Chapter 11 Resources

Timesaving Tools

TeacherWorks™ All-In-One Planner and Resource Center

- **Interactive Teacher Edition** Access your Teacher Wraparound Edition and your classroom resources with a few easy clicks.
- **Interactive Lesson Planner** Planning has never been easier! Organize your week, month, semester, or year with all the lesson helps you need to make teaching creative, timely, and relevant.

Teaching Transparencies

Graphic Organizer 11 L2

Why It Matters Chapter Transparency 11 L2

APPLICATION AND ENRICHMENT

Linking Past and Present Activity 11 L2

Enrichment Activity 11 L3

Primary Source Reading 11 L2

REVIEW AND REINFORCEMENT

Reteaching Activity 11 L1

Vocabulary Activity 11 L1

Time Line Activity 11 L2

Critical Thinking Skills Activity 11 L2

Meeting NCSS Standards

The following standards are covered in Chapter 11:

- **Section 1**
  - V Individuals, Groups, and Institutions: B, C, F

- **Section 2**
  - III People, Places, and Environments: A, B, E

- **Section 3**
  - V Individuals, Groups, and Institutions: B, D, E, F

- **Section 4**
  - III People, Places, and Environments: A, B, C, D, E

- **Section 5**
  - IV Individual Development and Identity: B, C, E, F

Local Standards

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________________________________________________________________________
13. Robert E. Lee did not accept command of the Union troops because

D. not attack, but would fight when the North attacked.
C. attack only when the battle would result in heavy losses to the enemy.
A. any man could be drafted into the military.
B. he supported secession.

Choose the item that best completes each sentence or answers each question. Write the letter in the blank.

(4 points each)

The North’s “Anaconda Plan” proposed all of the following EXCEPT

E. U. S. close to war with Britain.
F. greater ability to produce food.
G. dividing the Confederacy and exhausting its resources, forcing surrender.

All of the following were advantages the North enjoyed over the South EXCEPT

A. pushed back Union forces defending Washington troops.
B. Confederate close to war with France.
C. Confederate close to war with Britain.
D. David G. Farragut

The student will use social studies information to evaluate the consequences of a decision. For each decision, the student will

• Evaluate each consequence of the decision.
• Use your lecture. Although you will include as much biographical information as possible

You have been asked to give a lecture to a group of cadets at a military academy.

The cadets attending your lecture are your audience.

The purpose of this activity is to give you experience in giving a lecture.

In the spring of 1864, the most successful general of the Union army—Ulysses S. Grant—promoted by Lincoln to lieutenant general, a rank that no one had held since George Washington. Finally, at very near the end.

Appomattox Courthouse on April 9, 1865, Lee was forced to surrender to Grant. Lee could not fight against the land of his birth. Lee, who was a daring and forceful general in chief of the U.S. who proposed Anaconda Plan

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### Chapter 11 Resources

#### SECTION RESOURCES

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<th>Reproducible Resources</th>
<th>Multimedia Resources</th>
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| **SECTION 1** The Opposing Sides  
1. Assess the strengths and weaknesses of each region's economy.  
2. Contrast the political situations of the Union and the Confederacy. | Reproducible Lesson Plan 11–1  
Daily Lecture and Discussion Notes 11–1  
Guided Reading Activity 11–1*  
Section Quiz 11–1*  
Reading Essentials and Study Guide 11–1*  
Performance Assessment Activities and Rubrics | Daily Focus Skills Transparency 11–1  
Interactive Tutor Self-Assessment CD-ROM  
ExamView® Pro Testmaker CD-ROM*  
Presentation Plus! CD-ROM  
TeacherWorks™ CD-ROM  
Audio Program |
| **SECTION 2** The Early Stages  
1. Describe the progress of war in the West.  
2. Compare the eastern campaigns to those in the West. | Reproducible Lesson Plan 11–2  
Daily Lecture and Discussion Notes 11–2  
Guided Reading Activity 11–2*  
Section Quiz 11–2*  
Reading Essentials and Study Guide 11–2*  
Performance Assessment Activities and Rubrics | Daily Focus Skills Transparency 11–2  
Interactive Tutor Self-Assessment CD-ROM  
ExamView® Pro Testmaker CD-ROM*  
Presentation Plus! CD-ROM  
TeacherWorks™ CD-ROM  
Audio Program |
| **SECTION 3** Life During the War  
1. Contrast the effects of the war on regional economies.  
2. Evaluate the soldiers' wartime experiences. | Reproducible Lesson Plan 11–3  
Daily Lecture and Discussion Notes 11–3  
Guided Reading Activity 11–3*  
Section Quiz 11–3*  
Reading Essentials and Study Guide 11–3*  
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Interactive Tutor Self-Assessment CD-ROM  
ExamView® Pro Testmaker CD-ROM*  
Presentation Plus! CD-ROM  
TeacherWorks™ CD-ROM  
Audio Program |
| **SECTION 4** The Turning Point  
1. Evaluate the importance of events at Vicksburg and Gettysburg.  
2. Describe how battles in Tennessee helped turn the war increasingly in favor of the Union. | Reproducible Lesson Plan 11–4  
Daily Lecture and Discussion Notes 11–4  
Guided Reading Activity 11–4*  
Section Quiz 11–4*  
Reading Essentials and Study Guide 11–4*  
Performance Assessment Activities and Rubrics | Daily Focus Skills Transparency 11–4  
Interactive Tutor Self-Assessment CD-ROM  
ExamView® Pro Testmaker CD-ROM*  
Presentation Plus! CD-ROM  
TeacherWorks™ CD-ROM  
Audio Program  
**American Music: Cultural Traditions**  
**ABCNews Interactive™ Historic America Electronic Field Trips** |
| **SECTION 5** The War Ends  
1. Explain the importance of Union victories in Virginia and the Deep South.  
2. Discuss Lee's surrender and the events of the war's aftermath. | Reproducible Lesson Plan 11–5  
Daily Lecture and Discussion Notes 11–5  
Guided Reading Activity 11–5*  
Section Quiz 11–5*  
Reading Essentials and Study Guide 11–5*  
Performance Assessment Activities and Rubrics | Daily Focus Skills Transparency 11–5  
Interactive Tutor Self-Assessment CD-ROM  
ExamView® Pro Testmaker CD-ROM*  
Skillbuilder Interactive Workbook, Level 2  
TeacherWorks™ CD-ROM  
Vocabulary PuzzleMaker CD-ROM*  
Audio Program |

*Also Available in Spanish

**Assign the Chapter 11 Reading Essentials and Study Guide.**

- Blackline Master
- Transparency
- CD-ROM
- DVD
- Poster
- Music Program
- Audio Program
- Videocassette
Chapter 11 Resources

Teacher’s Corner

INDEX TO NATIONAL GEOGRAPHIC MAGAZINE

The following articles relate to this chapter:
• “Colonial Florida Fort Recalls a Shining Moment in Black History,” February 1997
• “C.S.S. Alabama,” December 1994

NATIONAL GEOGRAPHIC SOCIETY PRODUCTS

To order the following, call National Geographic at 1-800-368-2728:
• Battlefields of the Civil War

NGS ONLINE

Access National Geographic’s Web site for current events, atlas updates, activities, links, interactive features, and archives. www.nationalgeographic.com

ADDITIONAL RESOURCES FROM GLENCOE

• American Music: Cultural Traditions
• American Art & Architecture
• Outline Map Resource Book
• U.S. Desk Map
• Building Geography Skills for Life
• Inclusion for the High School Social Studies Classroom Strategies and Activities
• Teaching Strategies for the American History Classroom (Including Block Scheduling Pacing Guides)
• Dinah Zike’s High School American History Reading and Study Skills Foldables

KEY TO ABILITY LEVELS

Teaching strategies have been coded.
L1 BASIC activities for all students
L2 AVERAGE activities for average to above-average students
L3 CHALLENGING activities for above-average students
ELL ENGLISH LANGUAGE LEARNER activities

From the Classroom of…

Mike Cobb
The Oakridge School
Arlington, TX

Civil War Letters

Tell students to imagine that they are living during the Civil War. They must write three letters: one from the start of the war, one at a turning point in the war, and one letter at the end of the war. The first letter should be written to parents; the second written to a sibling, spouse, or child; and the third letter written to a close friend who is loyal to the opposition.

To provide a sense of realism, tell the students that their letters must include:
• a location, the date, and their role in the war
• a description of living conditions
• a description of their tasks and experiences
• their thoughts and feelings about the war

Remind students that superior letters should include accurate facts and an attention to detail.

MEETING SPECIAL NEEDS

In addition to the Differentiated Instruction strategies found in each section, the following resources are also suitable for your special needs students:
• ExamView® Pro Testmaker CD-ROM allows teachers to tailor tests by reducing answer choices.
• The Audio Program includes the entire narrative of the student edition so that less proficient readers can listen to the words as they read them.
• The Reading Essentials and Study Guide provides the same content as the student edition but is written two grade levels below the textbook.
• Guided Reading Activities give less proficient readers point-by-point instructions to increase comprehension as they read each textbook section.
• Enrichment Activities includes a stimulating collection of readings and activities for gifted and talented students.

Block Schedule

Activities that are suited to use within the block scheduling framework are identified by: 📍
The Civil War
1861–1865

Why It Matters
The Civil War was a milestone in American history. The four-year-long struggle determined the nation’s future. With the North’s victory, slavery was abolished. During the war, the Northern economy grew stronger, while the Southern economy stagnated. Military innovations, including the expanded use of railroads and the telegraph, coupled with a general conscription, made the Civil War the first “modern” war.

The Impact Today
The outcome of this bloody war permanently changed the nation.
• The Thirteenth Amendment abolished slavery.
• The power of the federal government was strengthened.

The American Vision Video
The Chapter 11 video, “Lincoln and the Civil War,” describes the hardships and struggles that Abraham Lincoln experienced as he led the nation in this time of crisis.

Why It Matters Activity
Have volunteers read the Thirteenth Amendment aloud. Ask students what impact they think this amendment has had on people in the United States. Students should evaluate their answers after they have completed the chapter.
**HISTORY Online**

Introduce students to chapter content and key terms by having them access the Chapter 11 Overview at tav.glencoe.com.

**More About the Art**

Don Troiani is an artist and historian who was born in 1949 in New York City. He is well known for his realistic portrayals of Civil War and Revolutionary War scenes based on extensive research. To help him achieve his goal of presenting historical accuracy through art, Troiani maintains an extensive collection of military artifacts dating from 1754 to 1865. **Ask:** How do you think the artist’s research is reflected in the painting Charge shown on this page? (Students’ answers will vary. Answers might focus on the detail shown in the soldiers’ uniforms, weapons, and equipment.) What kinds of resources do you think the artist might have used in his research? (historical documents, letters, newspapers, and artifacts from the time period)

**GRAPHIC ORGANIZER ACTIVITY**

**Organizing Information** Have students use a graphic organizer similar to the one shown below to illustrate the sequence and results of the Civil War battles mentioned in this chapter. Students’ organizers should be more extensive than what is shown here. **AHSGE IV-1D**

<table>
<thead>
<tr>
<th>Date</th>
<th>Battle Name</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1861</td>
<td>Fort Sumter</td>
<td>War begins</td>
</tr>
<tr>
<td>1862</td>
<td>First Battle of Bull Run</td>
<td>Confederate victory</td>
</tr>
<tr>
<td>1865</td>
<td>Battle of Antietam</td>
<td>Union victory</td>
</tr>
</tbody>
</table>

**Dinah Zike’s Foldables** are three-dimensional, interactive graphic organizers that help students practice basic writing skills, review key vocabulary terms, and identify main ideas. Have students complete the foldable activity in the Dinah Zike’s Reading and Study Skills Foldables booklet.
CHAPTER 11
Section 1, 350–356

1 FOCUS

Section Overview
This section outlines the specific advantages and disadvantages that the North and South had at the beginning of the Civil War.

BELLRINGER
Skillbuilder Activity
Project transparency and have students answer the question.

Daily Focus Skills Transparency 11–1

Reading Preview
Answers to Graphic:
I. Choosing Sides
II. Advantages and Disadvantages
   A. Industry and Agriculture
   B. Financing the War
   III. Party Politics in the North
   IV. Weak Southern Government
   V. The Diplomatic Challenge
Students should complete the outline by including all heads in the section.

Preteaching Vocabulary
Assign one of the Key Terms and Names to each student. Have the students prepare 30-second oral presentations related to their terms and names.

Main Idea
The North and the South each had distinct advantages and disadvantages at the beginning of the Civil War.

Key Terms and Names
Robert E. Lee, greenback, Copperheads, conscription, habeas corpus, James Mason, John Slidell, Trent Affair, attrition, Anaconda Plan

Reading Strategy
Taking Notes As you read about the North and South’s advantages and disadvantages at the start of the Civil War, use the major headings of the section to create an outline similar to the one below.

Reading Objectives
• Assess the strengths and weaknesses of each region’s economy.
• Contrast the political situations of the Union and the Confederacy.

Section Theme
Groups and Institutions The Confederacy’s weak central government had difficulty coordinating the war effort.

Choosing Sides
On the same day that he learned his home state of Virginia had voted to secede from the Union, Robert E. Lee—one of the best senior officers in the United States Army—received an offer from General Winfield Scott to command the Union’s troops. Although Lee had spoken against secession and considered slavery “a moral and political evil,” he wrote, “I cannot raise my hand against my birthplace, my home, my children.” Instead, he resigned from the army and offered his services to the Confederacy. Lee was only one of hundreds of military officers who had to choose whether to support the Union or the Confederacy. Eventually 313 officers, or about one-third of the
Advantages and Disadvantages

Although the South had many experienced officers to lead its troops in battle, the North had several economic advantages. In 1860 the population of the North was about 22 million, while the South had about 9 million people. The North’s larger population gave it a great advantage in raising an army and in supporting the war effort. Because of the smaller population in the South, about one-third of whom were enslaved, a larger percentage of its men had to fight if Southern armies were to match the Union armies in size. As a result, the South had fewer people working to support the war effort.

ECONOMICS

Industry and Agriculture The North’s industries gave the region an important economic advantage over the South. In 1860 roughly 80 percent of the nation’s factories were in the North. These Northern factories produced more than 90 percent of the country’s clothing, boots, and shoes, and 93 percent of its pig iron (unrefined iron), essential for manufacturing weapons and equipment. Almost all of the country’s firearms were manufactured in the North, and the Du Pont factories in Delaware made most of the nation’s gunpowder. In contrast, the South had only one factory capable of producing cannons, the Tredegar Iron Works in Richmond, Virginia, and no major facilities for making gunpowder.

To remedy these deficiencies, the Confederacy’s Ordnance Bureau set up armories and foundries in several Southern states, and it created a huge gunpowder mill in Augusta, Georgia. By the summer of

Reading Strategy

Summarizing Information Summarizing information teaches students to reduce and rethink what they have read. Organize the class into groups of four or five students. Have each group hold a roundtable discussion comparing the strengths and weaknesses of the North and South and explaining how the strategies of each region were related to these strengths and weaknesses. Students should summarize their conclusions. A recorder for the group should write the summaries, and another group member should present them to the class.

Refer to Inclusion for the High School Social Studies Classroom Strategies and Activities in the TCR.
1862, the South was producing enough weapons, gunpowder, and ammunition to meet its needs. The South also was capable of producing its own food. Although much of the South’s fertile land was used for the production of cash crops such as cotton and tobacco, Southern farmers also grew rice and great quantities of corn. The problem facing the South was not its ability to produce food, but its ability to distribute it once the war began and Union troops invaded Southern soil.

The South had only half as many miles of railroad track as the North and had only one line—from Memphis to Chattanooga—connecting the western states of the Confederacy to the east. This made it much easier for Northern troops to disrupt the Southern rail system and prevent the movement of food and troops.

Financing the War Both the North and the South had to act quickly to raise money for the war. The North enjoyed several financial advantages. In addition to controlling the national treasury, the Union could expect continued revenue from tariffs. Many Northern banks also held large reserves of cash, which they loaned the government by purchasing bonds.

Concern about the North’s ability to win the war caused many people to withdraw gold and silver from the banks. Without gold and silver, the banks could not buy government bonds, and without the gold and silver from the sale of bonds, the government could not pay its suppliers and troops. To solve this problem, Congress passed the Legal Tender Act in February 1862. This act created a national currency and allowed the government to issue paper money. The paper money came to be known as greenbacks, because of its color.

In contrast to the Union, the Confederacy’s financial situation was not good, and it became worse over time. Most Southern planters were in debt and unable to buy bonds. At the same time, Southern banks were small and had few cash reserves. They too could not buy many bonds.

The best hope for the South to raise money was by taxing trade. Shortly after the war began, however, the Union Navy blockaded Southern ports, which reduced trade and revenues. The Confederacy then resorted to direct taxation of its own people. It imposed new taxes on property and farm products, but many Southerners resented the taxes and refused to pay.

Lacking sufficient money from taxes or bonds, the Confederacy was also forced to print paper money to pay its bills. This caused rapid inflation in the South. Confederate paper money became almost worthless. By the end of the war, the South had experienced 9,000 percent inflation, compared to only 80 percent in the North.

Party Politics in the North
As the Civil War began, President Lincoln had to contend with divisions within his own party. Many members of the Republican Party were abolitionists. Lincoln’s goal, however, was to preserve the Union, even if it meant allowing slavery to continue.

The president also had to contend with Democrats who challenged his policies. Northern Democrats were themselves sharply divided. One faction, called War Democrats, strongly supported the conflict and hoped to restore the Union to the way it was before the war. This group also opposed ending slavery.
Another faction of Northern Democrats were known as the Peace Democrats. This group opposed the war and called for reuniting the states through negotiation rather than force. Their support of this unlikely possibility angered Republicans, who saw any opposition to the war as treason. Republicans referred to Peace Democrats as Copperheads, after the venomous snake.

One major disagreement between Republicans and Democrats concerned civil liberties. In the summer of 1862, Congress introduced a militia law that required states to use conscription—or forcing people into military service—if this was necessary to fill their regiments. Many Democrats opposed the law, and riots erupted in several strongly Democratic districts in Indiana, Ohio, Pennsylvania, and Wisconsin.

To enforce the militia law, Lincoln suspended writs of habeas corpus. Habeas corpus refers to a person’s right not to be imprisoned unless charged with a crime and given a trial. A writ of habeas corpus is a court order that requires the government to either charge an imprisoned person with a crime or let the person go free. When writs of habeas corpus are suspended, a person can be imprisoned indefinitely without trial. In this case, President Lincoln suspended the writ for anyone who openly supported the rebels or encouraged others to resist the militia draft.

Criticized for his suspension of writs of habeas corpus, Lincoln justified his actions: “Must I shoot a simple-minded soldier boy who deserts,” the president asked, “while I must not touch a hair of a wily agitator who induces him to desert?”

Although many Southern leaders supported the war, some opposed Jefferson Davis when he supported conscription and established martial law in the spring of 1862. Leaders from North Carolina and Georgia, including Davis’s vice president, Alexander Stephens, were among those who dissented. They objected to the Confederacy forcing people to join the army and opposed Davis’s decision to suspend writs of habeas corpus. The new taxes the Confederacy imposed were another complaint.

**The Diplomatic Challenge**

The outbreak of the Civil War put the major governments of Europe in a difficult situation. The United States did not want the Europeans interfering in the war. In particular, it did not want the Europeans to recognize the Confederate States of America as an independent country. It also wanted the Europeans to respect the Union navy’s blockade of the South.

Confederate leaders wanted the exact opposite. They wanted the Europeans, particularly the British, to recognize the South, declare the Union blockade illegal, and then use the British navy to assist the South in the war.

INTERDISCIPLINARY CONNECTIONS ACTIVITY

**Physics** Invite a physics teacher to explain the science behind the effectiveness of the conoidal bullet. Ask the speaker to use and define scientific terminology, and to demonstrate the applicable laws of physics. L2
CHAPTER 11
Section 1, 350–356

**Graph Skills**

Answers:
1. iron production
2. possible answers: willingness of the people to fight, strength of leadership

**Graph Skills Practice**

Ask: In what category were the two sides nearly equal? (exports)

Discussing a Topic  Ask students how Britain’s reluctance to recognize the Confederacy paralleled France’s initial hesitation to support the United States during the American Revolution. L1

**Reading Check**

Answer: They wanted European nations to declare the blockade illegal and they wanted the British navy to assist in the fight against the North.

**Drawing Conclusions**  Have students read the paragraph on page 350 that describes Robert E. Lee’s position. As a class, make a list of the things Lee may have considered as he made his decision. Have students draw conclusions about what factors weighed most heavily in his decision to turn down Lincoln’s offer and volunteer his service to the Confederacy. L1

Having struggled with the North, Southern leaders knew that European textile factories, particularly in Britain and France, depended on Southern cotton. To pressure the British and French, many Southern planters voluntarily agreed not to sell their cotton in these markets until the Europeans recognized the Confederacy.

The British and French met informally with Confederate representatives in May 1861. The French promised to recognize the Confederacy if the British would do so as well. British leaders, however, did not want to risk war with the United States unless absolutely necessary. They also were not willing to recognize the Confederacy until decisive victories on the battlefield proved the South could survive and eventually win the war.

At one point, Britain and the United States did come close to war. In the autumn of 1861, the Confederacy decided to send permanent ministers to Britain and France to represent its interests. James Mason of Virginia was to go to Britain, and John Slidell of Louisiana was to go to France. Mason and Slidell slipped past the Union blockade on a Southern ship and traveled to Havana, Cuba, where they boarded the Trent, a British ship. When the ship left Havana, Charles Wilkes, captain of the Union warship San Jacinto, intercepted the Trent and arrested the two men.

Northerners applauded Wilkes’s action. The British, however, were furious over the interference with their ship. They sent an ultimatum to the United States, demanding the release of the two Confederates. Britain sent troops to Canada to strengthen the Atlantic fleet, and war seemed imminent. After a few tense weeks, Lincoln freed Mason and Slidell, commenting, “One war at a time.”

**CRITICAL THINKING ACTIVITY**

**Synthesizing** Have students consider how the Trent Affair would have been reported using modern communications methods. Ask students to predict if modern reporting might have gained the South the diplomatic support it sought. Encourage students to defend their predictions. L2

After being freed, the diplomats continued on their journey to seek Confederate allies. Although the arrest of Mason and Slidell in the so-called *Trent Affair* had excited interest worldwide, their diplomatic mission failed to gain the support the South wanted.

**Reading Check**  Explaining Why did the Confederate States want Britain and France to recognize them?

The First “Modern” War

The economic and political situation in the North and South was very important to the outcome of the war because, in many respects, the Civil War was the first “modern” war. Unlike most of the wars fought in Europe during the previous two centuries, the Civil War was not fought by small disciplined armies with limited goals. It involved huge armies made up mostly of civilian volunteers that required vast amounts of supplies and equipment.

**Military Technology and Tactics** Many of the top officers who led the Union and Confederate troops had studied the campaigns of Napoleon and had themselves fought in the war with Mexico in the 1840s. They believed that the best way to win a battle was to organize the troops into tight columns and go on the offensive. Troops would march toward the enemy, firing in massed volleys. When they got close enough, they would charge the enemy and attack
with bayonets—long knives attached to the front of their guns. These tactics were necessary earlier in the century because soldiers used smoothbore muskets loaded with round metal balls. These muskets were very inaccurate except at close range.

By the 1850s, French and American inventors had developed a new inexpensive conoidal—or cone-shaped—bullet for rifles. Rifles firing conoidal bullets were accurate at much greater ranges. This meant that troops would be fired upon several more times while charging enemy lines.

At the same time, instead of standing in a line, troops defending positions in the Civil War began to use trenches and barricades to protect themselves. The combination of rifles and trenches created a deadly situation where the attacking force often suffered very high casualties.

High casualties meant that armies had to keep replacing their soldiers. Attrition—the wearing down of one side by the other through exhaustion of soldiers and resources—played a critical role as the war dragged on. The North, with its large population, could draw on new troops for replacements, but the South had fewer men to replace soldiers who died or were wounded in battle.

**The South’s Strategy** Early in the war, Jefferson Davis imagined a struggle similar to the American war for independence against Britain. Like George Washington, his generals would pick their battles carefully, attacking and retreating when necessary and avoiding large battles that might risk heavy losses. In this manner, the South would wage a

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**What If...**

**Lee Had Not Followed Virginia in Secession?**

General Robert E. Lee was one of the most famous Confederate officers. The troops and the Southern population trusted his leadership and military judgment. Lee’s tactical skill allowed his army to achieve many battlefield successes against difficult odds. What if, however, Lee had remained loyal to the U.S. Army at the start of the war?

U.S. General Winfield Scott met with Lee on the day after Virginia voted to break ties with the United States. Scott offered Lee the opportunity to lead the Union army into the South, hoping that a strong display of force would forestall actual warfare. The Alexandria Gazette also speculated about what Lee would do:

> It is probable that the secession of Virginia will cause an immediate resignation of many officers of the Army and Navy from this State. . . . If Lee should resign his present position in the Army of the United States, we call the immediate attention of our readers to this subject. . . . There is no man who would command more of the confidence of the people of Virginia, than this distinguished officer; and no one under whom the volunteers and militia would more gladly rally.

—From Almost America

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**EXTENDING THE CONTENT**

**Military Colleges** Four of the major military colleges that trained officers for the Civil War continue the tradition of military education today. Located in New York, the U.S. Military Academy, also known as West Point, was established in 1802. The Virginia Military Institute was founded in Lexington, Virginia, in 1839. Established in 1845 on ten acres in Annapolis, Maryland, the Naval School became the U.S. Naval Academy in 1850. The South Carolina Military Academy was established in 1842. Students attended The Arsenal in Columbia and The Citadel in Charleston. The Arsenal was destroyed by Sherman’s troops and The Citadel suspended classes in February 1865 when Union troops entered Charleston. The college was reopened in 1882 and in 1910 the name was officially changed to The Citadel, The Military College of South Carolina.
defensive war of attrition, Davis believed, forcing the Union to spend its resources until it became tired of the war and agreed to negotiate.

The idea of a defensive war of attrition, however, outraged many Southerners. Believing themselves superior fighters, they scorned the idea of defensive warfare. “The idea of waiting for blows, instead of inflicting them, is altogether unsuited to the genius of our people,” declared the Richmond Examiner in 1861.

4. Groups and Institutions

How did a belief in states’ rights hamper the South during the war?

The Southern disdain for remaining on the defensive meant that when battles occurred, Southern troops often went on the offensive, charging enemy lines and suffering enormous casualties. In 1862 and 1863, Confederate armies fought nine large battles. In six of those battles they went on the offensive, and they suffered 20,000 more casualties than the Union. These were losses the South could not afford.

The Union’s Anaconda Plan

Early in the war, the general in chief of the United States, Winfield Scott, proposed a strategy for defeating the South. Scott suggested that the Union blockade Confederate ports and send gunboats down the Mississippi to divide the Confederacy. The South, thus separated, would gradually run out of resources and surrender. The plan would take time, Scott admitted, but it would defeat the South with the least amount of bloodshed.

Many Northerners rejected the plan as too slow and indirect for certain victory, favoring instead a strong, quick invasion of the South. Northern newspapers scorned this strategy, which they called the Anaconda Plan, after the snake that slowly strangles its prey to death. Although Lincoln eventually agreed to implement Scott’s suggestions and imposed a blockade of Southern ports, he hoped that a quick victory by Northern troops over the Southern forces massing in Virginia might discredit the secessionists and bring about a negotiated end to the crisis. Ultimately, he and other Union leaders realized that only a long war that focused on destroying the South’s armies had any chance of success.

Answer: a defensive war of attrition

Reading Check

Describe what war strategy did Jefferson Davis develop for the South?

Critical Thinking

5. Comparing Why did the North have an economic advantage over the South?

6. Analyzing Why did the South resort to using paper money during the war?

7. Organizing Using a graphic organizer similar to the one below, list the military innovations of the Civil War era.

8. Examining Artifacts Examine the conoidal bullets shown on page 355. How did conoidal bullets affect the war effort? What other innovations made the Civil War the first “modern” war?

9. Descriptive Writing Imagine that you are living in one of the border states at the beginning of the Civil War. Write a letter to a relative explaining why you are planning on joining either the Union or Confederate army.

SECTION 1 ASSESSMENT ANSWERS

1. Terms are in blue.
3. Foreign countries did not want to risk war with the United States.
4. The South lacked a strong central government needed to coordinate the war effort.
5. The Union controlled the U.S. Treasury, still collected revenues from tariffs, and many Northern banks had large cash reserves that they could lend to the government.
6. They needed financial resources.
7. huge armies, civilian volunteers, conoidal bullets, trenches
8. conoidal bullets caused high casualty rates; quick-loading rifles, new defensive strategies such as trenches and barricades
9. Students’ letters will vary. Letters should offer plausible scenarios about the decision to join one side or the other.
The Early Stages

Main Idea
Union forces suffered defeat in Virginia, advanced down the Mississippi, and stopped the South’s invasion of Maryland.

Key Terms and Names
"Stonewall" Jackson, Irwin McDowell, bounty, blockade runner, David G. Farragut, Ulysses S. Grant, George B. McClellan, Emancipation Proclamation

Reading Strategy
**Categorizing** As you read about the early battles of the war, complete a chart like the one below by filling in the results of each battle listed.

<table>
<thead>
<tr>
<th>Battle</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Battle of Bull Run</td>
<td></td>
</tr>
<tr>
<td>Battle of Shiloh</td>
<td></td>
</tr>
<tr>
<td>Battle of Murfreesboro</td>
<td></td>
</tr>
<tr>
<td>Seven Days’ Battle</td>
<td></td>
</tr>
<tr>
<td>Second Battle of Bull Run</td>
<td></td>
</tr>
</tbody>
</table>

Reading Objectives
- **Describe** the progress of war in the West.
- **Compare** the eastern campaigns to those in the West.

Section Theme
*Geography and History* The Union hoped to seize the Mississippi Valley and cut the Confederacy in two.

Section Overview
This section focuses on Union forces suffering defeat in Virginia, advancing down the Mississippi, and stopping the South’s invasion of Maryland.

**An American Story**

On July 21, 1861—a hot, sultry Sunday perfect for family outings—hundreds of people from Washington, D.C., picnicked along Bull Run near Manassas Junction, Virginia. They had gathered to watch the first battle between the Union and Confederate forces.

“The spectators were all excited,” wrote one reporter, “and a lady with an opera glass who was near me was quite beside herself when an unusually heavy discharge roused the current of her blood: ‘That is splendid! Oh, my! Is not that first-rate?’”

The spectators who came to Bull Run expected a short, exciting fight and a quick surrender by the rebel troops. Unexpectedly, the Confederates routed the Union army. A reporter with the Boston Journal, Charles Coffin, described the chaos:

—quoted in *Voices of the Civil War*

**Mobilizing the Troops**

In the first months of the Civil War, President Lincoln was under great pressure to strike quickly against the South. Confederate troops, led by General P.G.T. Beauregard, were gathering 25 miles (40 km) south of Washington, D.C., near Manassas Junction, an important railroad center in northern Virginia. Lincoln approved an assault on these forces, hoping that a Union victory would lead to a quick end to the conflict.

Answers to Graphic:
First Battle of Bull Run: Confederate victory; Battle of Shiloh: Union victory, both sides suffered high casualties; Battle of Murfreesboro: no decisive victory, Union retreated; Seven Days’ Battle: no decisive victory, heavy casualty rate, Union forced to retreat; Second Battle of Bull Run: Confederate victory, invasion of Maryland

Preteaching Vocabulary
For each of the Key Terms and Names, have students write a phrase or short sentence that will help them remember its significance.
At first, the attack went well for the Union. Its forces slowly pushed the Confederates back from their positions behind a stream called Bull Run. During the fighting, Southern reinforcements from Virginia, led by Thomas J. Jackson moved into the line. As Confederate troops retreated past Jackson, their commander yelled: “There is Jackson standing like a stone wall! Rally behind the Virginians!” Afterward, Jackson became known as “Stonewall” Jackson, and he went on to become one of the most effective commanders in the Confederate army.

As Confederate reinforcements arrived, Union commander General Irwin McDowell decided to fall back. The retreat quickly turned into a panic, although the exhausted Confederate troops did not pursue the Union forces very far.

The Union defeat at the First Battle of Bull Run made it clear that the North would need a large, well-trained army to defeat the South.

**The Naval War**

While the Union and Confederacy mobilized their armies, the Union navy began operations against the South. In April 1861, President Lincoln proclaimed a blockade of all Confederate ports. By the spring of 1862, the Union navy had sealed off every major Southern harbor along the Atlantic coast, except for Charleston, South Carolina and Wilmington, North Carolina. Lincoln intended to dragged on and casualties rose, however, fewer young men volunteered, forcing both governments to resort to conscription. The South introduced conscription in April 1862 for all white men between the ages of 18 and 35. Exemptions were provided for key government workers, for teachers, and for planters who held at least 20 enslaved African Americans.

The North at first tried to encourage voluntary enlistment by offering a bounty—a sum of money given as a bonus—to individuals who promised three years of military service. Congress also passed the Militia Act in July 1862, giving Lincoln the authority to call state militias, which included drafted troops, into federal service. Finally, in 1863, Congress introduced a national draft to raise the necessary troops.

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**Reading Strategy**

**Organizing Information** One way to organize new information is to use graphic organizers. Tell students to write “Early Stages” in a box on the top of a piece of paper. They should draw lines to three boxes below—one to the left, one to the center, and one to the right—and write the following in these boxes: “Naval War,” “War in the West,” and “War in the East.” As students read the section, have them add underneath each of the three boxes the main events and information about each of the events. At the end of the section, have students review the information they have gathered.

**L1**
Farragut Captures New Orleans While the Union navy fought to seal off the Confederacy's Atlantic ports, it also began preparations to seize New Orleans and gain control of the lower Mississippi River. In February 1862, David G. Farragut took command of a Union force composed of 42 warships and 15,000 soldiers led by General Benjamin Butler.

At the time, Farragut was 60 years old. He had gone to sea at age 9 and was a veteran of the War of 1812 and the war with Mexico. His father had moved to the United States from Spain in 1776 and had fought in the Revolutionary War and served as governor of the Mississippi Territory. Although born in the South, Farragut was a staunch supporter of the Union.

Farragut's actions at the battle for New Orleans made him a hero in the North. In early April, his fleet began bombarding Confederate forts defending the lower Mississippi River. When the attack failed to destroy the forts, Farragut made a daring decision. At 2:00 A.M. on April 24, 1862, his ships headed upriver past the forts in single file, exposing themselves to attack. The forts opened fire with more than 80 guns, while Confederate gunboats tried to ram the fleet and tugboats placed flaming rafts in front of the Union ships. Remarkably, all but four of Farragut's ships survived the battle and continued upriver.

Ironclads Clash at Sea, March 9, 1862

Young boys known as “powder monkeys” often carried the explosive charges on Union naval vessels.

Southerners hoped to break the Union blockade with a secret weapon—an iron-plated ship built by covering the hull of the wooden ship Merrimack, a captured Union warship, with iron. The armored vessel, renamed the Virginia, could easily withstand Union cannon fire.

On March 8, 1862, the Virginia sank two Union ships guarding the James River at Hampton Roads, Virginia. On the worst day of the war for the Union navy, 240 sailors died. The next day, the Union's own ironclad ship, the newly completed Monitor, challenged the Virginia. The two ships fought for hours, but neither could deliver a decisive blow. Although the vessels never fought again, the Monitor's presence kept the Virginia from breaking the Northern blockade.

Ironclads Clash at Sea, March 9, 1862

Although David Glasgow Farragut was born in Tennessee, raised in Louisiana, and lived in Virginia, he was a Union hero. In 1866 he was awarded the rank of admiral—a first for the United States Navy. Farragut was touted as a possible presidential candidate in 1868, but he expressed no interest in politics. He died in 1870.

Writing a Photo Essay Have students find a photo from the Civil War. Instruct students to write a descriptive essay based on the photo. Tell students that they may use library and Internet resources to learn more about the battle or event in the picture. L3

Use the rubric for a photo essay on pages 91–92 in the Performance Assessment Activities and Rubrics.
On April 25, 1862, Farragut arrived at New Orleans. Six days later, General Butler’s troops took control of the city. The South’s largest city, and a center of the cotton trade, was now in Union hands.

The War in the West

In February 1862, as Farragut prepared for his attack on New Orleans, Union general Ulysses S. Grant began a campaign to seize control of two rivers: the Cumberland River, which flowed west past Nashville through Tennessee, and the Tennessee River, which flowed through northern Alabama and western Tennessee. Control of these rivers would cut Tennessee in two and provide the Union with a river route deep into Confederate territory.

Backed by armored gunboats, Grant first seized Fort Henry, the Confederacy’s main fort on the Tennessee River. He then marched his troops east and surrounded Fort Donelson on the Cumberland River. With the fall of Fort Donelson and Fort Henry, all of Kentucky and most of western Tennessee came under Union military control.

Shiloh  After Grant’s victories at Fort Donelson and Fort Henry, his troops headed up the Tennessee River to attack Corinth, Mississippi. Seizing Corinth would cut the Confederacy’s only rail line connecting Mississippi and western Tennessee to the east.

Early on April 6, 1862, Confederate forces launched a surprise attack on Grant’s troops, who were camped about 20 miles (32 km) north of Corinth near a small church named Shiloh. Hearing the attack, Grant raced from his headquarters to the battle. Although the Union troops were forced back, Grant rushed around the battlefield and managed to assemble a defensive line that held off repeated Southern attacks.

When the first day of the battle ended, several of Grant’s commanders advised him to retreat.
Knowing reinforcements were on the way, Grant replied: “Retreat? No. I propose to attack at daylight and whip them.” Grant went on the offensive the next morning, surprising the Confederates and forcing General Beauregard, their commander, to order a retreat.

The Battle of Shiloh stunned people in both the North and the South. Twenty thousand troops had been killed or wounded, more than in any other battle up to that point. When newspapers demanded Grant be fired because of the high casualties, Lincoln refused, saying, “I can’t spare this man; he fights.”

**Murfreesboro** Grant’s victory at Shiloh cheered Lincoln, but it was clear that the fighting was not over. Confederate troops evacuated Corinth and quickly shifted east by railroad to Chattanooga, Tennessee, where they were placed under the command of General Braxton Bragg.

Bragg took his troops north into Kentucky, hoping the Union armies would follow. He also hoped that his invasion of Kentucky would lead to an uprising of pro-Confederate supporters in the state. Bragg’s invasion failed. Union troops led by General Don Carlos Buell stopped Bragg’s forces at the battle of Perryville.

After Bragg retreated, General Buell was ordered to seize Chattanooga and cut the railroad lines that passed through the city. Lincoln knew that eastern Tennessee was home to many Union sympathizers, and he wanted the region under Union control. He also knew that by cutting the region’s rail lines, he would deprive the Confederacy of “bogs and hominy”—vital supplies of meat and corn that the South needed.

Buell’s slow advance across Tennessee frustrated Lincoln, who fired him and replaced him with General William S. Rosecrans. As Rosecrans’s forces headed south, Bragg’s forces attacked them west of the Stones River near Murfreesboro. Although the Union lines fell back before the onslaught, they did not break, and the battle ended inconclusively. Four days later, with Union reinforcements arriving from Nashville, Bragg decided to retreat.

**The War in the East**

While Union and Confederate troops were struggling for control of Tennessee and the Mississippi River, another major campaign was being waged in the east to capture Richmond, Virginia. After General McDowell’s failure at the First Battle of Bull Run, President Lincoln ordered General George B. McClellan to lead the Union army in the east.

**McClellan’s Peninsula Campaign** After taking several months to prepare his forces, McClellan began transporting his troops by ship to the mouth of the James River, southeast of Yorktown, Virginia. From there he intended to march up the peninsula formed by the James and York Rivers toward Richmond, only 70 miles (113 km) away.

Although popular with the troops, McClellan proved overly cautious and unwilling to attack unless he had overwhelming strength. He took 30 days to capture Yorktown, giving the Confederates time to move their troops into position near Richmond.

As McClellan advanced toward Richmond, he made another mistake. He allowed his forces to become divided by the Chickahominy River. Seizing this opportunity, the Confederate commander, General Joseph E. Johnston, attacked McClellan’s

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**Profiles in History**

**Federico Cavada**

1832–1871

The Civil War introduced many innovations in warfare. One of the most striking was the use of hot-air balloons for intelligence work.

Cuban-born Federico Cavada was one of the Union soldiers sent aloft to sketch enemy positions. Cavada had enlisted in 1861 and served during the Peninsula campaign. It was during this campaign that his “balloon artistry” came in handy.

Cavada was captured at the Battle of Gettysburg and then imprisoned at Libby Prison in Richmond, Virginia. He wrote sketches, with illustrations, of prison life on any scraps of paper he could find. He hid these in his shoes and socks and got fellow prisoners to do the same. Later he wrote up an account and published it as “Libby Life.”

After the war, he returned to Cuba as U.S. consul. Cavada was executed by a firing squad in July 1871 while supporting revolutionaries hoping to win Cuban independence.

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**Reading Check**

Evaluating What was the significance of the Battle of Shiloh?

**Answer:** The Union cut the only railroad lines connecting Mississippi and western Tennessee; both sides suffered high casualties.

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**Critical Thinking Activity**

Analyzing Tell students that the governor of Massachusetts referred to the Emancipation Proclamation as “a poor document, but a mighty act.” Explain that his statement reflected the fact that the importance of the Emancipation Proclamation was not in the number of enslaved persons who were immediately freed, but in the fact that slavery was made the central issue of the war. Have the class make a list of the issues that divided the United States before the proclamation. Then discuss how making slavery the main issue of the war helped the Union cause.

L2 AHSGE IV-1C; COS Gr.10:9C, 9D
Effectiveness of the Union Blockade

Historians disagree over whether or not the Union blockade of the Confederacy was a success. While it has been documented that between 1861 and 1865 approximately five out of six blockade runners made it through the blockade, their impact on the war's outcome remains questionable. By the end of the war the Confederacy was suffering from a lack of supplies, weakening its ability to continue fighting. The supply shortage was due, in part, to the fact that the blockade runners that did slip through were designed to be fast and maneuverable, and therefore they were limited in the amount of supplies they could carry. Furthermore, when pursued, blockade runners often dumped part or all of their cargo to increase speed.

AHSGE IV-1C, 1D; COS Gr.10.9, 9A
again to wait and see how the war progressed, and with this decision the South lost its best chance at gaining international recognition and support. The South’s defeat at Antietam had an even greater political impact in the United States. It convinced Lincoln that the time had come to end slavery in the South.

**Reading Check**

**Explaining** Why did President Lincoln choose General George B. McClellan after the Union’s failure at the First Battle of Bull Run?

### The Emancipation Proclamation

Although most Democrats opposed any move to end slavery, Republicans were divided on the issue. Many Republicans were strong abolitionists, but others, like Lincoln, did not want to endanger the loyalty of the slaveholding border states that had chosen to remain in the Union. The war’s primary purpose, in their opinion, was to save the Union.

With Northern casualties rising to staggering levels, however, many Northerners began to agree that slavery had to end, in part to punish the South and in part to make the soldiers’ sacrifices worthwhile. George Julian, a Republican from Indiana, summed up the argument for freeing the slaves in an important speech delivered early in 1862:

> "When I say that this rebellion has its source and life in slavery, I only repeat a simple truism. . . . The mere suppression of the rebellion will be an empty mockery of our sufferings and sacrifices, if slavery shall be spared to canker the heart of the nation anew, and repeat its diabolical misdeeds." — quoted in Battle Cry of Freedom

As Lee’s forces marched toward Antietam, Lincoln said that if the Union could drive those forces from Northern soil, he would issue a proclamation ending slavery.

On September 22, 1862, encouraged by the Union victory at Antietam, Lincoln publicly announced that he would issue the **Emancipation Proclamation**—a decree freeing all enslaved persons in states still in rebellion after January 1, 1863. Because the Proclamation freed enslaved African Americans only in states at war with the Union, it did not address slavery in the border states. Short of a constitutional amendment, however, Lincoln could not end slavery in the border states, nor did he want to endanger their loyalty. (See page 1071 for the text of the Emancipation Proclamation.)

The Proclamation, by its very existence, transformed the conflict over preserving the Union into a war of liberation. “We shout for joy that we live to record this righteous decree,” exulted Frederick Douglass. Abolitionists rejoiced at the president’s announcement, and they looked forward to new energy among Union forces. “We were no longer merely the soldiers of a political controversy,” recalled Union officer Regis de Trobriand. “We were now the missionaries of a great work of redemption, the armed liberators of millions.”

**Reading Check**

**Examining** Why did Lincoln issue the Emancipation Proclamation?

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### Checking for Understanding

1. Define: bounty, blockade runner.
3. Summarize why David G. Farragut was considered a hero in the North.

### Reviewing Themes

4. **Geography and History** Why was seizing control of the Mississippi River an important strategy of the Union navy?

### Critical Thinking

5. **Forming an Opinion** Do you think the draft for military service during the Civil War violated civil liberties, or was the need for defense more important? Explain your answer.
6. **Organizing** Use a graphic organizer to explain President Lincoln’s reasons for issuing the Emancipation Proclamation and the effects it had on the war.

### Analyzing Visuals

7. **Examining Art** Examine the painting of the battle between the *Monitor* and the *Virginia* on page 359. What made these vessels superior to regular warships used by the Union and the Confederacy?

### Writing About History

8. **Persuasive Writing** Imagine that you are asked to advise President Lincoln about issuing the Emancipation Proclamation. Write a short paper in which you explain the reasons for the advice you give him.

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### SECTION 2 ASSESSMENT ANSWERS

1. Terms are in blue.
2. “Stonewall” Jackson (p. 358), Irwin McDowell (p. 358), David G. Farragut (p. 359), Ulysses S. Grant (p. 360), George B. McClellan (p. 361), Emancipation Proclamation (p. 363)
3. He courageously helped capture New Orleans, the South’s largest city.
4. It would divide the Confederacy and hurt the cotton trade.
5. Students’ answers will vary but should be supported reasonably.
6. **Reasons:** to help justify the war’s sacrifices, to help end slavery; **Effects:** transformed the war from a conflict over preservation of the Union into a war of liberation
7. Ironclad vessels were resistant to regular cannon fire and less likely to burn.
8. Students’ papers will vary. Papers should offer specific advice, including rationale.

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**CHAPTER 11** The Civil War 363
Section Overview
This section presents information about military and civilian life during the Civil War.

Focus

Main Idea
The Civil War brought great changes to the lives of soldiers and civilians alike.

Key Terms and Names
54th Massachusetts, hardtack, Elizabeth Blackwell, United States Sanitary Commission, Clara Barton, Henry Wirz

Reading Strategy
Organizing As you read about life during the war, complete a table listing why the North experienced a wartime economic boom.

Reading Objectives
• Contrast the effects of war on regional economies.
• Evaluate the soldiers’ wartime experiences.

Section Theme
Groups and Institutions The Civil War brought great suffering to civilians as well as soldiers on both sides of the conflict.

Preteaching Vocabulary
Have students create a database of the Key Terms and Names. Instruct students to add the definition and other helpful information as they find the terms and names while reading this section.

Answers to Graphic: industry supplied troops with clothes, munitions, other necessities; innovations in agriculture minimized the effect of the loss of labor as men left to fight; women filled labor shortages; new sewing machines increased productivity

An American Story

In December 1862, as Union and Confederate forces prepared for battle near the Virginia town of Fredericksburg, the civilian residents fled in haste. Confederate artillery operator Robert Stiles remembers seeing women and children evacuating their homes:

“... I never saw a more pitiful procession than they made trudging through the deep snow... little children tugging along with their doll babies... women so old and feeble that they could carry nothing and could barely hobble themselves. There were women carrying a baby in one arm, and its bottle, its clothes, and its covering in the other. Some had a Bible and a toothbrush in one hand, a picked chicken and a bag of flour in the other.

Most of them had to cross a creek swollen with winter rains, and deadly cold with winter ice and snow. We took the battery horses down and ferried them over, taking one child in front and two behind, and sometimes a woman or a girl on either side with her feet in stirrups, holding on by our shoulders. Where they were going we could not tell, and I doubt if they could.”

—quoted in Voices of the Civil War

The Wartime Economies

Pressed by the costs of the war, both North and South struggled to keep their economies working. The South, with few financial resources and little industry, suffered more from wartime inflation and critical shortages. The North, supported by banks and developing industries, responded quickly to the changes brought about by the war.

Reproducible Masters
• Reproducible Lesson Plan 11–3
• Daily Lecture and Discussion Notes 11–3
• Guided Reading Activity 11–3
• Section Quiz 11–3
• Reading Essentials and Study Guide 11–3

Transparencies
• Daily Focus Skills Transparency 11–3

Multimedia
• Interactive Tutor Self-Assessment CD-ROM
• ExamView® Pro Testmaker CD-ROM
• Presentation Plus! CD-ROM
• TeacherWorks™ CD-ROM
• Audio Program
The Union’s War Boom  In contrast, the North experienced an economic boom because of the war. Its growing industries supplied the troops at the front with clothes, munitions, and other necessities, while innovations in agriculture helped minimize the loss of labor as men left to fight. The expanded use of mechanized reapers and mowers made farming possible with fewer workers, many of whom were women. One traveler in Iowa in late 1862 commented that he “met more women driving teams on the road and saw more at work in the fields than men.”

Women also filled labor shortages in various industries, particularly in clothing and shoemaking factories. New sewing machines greatly increased the productivity of seamstresses. As women entered the textile industry, the North produced an abundance of clothes for its soldiers, and the industry profited from government contracts.

Reading Check  Explaining  What were the effects of food shortages on the South?

Did You Know?  The first known use of the “singing telegraph” was by Samuel Morse to send messages in Morse code. He transmitted the signal through 2 miles of wire. Today’s telegraph is an electrical device that uses an electromagnet to send and receive messages. The telegraph operator presses a key in a pattern of short and long clicks, following Morse’s alphabetic code. In what other areas of life was the telegraph useful?

Reading Strategy  READING THE TEXT

Interpreting Information  Students’ comprehension increases when they actively apply to another task what they learn from their reading. Have each student skim the section and note the groups of people discussed and their roles during the war. Then have students write a series of diary entries describing a week in the life of one of these people, such as a wounded soldier or a woman managing a business. Encourage students to do additional research to learn more about the topic. L1

Refer to Inclusion for the High School Social Studies Classroom Strategies and Activities in the TCR.
**Guided Reading Activity 11–3**

**L1/ELL**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Class</th>
</tr>
</thead>
</table>

**DIRECTIONS:**
Locate each heading below in your textbook and a map, display, or chart on pages 367 and 368 in the book. Then use the information and the skill underlining to help you write each answer.

<table>
<thead>
<tr>
<th>★</th>
<th>★</th>
<th>L2</th>
</tr>
</thead>
</table>

**Drawing Circle Graphs**

Have students draw a pair of circle graphs showing the percentage of African Americans in the Union army and Union navy. L2

**Answer:**

Use the rubric for creating a map, display, or chart on pages 77–78 in the *Performance Assessment Activities and Rubrics.*

**Reading Check**

**Answer:**

Students’ answers will vary. A possible answer is that African Americans saw volunteering to serve in the military as a way to ensure their freedom from slavery.

**Reading Strategy**

**Interpreting a Quote**

Ask students how the quote from Frederick Douglass on this page relates to the *Dred Scott* decision.

**Picturing History**

**African American Soldiers**

Battery A of the 2nd U.S. Colored Light Artillery was only one of many groups of African Americans who fought for their own freedom. Why did Frederick Douglass favor African American enlistment?

**Military Life**

Early in the war, General Irwin McDowell’s troops stopped to pick berries and foolishly wasted water from their canteens to wash them. “They were not used to denying themselves much; they were not used to journeys on foot,” the Union commander later reflected. Self-denial and long marches would prove to be only one of the harsh lessons of the war.

**The Soldiers in the Field**

Union and Confederate soldiers suffered many hardships during the long days and weeks between battles. Some Southern soldiers had to sleep without blankets and tramp the roads shoeless. Union soldier Elisha Rhodes wrote home that “all that we have to eat is the cattle killed by the way. No bread or salt in the Regiment and I am most starved.”

Soldiers learned to gulp down tasteless food. For the Union soldier, meals often consisted of **hardtack** (a hard biscuit made of wheat flour), potatoes, and beans, flavored at times with dried salt pork (pork fat cured in salty brine). Confederate soldiers had little coffee, and their bread was usually made of cornmeal. Whenever possible, soldiers on both sides supplemented their diet with fruit or vegetables seized or purchased from farms they passed.

**Battlefield Medicine**

When Americans went to war in 1861, most were not prepared for the horrors of battle. “The sights and smells that assailed us were simply indescribable,” wrote one Southern soldier. “Corpses were swollen to twice their size, some actually burst asunder. . . . The odors were so deadly that in a short time we all sickened [and] . . . most of us were vomiting profusely.”

**Analyzing**

Why do you think African Americans were so willing to volunteer to fight during the Civil War?
The Civil War produced huge numbers of casualties, and doctors struggled to tend to the wounded. In the mid-1800s, doctors had little understanding of infectious germs. They used the same unsterilized instruments on patient after patient, and, as a result, infection spread quickly in the field hospitals.

Disease was one of the greatest threats facing Civil War soldiers. In many cases, regiments lost half their men to illness before ever going into battle. Crowded together in army camps, drinking from unsanitary water supplies, many soldiers became sick. Smallpox, when it erupted, could be deadly, as could dysentery, typhoid, and pneumonia.

Battlefield physicians also used extreme measures in treating casualties. Faced with appalling wounds, doctors often amputated arms and legs to prevent gangrene and other infections from spreading to other parts of the body. As one military officer, General Carl Schurz, commented:

"As a wounded man was lifted on the table, often shrieking with pain . . . the surgeon quickly examined the wound and resolved upon cutting off the wounded limb. Some ether was administered . . . The surgeon snatched the knife from between his teeth, where it had been while his hands were busy, wiped it rapidly once or twice across his blood-stained apron, and the cutting began. The operation accomplished, the surgeon would look around with a deep sigh, and then—'Next!'"

—quoted in The Civil War

**The Role of Women in the War**

Women helped the war effort at home by managing family farms and businesses. On the battlefield, women made dramatic contributions to the Civil War by serving as nurses to the wounded. Before the Civil War, most army nurses were men. Inspired by the famous British nurse Florence Nightingale, American women took on many of the nursing tasks in army hospitals.

In 1861 Elizabeth Blackwell, the first female physician in the United States, started the nation’s first training program for nurses. Her work led to the creation of the United States Sanitary Commission, an organization that provided medical assistance and supplies to army camps and hospitals. Tens of thousands of women volunteered to work for the Commission, raising money to send bandages, medicine, clothing, and food to army camps.

Not all women helping at the front lines were members of the Sanitary Commission. On her own, Clara Barton decided to leave her job in a patent office to nurse soldiers on the battlefield. With her face sometimes bluish with gunpowder, Barton fed the sick, bandaged the wounded, and even dug out bullets with her own small knife.

Although Southern women were encouraged to stay at home and support the troops by making bandages and other supplies, many founded small hospitals or braved the horrors of the battlefield. Kate Cumming of Mobile, Alabama, served as a nurse following the Battle of Shiloh. In her diary she vividly described a makeshift hospital:

Prior to the Civil War there were only a few medical schools in the United States and they lagged behind European schools. Many doctors served only an apprenticeship and those who attended medical school trained for less than two years with little or no laboratory or clinical experience.
Female Volunteers  Soldiers were not the only ones who experienced the Civil War. Wives, mothers, and sisters protected their homes from bands of soldiers. How else did Southern women experience the effects of the war?

“Nothing that I had ever heard or read had given me the faintest idea of the horrors witnessed here. . . . The men are lying all over the house . . . . The foul air from this mass of human beings at first made me giddy and sick, but I soon got over it. . . .”

—quoted in *Battle Cry of Freedom*

The Civil War was a turning point for the nursing profession in the United States. The courage and energy shown by women also helped to break down the belief that women were weaker than men.

**Military Prisons**  The horrors of the battlefield and danger of disease were not the only hardships endured by soldiers during the Civil War. Prisoners of war—soldiers captured by the enemy in battle—also suffered terribly during the conflict.

Early in the war, the United States and the Confederacy held formal prisoner exchanges. After Lincoln issued the Emancipation Proclamation, however, the Confederacy announced that it would not exchange freed African Americans for Southern white prisoners. Instead, it would either re-enslave or execute all African American troops captured in battle.

In response to the South’s treatment of African American troops, Lincoln stopped all prisoner exchanges. As a result, both the North and the South found themselves with large and growing numbers of prisoners of war. Taking care of them proved difficult, especially in the South. While conditions were bad in Northern prisons, the South was not even able to adequately feed their prisoners because of food shortages.

The most infamous prison in the South, Andersonville in southwest Georgia, was an open camp with no shade or shelter for its huge population. Exposure, overcrowding, lack of food, and disease killed more than 100 men per day during the sweltering summer of 1864. In all, 13,000 of the 45,000 prisoners sent to Andersonville died in the camp. After the war, Henry Wirz, the commandant at Andersonville, became the only person executed for war crimes during the Civil War.

Life in the Union and Confederate armed forces during the Civil War was brutally hard. Both sides, however, were strongly committed to their cause and prepared to endure whatever hardships were necessary to achieve victory.

**Reading Check**  What medical problems did Union and Confederate soldiers face?

**Analyzing Visuals**

7. **Examining Photographs**  Examine the photographs of battlefield hospitals on page 367. Why did infections spread so easily in hospitals, resulting in numerous deaths?

**Writing About History**

8. **Descriptive Writing**  Imagine that you are a nurse on one of the battlefields during the Civil War. Write a journal entry describing the conditions of the soldiers and your reaction to the situation.

**SECTION 3 ASSESSMENT ANSWERS**

1. Terms are in blue.
3. collapse of the South’s transportation system and the presence of Union troops in important agricultural regions
4. It officially permitted African Americans to enlist in the Union army.
5. It helped dispel the beliefs that women were weak and unfit for some kinds of work.
6. worked as battlefield nurses, managed farms and businesses, volunteered, raised money
7. Doctors had little understanding of infectious germs and they used the same unsterilized instruments on patient after patient spreading infections.
8. Students’ journal entries will vary. Journal entries should include descriptions and reactions.
The Turning Point

Main Idea
The tide of the war turned after the North won pivotal battles in the west at Vicksburg and in the east at Gettysburg.

Key Terms and Names
Benjamin Grierson, forage, siege, Ambrose Burnside, Joseph Hooker, George Meade, Pickett’s Charge, William Tecumseh Sherman

Reading Strategy
Categorizing: As you read about Civil War battles that shaped the war, complete a graphic organizer listing the results of the following battles.

<table>
<thead>
<tr>
<th>Battle</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vicksburg</td>
<td></td>
</tr>
<tr>
<td>Chancellorsville</td>
<td></td>
</tr>
<tr>
<td>Gettysburg</td>
<td></td>
</tr>
<tr>
<td>Chickamauga Creek</td>
<td></td>
</tr>
<tr>
<td>Missionary Ridge</td>
<td></td>
</tr>
</tbody>
</table>

Reading Objectives
- Evaluate the importance of events at Vicksburg and Gettysburg.
- Describe how battles in Tennessee helped turn the war increasingly in favor of the Union.

Section Theme
Geography and History: The Union victory at Vicksburg cut the Confederacy into two parts.

An American Story

At Gettysburg, Pennsylvania, in early July of 1863, Samuel Wilkeson, a reporter, sat to write his account of the battle that had raged for three days near the town. As he composed his dispatch, the body of Lieutenant Bayard Wilkeson—his son—lay dead beside him.

Wilkeson recorded the events that destroyed the peace of the Gettysburg countryside. He recalled “the singing of a bird, which had a nest in a peach tree within the tiny yard of the whitewashed cottage” that served as the Union army headquarters:

“...In the midst of its warbling a shell screamed over the house, instantly followed by another and another, and in a moment the air was full of the most complete artillery prelude to an infantry battle that was ever exhibited. Every size and form of shell known to British and to American gunnery shrieked, moaned, whirled, whistled, and wrathfully fluttered over our ground.”

—quoted in Eyewitness to History

Vicksburg Falls

Gettysburg was only one of a series of horrific encounters in 1863. The first battle took place farther west, where a vital part of the Union strategy involved gaining control of the Mississippi River. In April 1862, Admiral David Farragut had captured New Orleans and secured Union control of the Mississippi River delta. Later that year, Grant seized control of the river as far south as Memphis after his victory at Shiloh. If the Union could capture Vicksburg, Mississippi, the last major Confederate stronghold on the river, the North could cut the South in two.

BELLRINGER
Skillbuilder Activity
Project transparency and have students answer the question.

Daily Focus Skills Transparency 11–4

Answers to Graphic: Vicksburg: Union victory cut South in two; Chancellorsville: Confederate victory; Gettysburg: Union victory and turning point of war; Chickamauga Creek: Confederate victory; Missionary Ridge: Union victory, fall of Chattanooga

Preteaching Vocabulary
Have students identify the Key Terms and Names that refer to specific individuals and write a one-sentence description of each person.
SECTION 4

Virginia broke away from Virginia. The fifth state when the western part of the territory was ceded by Virginia in 1863, West Virginia became the thirty-first state on June 20, 1863, as the result of a statehood movement to address the political and economic needs of the western region.

To distract the Confederates while he carried out this difficult maneuver, Grant ordered Benjamin Grierson to take 1,700 troops on a cavalry raid through Mississippi. Grierson's forces traveled 600 miles (965 km) in two weeks, tearing up railroads, burning depots, and fighting skirmishes. His raid distracted the Confederate forces defending Vicksburg and enabled Grant to move his troops south of the city.

The Siege of Vicksburg After returning to the east bank of the Mississippi, Grant embarked on a daring march east, ordering his troops to live off the country. Foraging—or searching and raiding for food—as they marched, Grant's troops headed east into Mississippi. They captured the town of Jackson before turning back west toward Vicksburg. Grant's troops marched an astonishing 180 miles (290 km) in 17 days, fought 5 battles, and inflicted 7,200 casualties on the Confederates. The march ended by driving the Confederate forces back into their defenses at Vicksburg.

In May 1863, Grant launched two assaults on Vicksburg, but the city's defenders repulsed both attacks and inflicted high casualties. Grant decided that the only way to take the city was to put it under siege—to cut off its food and supplies and bombard the city until its defenders gave up. On July 4, 1863, with his troops starving, the Confederate commander at Vicksburg surrendered. The Union victory had cut the Confederacy in two.

Reading Check Explaining Why did President Lincoln want the Union army to capture Vicksburg?

**The Road to Gettysburg**

Shortly after McClellan's victory at Antietam, Lincoln became frustrated with the general. At Antietam, McClellan could have destroyed Lee's army, but he let the Confederates slip away. He then moved so slowly after the battle that Lee was able to recover from his defeat at Antietam and block McClellan's advance on Richmond. On November 7, 1862, Lincoln fired McClellan and gave command of the army to General Ambrose Burnside.

Lincoln wanted a general who was not intimidated by Lee's reputation. He urged Burnside to push south into Virginia and destroy Lee's army. Lincoln did not know that the turning point in the east would come not in Virginia, but far to the north in Pennsylvania.

**Fredericksburg and Chancellorsville** On December 13, 1862, Burnside ordered a series of bloody assaults against Lee's troops entrenched in the hills south of Fredericksburg, Virginia. The Union troops suffered more than 12,000 casualties, more than twice as many as the Confederates. Distressed by the defeat and faced with complaints about Burnside from other officers, Lincoln replaced him with General Joseph Hooker.

Hooker devised a plan to get at Lee's troops on the hills near Fredericksburg. First, he left a large part of his army at Fredericksburg to keep Lee's troops from moving. He then took the rest of the army south of Vicksburg under siege by Grant's Union forces.
west to circle around behind Lee’s troops and attack them from the rear. Realizing what was going on, Lee also divided his forces. He too left a small force at Fredericksburg and headed west with most of his troops to stop Hooker.

On May 2, 1863, Lee’s troops attacked Hooker’s forces in dense woods known as the Wilderness near the town of Chancellorsville, Virginia. Although out-numbered two to one, Lee aggressively divided his forces and repeatedly defeated the Union troops. On May 5, Hooker decided to retreat.

**TURNING POINT**

**The Battle of Gettysburg** Having weakened Union forces at Chancellorsville, Lee wanted to launch another invasion of the North. In June 1863 Lee marched into Pennsylvania, where his troops seized livestock, food, and clothing. After Hooker failed to stop Lee, Lincoln removed him from command and appointed General George Meade as his replacement. Meade immediately headed north to intercept Lee.

At the end of June, as Lee’s army foraged in the Pennsylvania countryside, some of his troops headed into the town of Gettysburg, hoping to seize a supply of shoes. When they arrived near the town, they encountered Union cavalry. On July 1, 1863, the Confederates pushed the Union troops out of the town into the hills to the south. At the same time, the main forces of both armies hurried to the scene of the fighting. (See pages 374–375.)

On July 2 Lee attacked, but the Union troops held their ground. The following day, Lee ordered nearly 15,000 men under the command of General George E. Pickett and General A.P. Hill to make a massive assault. The attack became known as Pickett’s Charge. As the mile-wide line of Confederate troops marched across open farmland toward Cemetery Ridge where Union forces stood, Union cannons and guns opened fire, inflicting 7,000 casualties in a less than half an hour of fighting. Soldiers like Lieutenant Jesse Bowman Young, who survived Gettysburg, later recalled the deafening gunfire and horrifying bloodshed of the final assault:

“The caisson [ammunition chest] was set on fire, and in a moment with all its stock of ammunition, it exploded. . . . [T]here flashed for a single instant against the sky the sight of wheels, limbs of horses and of men, pieces of timber, and scores of exploding shells, all inextricably interwoven into a spectacle of horror. . . . Then the smoke covered the scene. . . .”

—quoted in *Voices of the Civil War*

**Aftermath of the Battle** Less than 5,000 Confederate troops made it up the ridge, and Union troops overwhelmed those who did. Lee quickly rallied his troops, withdrew from Gettysburg on a rainy July 4, and retreated to Virginia. At Gettysburg the Union suffered 23,000 casualties, but the South lost an estimated 28,000 troops, over one-third of Lee’s entire force.

The disaster at Gettysburg proved to be the turning point of the war. The Union’s victory strengthened the Republicans politically and ensured that the British would not recognize the Confederacy. For the rest of the war, Lee’s forces remained on the defensive, slowly giving ground to the Union army.

**The Gettysburg Address** In November 1863, Lincoln came to Gettysburg to dedicate a portion of the battlefield as a military cemetery. His speech—the Gettysburg Address—became one of the best-known orations in American history. Lincoln reminded his listeners that the nation was “conceived in liberty, and dedicated to the proposition that all men are created equal.” He explained that the war was not a battle between regions but a fight for freedom:

...
Profiles in History

Ulysses S. Grant
1822–1885

Before his victories in Kentucky and Tennessee, Ulysses S. Grant had been a mediocre West Point cadet, a failed businessman, and an undistinguished army officer. More than any other Union commander, however, Grant changed the strategy—and the outcome—of the Civil War. Grant’s restless urge for offensive fighting and his insistence on “unconditional surrender” at Fort Donelson convinced Lincoln to place the general in command of all the Union troops in 1864. Lincoln’s confidence was not misplaced. Despite mounting casualties and accusations that he was a “butcher,” Grant pushed relentlessly until he finally accepted Lee’s surrender at Appomattox, Virginia.

The Union’s enthusiasm for its victorious general made Grant a two-term president after the war, although scandals in his administration marred his reputation. The Civil War had been the high point of Grant’s life, the challenge that brought out his best qualities. More than any monument or memorial—including Grant’s Tomb, in New York City—Lincoln’s defense of his embattled general during the war sums up Grant’s character and achievement: “I can’t spare this man; he fights.”

Robert E. Lee
1807–1870

The son of a distinguished—though not wealthy—Virginia family, Robert E. Lee was raised in the socially exclusive world of the aristocratic South. From the beginning, he seemed marked by fate for brilliant success. At West Point he excelled in both his studies and his social life, impressing teachers and fellow cadets with his talent and good nature. As an army officer in the war with Mexico, he performed with brilliance and courage.

Offered command of the Union troops at the beginning of the Civil War, Lee refused, unable to oppose his fellow Virginians. He later commanded the army of Northern Virginia.

A hero to Southerners during the war, Lee felt a responsibility to set an example of Southern honor in defeat. His swearing of renewed allegiance to the United States after the war inspired thousands of former Confederate soldiers to follow his example. As president of Washington College in Virginia (later renamed Washington and Lee), Lee encouraged his students to put the war behind them and to behave as responsible citizens.

Lee died at age 63. In his last moments, he seemed to give orders to his troops, and then at last called out, “Strike the tent!”

It is . . . for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that the government of the people, by the people, and for the people, shall not perish from the earth.***

—From the Gettysburg Address

Reading Check

Answer: It failed to break Union lines and resulted in heavy Confederate casualties.

Assign Section 4 Assessment as homework or as an in-class activity.

Have students use the Interactive Tutor Self-Assessment CD-ROM.

Reading Essentials and Study Guide 11–4

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Language Arts Tell students that Stephen Crane’s novel, The Red Badge of Courage, presents a realistic view of the war. Have the language arts teacher select a few passages from the book that demonstrate how Crane paints a picture of the war. Then tell students that Crane did not actually fight in the Civil War. He based his book on war stories told by veterans and on the photographs taken by Mathew Brady, a famous Civil War photographer. Discuss the difference between participating in an event and having the event described by others.

L2
Lincoln also decided to reorganize the military leadership in the west, and he placed Grant in overall command. Grant then hurried to Chattanooga to take charge of the coming battle. In late November, he ordered his troops to attack Confederate positions on Lookout Mountain. Charging uphill through swirling fog, the Union forces quickly drove the Southern troops off the mountain.

Confederates retreating from Lookout Mountain hurried to join the Southern forces at Missionary Ridge east of Chattanooga. The Confederates were outnumbered, but they awaited a Union attack, secure on a high rugged position just as the Union troops had been at Cemetery Ridge near Gettysburg.

Grant did not intend to storm Missionary Ridge. He believed an all-out assault would be suicidal. Instead he ordered General William Tecumseh Sherman to attack Confederate positions on the north end of the ridge. When Sherman failed to break through, Grant ordered 23,000 men under General George Thomas to launch a limited attack against the Confederates in front of Missionary Ridge as a diversion.

To Grant’s astonishment, Thomas’s troops overran the Confederate trenches and charged up the steep slope of Missionary Ridge itself. “They shouted ‘Chickamauga,’” one Confederate remembered, “as though the word itself were a weapon.” The rapid charge scattered the surprised Confederates, who retreated in panic, leaving Missionary Ridge—and Chattanooga—to the Union army.

Grant Becomes General in Chief By the spring of 1864, Grant had accomplished two crucial objectives for the Union control of the Mississippi River, while his victory at Chattanooga had secured eastern Tennessee and cleared the way for an invasion of Georgia. Lincoln rewarded Grant by appointing him general in chief of the Union forces and promoting him to lieutenant general, a rank no one had held since George Washington. When the president met Grant in March 1864, he told him, “I wish to express my satisfaction with what you have done. . . . The particulars of my plan I neither know nor seek to know.” The president had finally found a general he trusted to win the war.

Why was capturing Chattanooga important for the Union?
FOCUS

Tell students that Gettysburg lies about 50 miles northwest of Baltimore, Maryland. On February 11, 1895, Congress made Gettysburg a National Military Park as a memorial to the armies that fought the bloodiest battle of the Civil War.

TEACH

Reading Strategy

Analyzing Information Have students read Lee’s quote about the defeat. Ask students why they think Lee took responsibility for the defeat. Then ask students to explain how taking responsibility was a mark of leadership. Finally, have students relate examples from their own lives that demonstrate people taking responsibility for their actions. L1

Comparing and Contrasting Tell students that the Union and Confederate armies were very similar. Have students use library and Internet resources to identify ways in which the armies were similar and the ways they were different. To get them started, tell students that both armies used similar weapons. You may recommend that students visit http://www.nps.gov/gett/index.htm as a starting point for their research. L2

The point on Cemetery Ridge that Pickett’s troops reached is sometimes referred to as the Confederate “High Water Mark.” Afterwards, the fortunes of the Confederacy seemed to ebb.

EXTENDING THE CONTENT

The Hero of Little Round Top The extreme left flank of the Union lines at Gettysburg—a hill called Little Round Top—was commanded by Colonel Joshua Lawrence Chamberlain, a college professor who had taken a leave from teaching to fight in the war. Chamberlain knew that if the Confederates took Little Round Top, they would have a view of the whole Union line. Although greatly outnumbered, Chamberlain’s forces withstood numerous attacks. Finally, Chamberlain led his troops in a bayonet charge that drove the Confederates from the field. Chamberlain received the Medal of Honor for his bravery at Gettysburg. AHSGE IV-1D; COS Gr.10:9
Gettysburg: The Final Day

The Confederate invasion of Union territory in the summer of 1863 was a bold stroke. By moving north, the Confederate commander of the Army of Northern Virginia, General Robert E. Lee, had relieved pressure on battle-ravaged Virginia. He had threatened the Federal capital of Washington, D.C., and gained access to the rich farms and other resources of Pennsylvania. Indeed, it was the prospect of finding shoes and other army supplies that lured the Confederates to Gettysburg.

By the morning of July 3, however, Lee was lamenting lost opportunities. When his troops arrived in Gettysburg on July 1, they had driven the Federals out of the town. Quickly grasping the advantages of defending the high ground, Major General George Meade had ordered his Federal Army of the Potomac to take up positions in the hills south of town. The Federal line stretched from Culp’s Hill and Cemetery Hill south along Cemetery Ridge to another hill called Little Round Top. The Confederates had taken up a position along a roughly parallel ridge to the west known as Seminary Ridge. Between the two positions stretched pastureland and fields of wheat. On July 2, Lee’s troops had attacked Federal positions on Culp’s Hill, Cemetery Hill, and Little Round Top, but they were pushed back. Now, on the morning of July 3, Lee was determined to punch a hole in the Federal line. Among the officers preparing to attack was Major General George Pickett, who would give his name to the day’s infantry charge.

At about 5:00 P.M., more than 12,000 Confederates set out from Seminary Ridge. Three-fourths of a mile away, the Federals waited atop Cemetery Ridge. Federal artillery ripped holes in the Confederate line as it advanced. When the Confederates were 200 yards from the crest of Cemetery Ridge, the Federals unleashed volley after volley. Still the Confederates pressed on. Hundreds made it all the way up the slope of the ridge, but as they did, Federal reinforcements rushed in. Firing at point-blank range, stabbing with bayonets, and striking with the ends of rifles, the Federals drove the Confederates back down the slope. Pickett’s Charge had been repulsed. Lee retreated to Virginia, and the tide of war turned in favor of the North.

LEARNING FROM GEOGRAPHY

1. How did the Confederate army use the mountains of Virginia in its invasion of the North?

2. Why was the Federal army in such a strong position at Gettysburg?

ANSWERS TO LEARNING FROM GEOGRAPHY

1. They used the mountains to screen their movements as they marched north.

2. It occupied the high ground, such as Cemetery Ridge, Culp’s Hill, Cemetery Hill, and Little Round Top, and would fire down on the advancing Confederate troops.
Main Idea
After four long years of fighting, the Civil War ended in 1865 in victory for the Union.

Key Terms and Names
Philip Sheridan, "Sherman neckties," March to the Sea, pillage, mandate, Thirteenth Amendment, Appomattox Courthouse, John Wilkes Booth

Reading Strategy
Sequencing As you read about the final battles of the war, complete a time line similar to the one below to record the final battles of the Civil War and their results.

Reading Objectives
• Explain the importance of Union victories in Virginia and the Deep South.
• Discuss Lee’s surrender and the events of the war’s aftermath.

Section Theme
Individual Action In the final year of the Civil War, General Ulysses S. Grant refused to take the pressure off of Lee’s weary troops.

Grant Versus Lee
In the spring of 1864, the most successful general of the Union army faced the most renowned Confederate commander. Grant put his most trusted subordinate, William Sherman, in charge of Union operations in the west, then headed to Washington, D.C., to take command of the Union troops facing Lee.

From the Wilderness to Cold Harbor
“Whatever happens, there will be no turning back,” Grant promised Lincoln. He was determined to march southward, attacking Lee’s forces relentlessly, until the South surrendered.

The first battle of Grant’s campaign erupted in the Wilderness, a densely forested area near Fredericksburg, Virginia. The battle lasted two days, continuing even after the woods caught fire, blinding and choking the combatants. Despite suffering heavy casualties,
Grant did not pause. He headed southeast toward Spotsylvania Courthouse. First in terrible heat and then in pouring rain, the two armies battled near Spotsylvania for 11 days, often in bloody hand-to-hand combat that left many traumatized.

Unlike past campaigns in which several weeks of reinforcing and resupplying followed battles, warfare now continued without pause. Savage combat, advances and retreats, and the digging of defensive trenches filled most days and nights. One Union officer noted that the men “had grown thin and haggard. The experience . . . seemed to have added twenty years to their age.”

Unable to break Lee’s lines at Spotsylvania, Grant headed toward Cold Harbor, a strategic crossroads northeast of Richmond. Convinced that his relentless attacks had weakened and demoralized Lee’s troops, Grant decided to launch an all-out assault on Lee’s forces at Cold Harbor. The attack cost his army 7,000 casualties, compared to 1,500 for the South. Grant conceded, “I regret this assault more than any one I have ever ordered.”

The Siege of Petersburg Stopped by Lee at Cold Harbor, Grant tried another plan similar to the one he had used near Vicksburg. He ordered General Philip Sheridan to stage a cavalry raid north and west of Richmond. While Sheridan’s troops distracted Lee, Grant headed southeast, crossed the James River, and then turned west toward Petersburg, Capturing Petersburg would cut the only rail line into Richmond.

When the first Union troops reached the outskirts of Petersburg, they paused. The city was defended by miles of barricades 20 feet (7 m) thick. In front of the Confederate trenches were ditches up to 15 feet (4.6 m) deep to slow down attackers. Carefully positioned cannons supported the Confederate lines.

The strength of the defenses the Confederates had erected at Petersburg intimidated the Union troops, who were already exhausted. Realizing a full-scale frontal assault would be suicidal, Grant ordered his troops to put the city under siege.

Reading Check Summarizing Why did General Grant decide to capture Petersburg?
### Union Victories in the South

While Grant battled Lee in Virginia, General Sherman marched his army from Chattanooga toward Atlanta. Meanwhile, the Union navy launched an operation to close the port of Mobile, Alabama, the last major Confederate port on the Gulf of Mexico east of the Mississippi.

#### Farragut Attacks Mobile
On August 5, 1864, David Farragut took 18 ships past the three Confederate forts defending Mobile Bay. As the fleet headed into the bay, a mine—which in the 1860s was called a torpedo—blew up a Union ship. The explosion brought the fleet to a halt, right in front of a fort's guns. "Damn the torpedoes! Full speed ahead!" cried Farragut, whose ship led the way through the minefield.

After getting past the Confederate forts, Farragut’s ships destroyed a Confederate fleet defending Mobile Bay. Although Farragut did not capture Mobile, he did seal off the bay. Blockade runners moving goods in and out of the Deep South east of the Mississippi could no longer use any port on the Gulf of Mexico.

#### The Fall of Atlanta
While Farragut had been preparing for his attack on Mobile Bay, Sherman’s army pushed toward Atlanta. In late August 1864, Sherman sent his troops south around Atlanta to cut the roads and railways leading into the city. His troops destroyed the rail lines by heating the rails and twisting them into snarls of steel nicknamed “Sherman neckties.” To avoid being trapped in the city, Confederate General John B. Hood evacuated Atlanta on September 1.

### Creating Circle Graphs
Have students use the data presented in the bar graph on this page to create a pair of circle graphs, one for the North and one for the South, showing the percentage of battle-related and non-battle-related deaths. Ask students what conclusions can be drawn from these circle graphs.

#### ASSESS

**Assign Section 5 Assessment as homework or as an in-class activity.**

**Have students use the Interactive Tutor Self-Assessment CD-ROM.**

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### Final Campaigns of the Civil War, 1864–1865

**Casualties of the Civil War, 1861–1865**

<table>
<thead>
<tr>
<th>Troops (in thousands)</th>
<th>North</th>
<th>South</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Deaths</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>Battle-Related Deaths</td>
<td>350</td>
<td>350</td>
</tr>
<tr>
<td>Non-Battle Deaths</td>
<td>150</td>
<td>150</td>
</tr>
</tbody>
</table>

**The Costs of War**
- Physical destruction of much of the South’s rails, roads, farms, and industrial plants
- $6.2 billion spent by the North
- $2.1 billion spent by the South
- Massive inflation: 80% rate in the North; 9,000% rate in the South

**American War Deaths**

- Revolutionary War: 25,000
- World War I: 107,000
- World War II: 407,000
- Civil War: 620,000
- Other major wars: 5,000

**Source:** United States Civil War Center; For the Common Defense

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### Visual/Spatial
Have students research visual images and written accounts of the fall of Atlanta. Based on the research, have students draw their own depiction of the city’s capture. Encourage students to be as historically accurate as possible, especially in the dress of the people depicted.

- **Refer to Inclusion for the High School Social Studies Classroom Strategies and Activities** in the TCR.
Sherman’s March to the Sea  After occupying Atlanta, Sherman proposed to march across Georgia. “I could cut a swath to the sea,” he explained, “and divide the Confederacy in two.” The march would be “a demonstration to the world . . . that we have a power that Davis cannot resist. I can make the march, and make Georgia howl!”

Sherman ordered all civilians to leave Atlanta. He explained to the city’s mayor that he was “not only fighting hostile armies, but a hostile people.” To end the war, he believed, he had no choice but to “make old and young, rich and poor, feel the hard hand of war.” Sherman then ordered his troops to destroy everything in the city of military value, including railroads, warehouses, mills, factories, and machine shops. Sherman’s troops set fires to destroy these structures, but the fires quickly spread, burning down more than one-third of the city.

On November 15, 1864, Sherman began his March to the Sea. His troops cut a path of destruction through Georgia that was in places 60 miles (97 km) wide. They ransacked houses, burned crops, and killed cattle. By December 21, 1864, they had reached the coast and seized the city of Savannah.

After reaching the sea, Sherman turned north and headed into South Carolina—the state that many people believed had started the Civil War. “The whole army,” Sherman wrote, “is burning with an insatiable desire to wreak vengeance upon South Carolina.” As one of Sherman’s soldiers declared about South Carolina, “Here is where treason began and . . . here is where it shall end.”

The troops burned and pillaged, or looted, nearly everything in front of them. At least 12 towns were set on fire, including Columbia, the state capital. The march demoralized Southerners. As one South Carolinian wrote, “All is gloom, despondency and inactivity. Our army is demoralized and the people panic stricken . . . to fight longer seems madness.”

The South Surrenders  When Sherman and Grant began their campaigns in the spring of 1864, Lincoln knew that his own reelection depended on their success. By summer, sensing the public’s anger over the costly war, Lincoln confided to an army officer, “I am going to be beaten.” He did not know that the war was rapidly approaching its conclusion. Only a few months later, the Confederacy was on the verge of collapse.

The Election of 1864  To oppose Lincoln in the 1864 election, the Democrats nominated General George McClellan, whose popularity had remained high despite his dismissal earlier in the war. Playing to the country’s growing war weariness, McClellan promised to stop the hostilities and open negotiations with the South to restore the Union peaceably.

The capture of Atlanta came just in time to revitalize Northern support for the war and for Lincoln himself. The president won reelection with 55 percent of the popular vote.

Lincoln interpreted his reelection as a mandate, or clear sign from the voters, to end slavery permanently. He made it clear that he would consider the Thirteenth Amendment to the Constitution “live and necessary” by signing it into law. To get the amendment through Congress, Republicans appealed to Democrats who were against slavery to help them. On January 31, 1865, the Thirteenth Amendment to the Constitution became law—banned slavery in the United States.

**Chapter 11** The Civil War 379
Surrender Meanwhile, in the trenches near Petersburg, Lee knew that time was running out. On April 1, 1865, Union troops led by Phil Sheridan cut the last rail line into Petersburg at the Battle of Five Forks. The following night, Lee’s troops withdrew from their positions near the city and raced west.

Lee’s desperate attempt to escape Grant’s forces failed when Sheridan’s cavalry got ahead of Lee’s troops and blocked the road at Appomattox Courthouse. When his troops failed to break through, Lee sadly observed, “There is nothing left for me to do but go and see General Grant, and I would rather die a thousand deaths.” With his ragged and battered troops surrounded and outnumbered, Lee surrendered to Grant on April 9, 1865.

Grant’s generous terms of surrender guaranteed that the United States would not prosecute Confederate soldiers for treason. When Grant agreed to let Confederates take their horses home “to put in a crop to carry themselves and their families through the next winter,” Lee thanked him, adding that the kindness would “do much toward conciliating our people.”

As Lee left, he shook hands with Ely Parker, a Seneca who served as Grant’s secretary. “I am glad to see a real American here,” Lee told the Native American. Parker replied, “We are all Americans.”

Lincoln’s Assassination With the war over, Lincoln described his plan to restore the Southern states to the Union, and in the speech he mentioned including African Americans in Southern state governments. One listener, the actor John Wilkes Booth, sneered to a friend, “That is the last speech he will ever make.”

The president’s advisers repeatedly warned him not to appear unescorted in public. Nevertheless, Lincoln went to Ford’s Theater with his wife on the evening of April 14, 1865, to see a play. During the third act, Booth slipped quietly behind him and shot the president in the back of the head.

Lincoln’s death shocked the nation. Once viewed as a rustic, unsophisticated man not suited for the presidency, Lincoln had become the Union’s greatest champion. The usually stern General Grant wept openly as Lincoln’s body lay in state at the White House. Tens of thousands of men, women, and children lined railroad tracks across the nation as Lincoln’s body was transported back to Springfield, Illinois.

Aftermath of the Civil War The North’s victory in the Civil War strengthened the power of the federal government over the states. It also transformed American society by finally ending the enslavement of millions of African Americans. At the same time, it left the South socially and economically devastated.

Following the war, many questions remained unresolved. No one yet knew how to bring the Southern states back into the Union, nor what the status of African Americans would be in Southern society. Americans from the North and the South tried to answer these questions in the years following the Civil War—an era known as Reconstruction.

Answer: He thought that the public was growing angry over the costly war and they would show their anger at the polls.

4 CLOSE

Encourage students to discuss Lee’s surrender and the events of the war’s aftermath.

Reading Check

Answer: He thought that the public was growing angry over the costly war and they would show their anger at the polls.

Reaching Out for Understanding

1. Define: pillage, mandate.
3. Describe how General Grant conducted the Confederate surrender.

Reviewing Themes

4. Individual Action How did Northern military strategy change after General Ulysses S. Grant took command of the Union army?
5. Evaluating What was the effect of Farragut’s blockade of Mobile Bay?
6. Organizing Complete a graphic organizer similar to the one below by listing the purpose for the Union march on Atlanta and the effects of the city’s capture on the North and South.

Analyzing Visuals

7. Examining Charts Examine the charts of war deaths on page 378. What would account for the thousands of non-battle deaths listed in one of the charts?
8. Descriptive Writing Take on the role of a reporter living in Georgia during General Sherman’s March to the Sea. Write a brief article describing the Union’s actions and their effects on the people living there.

SECTION 5 ASSESSMENT ANSWERS

1. Terms are in blue.
2. Philip Sheridan (p. 377), “Sherman neckties” (p. 378), March to the Sea (p. 379), Thirteenth Amendment (p. 379), Appomattox Courthouse (p. 380), John Wilkes Booth (p. 380)
3. Grant’s generous terms allowed soldiers to go home without fear of being prosecuted for treason.
4. It became focused on relentlessly attacking the Confederate troops.
5. It prevented Confederate blockade runners from docking at any Gulf of Mexico ports.
6. Purpose: to gain access to the heart of Southern territory and destroy Southern railroads; Effect: crippled Southern morale and helped Lincoln win re-election in the North.
7. untreated hospital and prison infections
8. Students’ articles will vary. Articles should contain facts, not the reporter’s opinion.
Evaluating a Web Site

Why Learn This Skill?

The Internet has become a valuable research tool. It is convenient to use, and the information contained on the Internet is plentiful. However, some Web site information is not necessarily accurate or reliable. When using the Internet as a research tool, you will need to distinguish between quality information and inaccurate or incomplete information.

Learning the Skill

There are a number of issues to consider when evaluating a Web site. Most important is to check the accuracy of the source and content. The author and publisher or sponsor of the site should be clearly indicated, and the user must also determine the usefulness of the site. The information on the site should be current, and the design and organization of the site should be appealing and easy to navigate.

To evaluate a Web site, ask yourself the following questions:

- Are the facts on the site documented?
- Is more than one source used for background information within the site?
- Are the links within the site appropriate and up-to-date?
- Is the author clearly identified?
- Does the site contain links to other useful resources?
- Is the information easy to access? Is it properly labeled?
- Is the design appealing?

Practicing the Skill

Visit the following Web site and answer the questions that follow.

http://sunsite.utk.edu/civil-war/

1. Who is the author or sponsor of the Web site?
2. What links does the site contain? Are they appropriate to the topic?
3. What sources were used for the information contained on the site?
4. Is the design of the site appealing? Why or why not?
5. How is the home page organized?

Skills Assessment

Complete the Practicing Skills questions on page 383 and the Chapter 11 Skill Reinforcement Activity to assess your mastery of this skill.

Applying the Skill

Comparing Web Sites

Locate two other Web sites about the Civil War. Evaluate them for accuracy and usefulness, and then compare them to the site featured above. Be certain to go through the various links that the site includes so that you can do a thorough evaluation of the site. Share your findings with the class.

ANSWERS TO PRACTICING THE SKILL

1. Dr. George H. Hoemann
2. It includes a quote, photos, links to other pages, and an E-mail link to the author.
3. primary sources, historical data and explanation; yes
4. various university and government sites, some commercial sites, historical societies
5. Answers may vary. The site is easy to navigate and has appealing visuals and sound.

Additional Practice

Applying the Skill

Students’ evaluations will vary but should use the criteria listed in the Skillbuilder activity.
The Northern economy was more diversified and able to adapt to wartime changes. The Southern economy suffered due to inflation and critical shortages.

Critical Thinking
16. Students’ answers will vary. Answers should include a reasonable explanation of each student’s point of view.

17. a. He could not fight a war against his own family. b. He did not want to stay in the Union army and have to fight against others from Virginia.
My Dear Sister:

...With all my devotion to the Union and the feeling of loyalty and duty of an American citizen, I have not been able to make up my mind to raise my hand against my relatives, my children, my home. I have, therefore, resigned my commission in the Army, and, save in defense of my native state...I hope I may never be called on to draw my sword. I know you will blame me; but you must think as kindly of me as you can....

—from Personal Reminiscences, Anecdotes, and Letters of General Robert E. Lee

a. What were Robert E. Lee’s feelings about the war?
b. Why did he feel it necessary to resign from the Union army and become commander of the Virginia army?

18. Organizing Complete a graphic organizer similar to the one below by explaining the results of the Civil War on the nation.

Results of Civil War

Practicing Skills
19. Evaluating a Web Site Go through the steps described on page 381 for evaluating a Web site. Then search for Web sites about prisoners of war during the Civil War. Write a report describing the best and worst sites.

Writing Activity
20. Portfolio Writing Write a newspaper article about the surrender of General Robert E. Lee. Write from the perspective of either a Southern or Northern reporter.

Chapter Activity
21. Technology Imagine that you are a travel agent preparing a vacation for a family interested in visiting battle sites of the Civil War and Civil War museums in the United States. Search the Internet to find such sites. Using this information, prepare a brochure on the sites.

Writing Activity
20. Students’ points of view in their articles should clearly indicate whether they are writing from a Northern or Southern perspective.

Chapter Activity
21. Brochures should include useful information about the sites including such things as major points of interest, historical significance, and directions on how to reach the site.

Geography and History
22. The map above shows the Peninsula Campaign of 1862. Study the map and answer the questions below.
a. Interpreting Maps How did McClellan move his troops to the southern end of the peninsula?
b. Applying Geography Skills What disadvantages did both armies face while fighting on the peninsula?

Standardized Test Practice
Directions: Choose the phrase that best completes the statement below.

One advantage the Southern states held during the Civil War was that
F they received military and financial support from the British and the French.
G many battles occurred on lands with which Southerners were more familiar.
H the largest weapons factories were located in the South.
J most people in the country agreed with the position of Southern states.

Test-Taking Tip: When you are not sure of an answer, it can be helpful to use the process of elimination. For example, you probably remember (from Section 1) that the North had a greater population than the South. Therefore, you can eliminate answer J.