parts made it possible for the North to produce what it needed.

### Economic Troubles in the South

The Civil War is often called the first “modern” war because it required the total commitment of resources. Such a war has an impact on every part of life. However, the impact was more devastating on the South than on the North.

The South struggled to carry out its war effort. Its government encouraged factories to supply arms and ammunition, but the South lacked the industry to provide other necessities.

The economy of the South suffered far more than that of the North. Because most fighting occurred in the South, Southern farmland was overrun and rail lines were torn up. By the end of the war, large portions of the South lay in ruins and thousands of people were homeless.

The North’s blockade of Southern ports caused severe shortages of essential goods. A scarcity of food led to riots in Atlanta, Richmond, and other cities. Inflation, too, was much worse in the South. During the course of the war, prices rose 9,000 percent—compared to a rise of 80 percent in the North.

These conditions affected soldiers. Worries about their families caused many men to desert. A Mississippi soldier who overstayed his leave to help his family wrote the governor: “We are poor men and are willing to defend our country but our families [come] first.”

 **Reading Check** Explaining What is inflation?

## SECTION 4 ASSESSMENT



**Study Central™** To review this section, go to [tarvo1.glencoe.com](http://tarvo1.glencoe.com) and click on **Study Central™**.

### Checking for Understanding

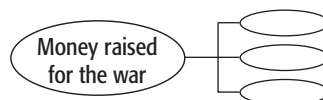
- Key Terms** Use each of these terms in a complete sentence that will help explain its meaning: **habeas corpus, draft, bounty, greenback, inflation.**
- Reviewing Facts** Why was life on the home front more difficult for Southerners?

### Reviewing Themes

- Economic Factors** How did the war affect the economy of the South?

### Critical Thinking

- Making Inferences** Why do you think President Lincoln believed the Copperheads were a threat to the Union war effort?
- Analyzing Information** Describe three ways that both the North and South raised money for the war. Use a chart like the one shown below.



### Analyzing Visuals

- Picturing History** Study the photograph of the family on page 481. Why do you think some families accompanied the armies in the field?

### Interdisciplinary Activity

**Economics** List three sectors of the economy that welcomed women during the Civil War. Describe the jobs women held and the contributions they made.

# Study & Writing SKILLBUILDER

## Taking Notes

### Why Learn This Skill?

One of the best ways to remember something is to write it down. Taking notes—writing down information in a brief and orderly form—not only helps you remember, but it also makes your studying easier.

### Learning the Skill

There are several styles of note taking, but all explain and put information in a logical order. When you are taking notes, it will help to keep in mind these guidelines:

**Identify** the subject and write it at the top of the page. In your text, for example, look at the chapter title, section title, and other headings.

**Select** specific information for your notes. For example, anything your teacher writes on the chalkboard or shows you from a transparency should be included. If your teacher emphasizes a point or spends a large amount of time on a topic, this is also a clue to its importance.

**Paraphrase** the information. That means putting the information in your own words rather than trying to take it down word for word. Doing so helps you think about what the speaker or writer means.

To save time, you might want to develop different strategies. One way is to create a personal “shorthand.” For example, use symbols, arrows, or rough drawings: “+” for “and.” Practice your shorthand in all of your classes.

**Write** legible and neat notes so that you will be able to understand them when you read them again.

### Practicing the Skill

*Review the guidelines for taking notes. Then read Section 5, entitled “The Way to Victory.” After you have carefully read the section, follow the guidelines and create shorthand notes for the subsection entitled “The Tide of War Turns,” which begins on page 486.*

### Applying the Skill

**Taking Notes** Scan a local newspaper for a short editorial or article about your local government. Take notes by using shorthand or by creating an outline. Summarize the article, using only your notes.



Glencoe’s **Skillbuilder Interactive Workbook CD-ROM, Level 1**, provides instruction and practice in key social studies skills.



# SECTION 5 The Way to Victory

## Guide to Reading

### Main Idea

After four years of war that claimed the lives of more than 600,000 Americans, the Northern forces defeated the Southern forces.

### Key Terms

entrenched, total war

### Reading Strategy

**Organizing Information** Use a web like the one shown to describe the strategy Grant adopted to defeat the Confederacy.



### Read to Learn

- what battles turned the tide of the war in 1863.
- what events led the South to surrender in 1865.

### Section Theme

**Individual Action** Brave soldiers from both the North and the South fought gallantly during the Civil War.

### Preview of Events

♦ 1862

**December 1862**  
Lee wins the Battle of Fredericksburg

♦ 1863

**July 1863**  
Battle of Gettysburg

♦ 1864

**March 1864**  
Grant takes over Union command

♦ 1865

**April 1865**  
Lee surrenders to Grant



Confederate soldier

## AN American Story

"My shoes are gone; my clothes are almost gone. I'm weary, I'm sick, I'm hungry. My family have been killed or scattered, and may be now wandering helpless and unprotected in a strange country. And I have suffered all this for my country. I love my country. I would die—yes, I would die willingly because I love my country. But if this war is ever over, I'll...[n]ever love another country!" A Confederate soldier expressed these thoughts during difficult times in 1863.

### Southern Victories

Gone were the parades and masses of volunteers, the fancy uniforms and optimism of the first years of the war. From 1862 until 1865, the soldiers and civilians faced a grim conflict marked by death, destruction, and wrenching change. What endured on each side was a fierce dedication to its own cause.

The winter of 1862–1863 saw gloom in the North and hope in the South. Robert E. Lee's **Army of Northern Virginia** seemed unbeatable. Lee's grasp of strategy made him more than a match for weak Union generals.

## Fredericksburg and Chancellorsville

Lee needed little skill to win the **Battle of Fredericksburg**. On December 13, 1862, Union general **Ambrose Burnside** clashed with Lee near the Virginia town. Burnside had the larger army, but the Confederates were **entrenched**, or set up in a strong position, on a number of hills south of the town. Repeated attacks failed to overcome Lee's troops as thousands of Union soldiers fell on the hillside. Devastated by his failure, Burnside resigned his command and was replaced by General **Joseph Hooker**.

Hooker rebuilt the army and in early May 1863, launched a campaign against Lee. Before Hooker could mount a major attack, Lee struck at **Chancellorsville**, Virginia, a few miles west of Fredericksburg. Boldly dividing his troops for an assault on the Union forces, Lee won another victory—but it proved costly. The battle's heavy casualties included General Stonewall Jackson.

On May 2, Jackson and his troops attacked Union troops at dusk. One of the Confederate companies fired on Jackson's party by mistake, wounding the general in the left arm. Jackson's arm had to be amputated and he died a week later.

 **Reading Check** **Describing** At what Virginia town did Lee defeat Burnside's forces?

## The Tide of War Turns

Despite his own heavy losses, Lee decided to invade the North. Another victory—one on Northern soil—might persuade Britain and France to aid the Confederacy.

### The Battle of Gettysburg

In June, Lee began moving north with an army of 75,000. Union general Hooker wanted to advance against Richmond, but Lincoln told him to attack Lee's army. When Hooker failed to do this, Lincoln replaced him with General **George Meade**. Meade's mission was to find and fight Lee's forces and to protect Washington and Baltimore from Confederate attack.

The two armies met by accident on July 1, 1863, near the small town of Gettysburg, Pennsylvania. The three-day **Battle of Gettysburg** began when Union cavalry surprised Rebel infantry raiding the town for shoes. Outnumbered, the Northerners fought desperately to hold the town before retreating to Cemetery Ridge, a line of hills south of Gettysburg. The next day the Rebels launched another assault, but a counterattack saved the Union position.

On the third and final day of battle, Lee decided to launch an attack, determined to "create a panic and virtually destroy the [Union] army."

This last attack, led by General George Pickett, is remembered as **Pickett's Charge**. About 14,000 Confederate soldiers advanced across about one-half mile of open ground toward the Union lines. They made easy targets for Union fire as they marched. Barely half of the Rebels returned from the charge. Lee knew the battle was lost. "It's all my fault," he told his troops as they retreated to Virginia.

### Victory at Vicksburg

Meanwhile, a great battle was taking place at **Vicksburg, Mississippi**. Vicksburg stood on a high bluff above the Mississippi River. To gain control of the river, one of the North's major war goals, the Union needed to seize Vicksburg. For several months, Union forces under **Ulysses S. Grant** had laid siege to the town. Finally, on July 4, 1863, Vicksburg surrendered.



### America's Flags

**Confederate Battle Flag, 1861** During the early Civil War battles, soldiers had difficulty distinguishing between the Confederate and Union flags. As a result, Southern soldiers began to carry this battle flag. It had 13 stars, although there were only 11 states in the Confederacy. The other two stars represented the border states of Kentucky and Missouri.



**Seventeenth Flag of the Union, 1863** The Union flag of 1863 held 35 stars. Like all the Union flags of the Civil War, it retained stars for the seceded Southern states.





Union victories at Vicksburg and Gettysburg marked the turning points of the Civil War.

- 1 Siege of Vicksburg ends with a Confederate surrender. Union isolates western Confederacy.
- 2 After Gettysburg, Southern troops never again penetrated so deeply into Union territory.



**Geography Skills**

1. **Location** What was the only major battle fought on Union soil?
2. **Analyzing Information** Why was success at Vicksburg so important to the Union?

With the surrender of Vicksburg and then Port Hudson—a Confederate fort in Louisiana—the Union now held the entire Mississippi River. Texas, Louisiana, and Arkansas were sealed off from the Confederacy.

The Union victories at Gettysburg and Vicksburg marked a turning point in the war. They drove Lee’s army out of Pennsylvania, secured the Mississippi as a Union highway, and cut the South in two. Nevertheless, the South still had troops and a will to fight. The war would continue for two more terrible years.

**Lincoln at Gettysburg**

On November 19, 1863, at a ceremony dedicating a cemetery at Gettysburg, scholar Edward Everett spoke for two hours. Then in a two-minute speech, called the **Gettysburg Address**, President Lincoln beautifully expressed what the war had come to mean:

“ It is for us the living . . . to be here dedicated to the great task remaining before us . . . that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people shall not perish from the earth. ”

- Union Control
- Confederate Control
- ⚓ Union naval blockade

**The Anaconda Plan** From the beginning the Northern war strategy was to invade the South and divide it. As the plan—called the Anaconda Plan—progressed, the North blocked Southern supply lines and isolated Confederate troops.



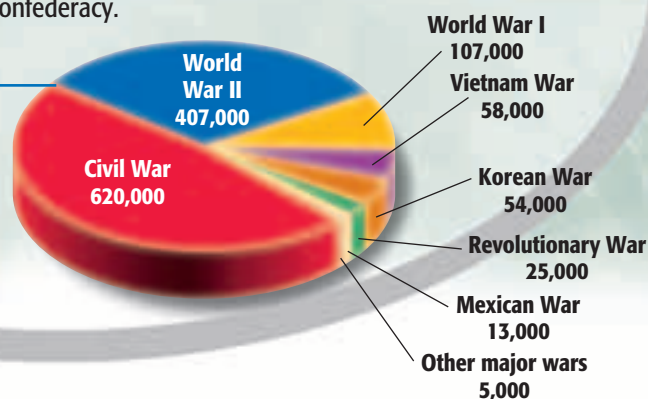
**Early Stages** Confederate troops won most of the battles in the first year of the Civil War.

**Union Gains** Union control of the Mississippi River cut off Texas and Arkansas, the South’s leading food producers, from the Confederacy.

**Final Stages** By 1865 the Union controlled large parts of the Confederacy.

**Lives Lost**

More lives were lost in the Civil War than in any other major American conflict. Deadly weapons, poor medical practices, infection and disease all contributed to this.



The speech helped war-weary Americans look beyond the images of the battlefield and focus on their shared ideals. (See page 618 of the Appendix for the entire text of the Gettysburg Address.)

**Reading Check Identifying** What battle victories gave the Union control of the Mississippi River?

**Final Phases of the War**

In November 1863, Grant and General **William Tecumseh Sherman** won an important victory at Chattanooga, Tennessee. Following the Northern triumphs at Vicksburg and Gettysburg, Chattanooga further weakened the Confederates. The following March, President Lincoln turned to Grant for help.

Ulysses S. Grant was small and unimpressive in appearance. His early army career was not impressive either, and in 1854 he had been forced to resign because of a drinking problem. When the war began, he rejoined the army. His victories in the West and his willingness to attack hard impressed President Lincoln. “I can’t spare this man,” the president said. “He fights.” After the victory at Chattanooga, Lincoln named Grant commander of all the Union armies.

Grant devised a plan to attack the Confederacy on all fronts. The Army of the Potomac would try to crush Lee’s army in Virginia. The western army, under Sherman, would advance to Atlanta, Georgia, and crush the Confederate forces in the Deep South. If the plan succeeded, they would destroy the Confederacy.



**The Final Battles, 1864–1865**



Grant soon put his strategy into effect. In May and June of 1864, Grant’s army of 115,000 men smashed into Lee’s 64,000 troops in a series of three battles near Richmond, Virginia—the Battles of the Wilderness, Spotsylvania Court-house, and Cold Harbor. Each time, Confederate lines held, but each time Grant quickly resumed the attack.

The battles cost the North thousands of men. Critics called Grant a butcher, but he said, “I propose to fight it out on this line if it takes all summer.” Lincoln supported Grant.

After Cold Harbor, Grant swung south of Richmond to attack **Petersburg**, an important railroad center. If it fell, Richmond would be cut off from the rest of the Confederacy. Grant’s assault turned into a nine-month siege.

**The Election of 1864**

To the war-weary North, the events of the first half of 1864 were discouraging. Grant was stuck outside Richmond and Petersburg, and Sherman was stuck outside Atlanta. Sentiment for a negotiated peace grew. The Democrats wanted to make peace with the South, even though that might result in Confederate independence. Lincoln was determined to push for restoring the Union.

In the summer of 1864, Lincoln’s chances for reelection did not look good. “I am going to be beaten and unless some great change takes place, badly beaten,” he said.

Great changes did take place. In August, David Farragut led a Union fleet into **Mobile Bay**. The Union now controlled the Gulf of Mexico. In September, news arrived that Sherman



# Linking Past & Present

## From Hardtack to MREs

During the Civil War, food rations usually included hardtack—a hard, saltless, flour biscuit.

With age, hardtack could become infested with weevils. Some soldiers said it was better to eat hardtack in the dark—they did not want to see what they were eating!



Hardtack was fried in pork fat and dipped in coffee.

MREs can last five years or longer if stored in a cool environment.

Rations for today's soldiers are far different. They are called Meals Ready to Eat (MREs). MREs are dehydrated foods in airtight containers.

had captured Atlanta. Then in October, General Sheridan's Union forces completed a campaign that drove the Rebels out of the Shenandoah Valley in Virginia. With these victories the end of the war was in sight. Lincoln easily won reelection, taking 55 percent of the popular vote.

### Total War

Leaving Atlanta in ruins, Sherman convinced Grant to let him try a bold plan. Sherman's army began the historic "march to the sea" to **Savannah, Georgia**. As the army

advanced, it abandoned its supply lines and lived off the land it passed through. Union troops took what food they needed, tore up railroad lines and fields, and killed animals in an effort to destroy anything useful to the South. They cut a path of destruction sometimes 50 miles wide. This method of waging war was known as **total war**. Sherman said:

“We are not only fighting hostile armies, but a hostile people, and must make old and young, rich and poor, feel the hard hand of war.”

After capturing Savannah in December, Sherman turned north. The army marched through South Carolina, devastating the state. Sherman planned to join Grant's forces in Virginia.

**Reading Check Describing** What was the “march to the sea”?

## Victory for the North

In his second Inaugural Address on March 4, 1865, Lincoln spoke of the coming peace:

“With malice toward none, with charity for all . . . let us strive on to finish the work we are in, to bind up the nation's wounds . . . to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.”

Throughout the fall and winter of 1864, Grant continued the siege of Petersburg. Lee and his troops defended the town, but sickness, hunger, casualties, and desertion weakened them. Finally, on April 2, 1865, the Confederate lines broke and Lee withdrew his troops.

Richmond fell the same day. Rebel troops, government officials, and many residents fled the Confederate capital. As they left, they set fire to much of the city to keep it from falling into Union hands.

On April 4 Lincoln visited Richmond and walked its streets. One elderly African American man approached the president, took off his hat, and bowed. Tearfully, he said, “May God bless you.” Lincoln removed his own hat and bowed in return.

## Surrender at Appomattox

Lee moved his army west of Richmond, hoping to link up with the small Confederate force that was trying to stop Sherman's advance. But the Union army blocked his escape route. Realizing the situation was hopeless, Lee said:

“There is nothing left for me to do but go and see General Grant, and I would rather die a thousand deaths.”

On April 9, 1865, Lee and his troops surrendered to Grant in a small Virginia village called **Appomattox Court House**. Grant's terms were generous. The Confederate soldiers had to lay down their arms, but then were free to go home. Grant allowed them to keep their horses so that they could, as he said, “put in a crop to carry themselves and their families through the next winter.” Grant also ordered three days' worth of food sent to Lee's hungry troops.

Several days after Lee's surrender, the Confederate forces in North Carolina surrendered to General Sherman. Jefferson Davis, the president of the Confederacy, was captured in Georgia on May 10. The Civil War was over at last.

## Results of the War

The Civil War was the most devastating conflict in American history. More than 600,000 soldiers died, and the war caused billions of dollars

of damage, most of it in the South. The war also created bitter feelings among defeated Southerners that lasted for generations.

The war had other consequences as well. The North's victory saved the Union. The federal government was strengthened and was now clearly more powerful than the states. Finally, the war freed millions of African Americans. How the nation would treat these new citizens remained to be seen.

**Reading Check Identifying** Where did General Lee surrender?

### Picturing History

The Commanders Ulysses S. Grant (below) and Robert E. Lee (right), had the greatest respect for one another. Lee answered critics of Grant's military ability by saying, “I doubt his superior can be found in all history.” **What forced Lee to surrender to Grant?**



## SECTION 5 ASSESSMENT



**Study Central™** To review this section, go to [tarvol1.glencoe.com](http://tarvol1.glencoe.com) and click on **Study Central™**.

### Checking for Understanding

- Key Terms** Use the following terms in complete sentences that will help explain their meaning: **entrenched**, **total war**.
- Reviewing Facts** Identify the reasons that Gettysburg and Vicksburg were important battles.

### Reviewing Themes

- Individual Action** What thoughts about peace did Lincoln express in his second Inaugural Address?

### Critical Thinking

- Drawing Conclusions** How did the Union's victory strengthen the federal government?
- Analyzing Information** Use a chart like the one shown to explain the significance of each battle listed.

Battle	Importance
Gettysburg	
Vicksburg	
Mobile Bay	
Richmond	

### Analyzing Visuals

- Geography Skills** Study the map of the final battles on page 489. In which directions did Sherman's army travel from Atlanta to Savannah and then to Bentonville?

### Interdisciplinary Activity

**Expository Writing** Refer to Lincoln's Gettysburg Address on page 618. Write three paragraphs discussing Lincoln's ideas on liberty, equality, union, and government.



# ANTIETAM: THE BLOODIEST DAY

**FOUGHT ON SEPTEMBER 17, 1862**, the Battle of Antietam, or Sharpsburg, was the bloodiest day in American history, with over 23,000 soldiers killed or wounded. Antietam changed the course of the Civil War. McClellan's Union forces stopped Lee's invasion of the North and forced him on the defensive. This strategic victory encouraged Lincoln to issue the Emancipation Proclamation.

## MORNING

The battle began at dawn when Union artillery fired on Stonewall Jackson's forces in Miller Cornfield north of town. Union troops attacked the Confederates north of Dunker Church. For three hours, the battle lines swept back and forth along the West and East Woods, the Cornfield, and along Hagerstown Pike.

## MIDDAY

Union soldiers emerged from the East Woods and were turned back by the Confederates in the West Woods. Later, the Yankees advanced toward "Bloody Lane," a sunken farm road held by the Confederates just south of Dunker Church. The Confederates held their line until midday, when the fighting stopped briefly.

## AFTERNOON

After much fighting, the Union troops crossed Antietam Creek and slowly drove the Confederate forces back toward Sharpsburg. Just when all hope seemed lost, Confederate forces arrived from Harpers Ferry and stopped the Union advance. The day ended in a standoff that halted Lee's march northward. The next day, Lee began his retreat along the Potomac River.



Miller  
Cornfield

East  
Woods

## LEARNING from GEOGRAPHY

1. How do you think Bloody Lane got its name?
2. Why do you think Lee retreated after the Battle of Antietam?

# Chapter Summary

## The Civil War

Secession

1860

- South Carolina secedes from Union

1861

- Lincoln inaugurated
- Confederate States of America formed
- Fort Sumter falls—Civil War begins
- Confederate forces win at Bull Run

1862

- Union victorious at Shiloh
- Union captures New Orleans
- Union wins at Antietam
- Lee named commander of Confederate armies

1863

- Lincoln issues Emancipation Proclamation
- Lee's forces turn back at Gettysburg
- Vicksburg surrenders

1864

- Petersburg, Virginia, under siege
- Sherman captures Atlanta
- March to the sea begins
- Lincoln reelected president

1865

- Lee surrenders to Grant at Appomattox
- Lincoln assassinated
- Thirteenth Amendment abolishing slavery is ratified

Reconstruction

### Reviewing Key Terms

Examine the pairs of words below. Then write a sentence explaining what each of the pairs has in common.

1. blockade, offensive
2. ironclad, blockade runner
3. border state, Union
4. draft, habeas corpus

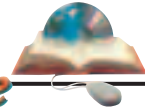
### Reviewing Key Facts

5. During what years was the Civil War fought?
6. What three advantages did the Confederate states have in the war?
7. Who were the presidents of the United States and of the Confederate States of America?
8. What role did Clara Barton play in the Civil War?
9. Why did the Union blockade Southern ports?
10. What was the outcome of the Battle of Gettysburg?
11. What did the Emancipation Proclamation state?
12. In what ways did African Americans contribute to the war efforts?
13. How did the Civil War hurt the South's economy?
14. What terms of surrender did Grant offer to Lee?

### Critical Thinking

15. **Analyzing Themes: Government and Democracy** How did the people of western Virginia respond to Virginia's secession from the Union?
16. **Determining Cause and Effect** Why was controlling the Mississippi River vital to the North and the South?
17. **Analyzing Themes: Groups and Institutions** Why do you think many leaders called for African Americans to be allowed to fight in the Civil War?
18. **Making Inferences** Why do you think General Lee was such an effective military leader?
19. **Analyzing Information** Re-create the diagram below. Fill in the year for each event. Then explain the significance of each event.

Event	Year	Significance
Attack on Fort Sumter		
<i>Monitor v. Merrimack</i>		
Emancipation Proclamation issued		
Lincoln is reelected		
Appomattox Court House		



**Self-Check Quiz**

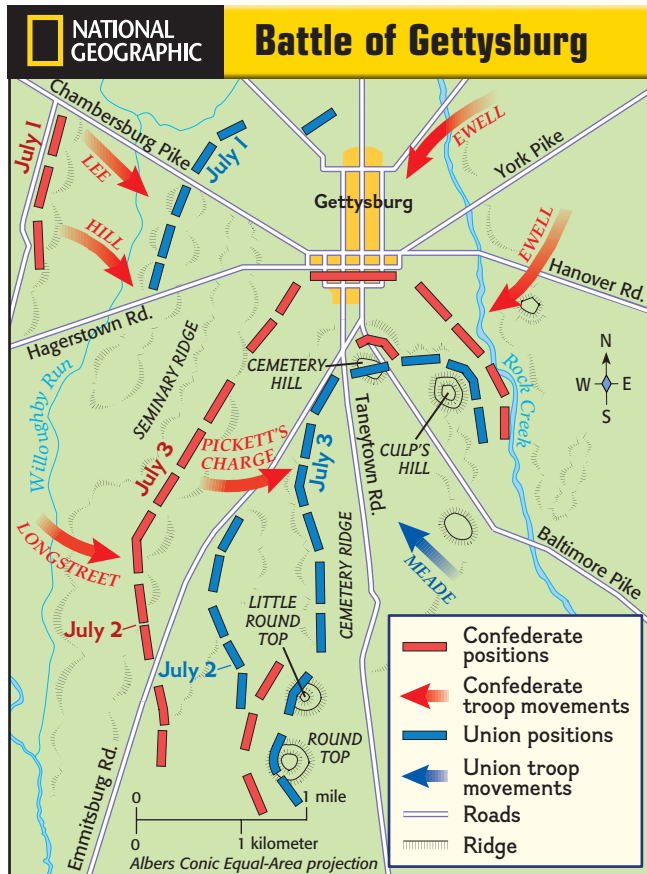
Visit [tarvol1.glencoe.com](http://tarvol1.glencoe.com) and click on **Chapter 16—Self-Check Quizzes** to prepare for the chapter test.



**Geography and History Activity**

Study the map below and answer the questions.

- 20. Along what ridge were the Union troops positioned?
- 21. Who led forces across Rock Creek?
- 22. What five Confederate commanders are shown?



**Practicing Skills**

- 23. **Taking Notes** Review the guidelines for taking notes on page 484. Then reread Section 5 about the last years of the Civil War. Create a time line showing the dates of battles and other important events discussed in the section.



**Technology Activity**

- 24. **Using the Internet** Search the Internet for museums that specialize in Civil War artifacts and photo collections. Make a map showing the names and locations of these museums.

**Citizenship Cooperative Activity**

- 25. **Debating Issues** A writ of habeas corpus is a court order that guarantees a person who is arrested the right to appear before a judge in a court of law. During the Civil War, President Lincoln suspended habeas corpus. Do you think that action was justified? Debate the issue as a group, with one side supporting and one side criticizing Lincoln's actions.

**Economics Activity**

- 26. Economic differences had always existed between the North and the South. From your reading of Chapter 16, would you say that the North or the South was better equipped economically for war? Explain your reasoning.



**Alternative Assessment**

- 27. **Portfolio Writing Activity** To explain his reelection, Lincoln stated, "it is not best to swap horses while crossing the river." Write a paragraph that explains Lincoln's quotation and how it applied to him. Save your work for your portfolio.

**Standardized Test Practice**

**Directions: Choose the best answer to the following question.**

By gaining control of the Mississippi and Tennessee rivers, the Union was able to

- A capture Fort Sumter.
- B force the Confederacy to surrender.
- C split the Confederacy.
- D defeat the Confederate forces at Gettysburg.

**Test-Taking Tip:**

Eliminate answers that don't make sense. For example, Confederate forces, not Union forces, captured Fort Sumter. Therefore, choice A is incorrect.

# THINKING CRITICALLY

# *You Decide*

## Quilting History

Quilts were not just used for comfort and protection during the Civil War. They also served as patriotic symbols, and they helped raise money for war materials. Northern quilts often reflected abolition themes. Patterns were created that were named “North Star” and “Underground Railroad.” In the South, enslaved people made most of the quilts and designed them using colors and patterns inspired by African traditions.

### Analyzing the Issue

In this activity, your group will be making a memorial quilt about the Civil War.

The group must decide how large of a quilt to make. Each panel—or square—in the quilt will have a different design, so the group must decide what they want to represent on the quilt. The panels should reflect your interests in the Civil War or how you feel about it. Keep in mind the experiences of all Americans during the war, such as soldiers, women, enslaved persons, and politicians.

### Believe It or Not!

When the Civil War was over, fabric was hard to find, especially in the South. Quilts were made from uniforms of dead or returning soldiers. Family members inscribed on the quilts the dates and names of the battles fought by the soldiers.

Civil War quilt



# What To Do

After you have organized into groups, decide what role each member will play and what materials to use. Suggested materials are sheets of paper, drawing tools, and yarn.

- 1** As a group, select topics to be depicted on your Civil War memorial quilt panels. You can re-create whatever setting you choose—a battle scene, a scene at home, or any event that took place during the war.
- 2** Use colored pencils or markers to draw the scenes on pieces of construction paper. If possible, and with teacher supervision, laminate your drawing using a laminating machine.
- 3** When the panels are finished, make a quilt. Take a paper puncher and place holes at the four corners of each piece of paper.
- 4** String the yarn loosely through the holes so that each drawing is connected to the ones around it. Pull out the slack and tie the loose ends.
- 5** Hang your completed Civil War memorial quilt in your classroom.

## Presentation

- 6** Once all of the quilts are finished, have one person per quilt group give a report of what their quilt represents. The group can also discuss how certain panels contribute to the overall meaning.



## Go a Step Further

During the Civil War, Americans had to be very careful with any money that they did have. That is why they recycled old clothing to make quilts and made their food supplies last as long as possible. The cost of food rose dramatically in 1864. For example, the following costs were common: a dozen eggs, \$6.00; a pound of butter, \$6.25; a quart of milk, \$10.00; and a pound of coffee, \$12.00. Prepare a bar graph that compares those prices with prices today. Summarize what conclusions you can draw from your graph.