

## CHAPTER

# 14

# A BROKEN NATION

1846–1861

## ESSENTIAL QUESTION

How did slavery divide the country?

### AMERICAN STORIES ONLINE

## The Pony Express

### SECTION 1 Growing Tensions Between North and South

#### KEY VOCABULARY

federal marshal    racism    segregation

### SECTION 2 Slavery Dominates Politics

#### KEY VOCABULARY

Dred Scott decision    popular sovereignty    Republican Party

### SECTION 3 Lincoln's Election and Southern Secession

#### KEY VOCABULARY

Confederacy    garrison    Unionist  
Crittenden Plan    secede

### AMERICAN GALLERY ONLINE

## Abraham Lincoln

**READING STRATEGY** This

monumental statue of a seated Abraham Lincoln is situated within the Lincoln Memorial in Washington, D.C. The memorial was completed in 1922, and the statue, designed by sculptor Daniel Chester French, took four years to carve. At 19 feet tall and 19 feet wide, the imposing statue creates a sense of awe and power. What characteristics does Lincoln's face convey?

## READING STRATEGY

### IDENTIFY MAIN IDEAS AND DETAILS

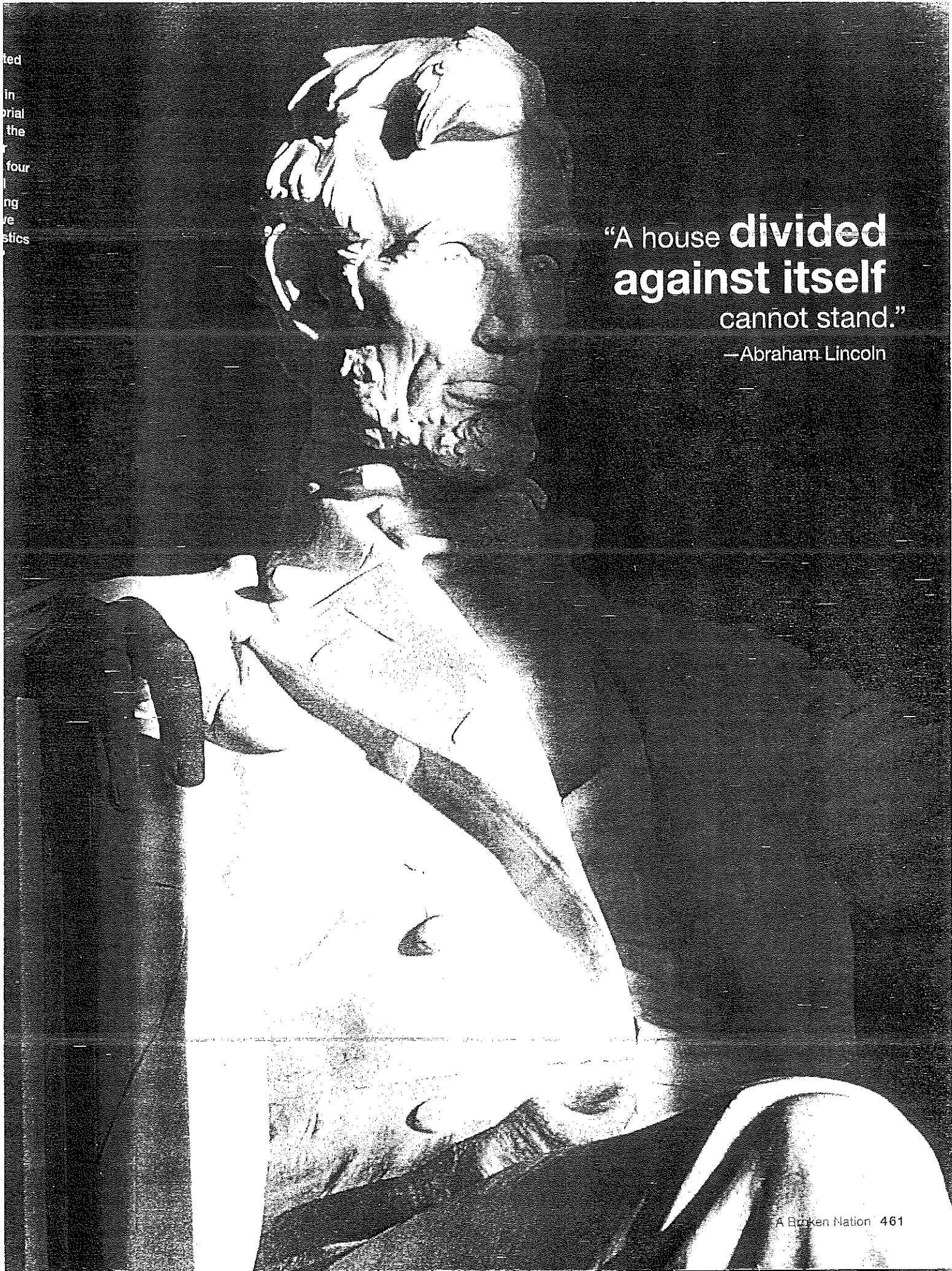
When you identify a text's main idea and details, you state the most important idea about a topic and determine which facts support that idea. As you read the chapter, use a graphic organizer like this one to identify main ideas and details relating to the issue of slavery.

**Main Idea:** Tensions grew between slave states and free states.

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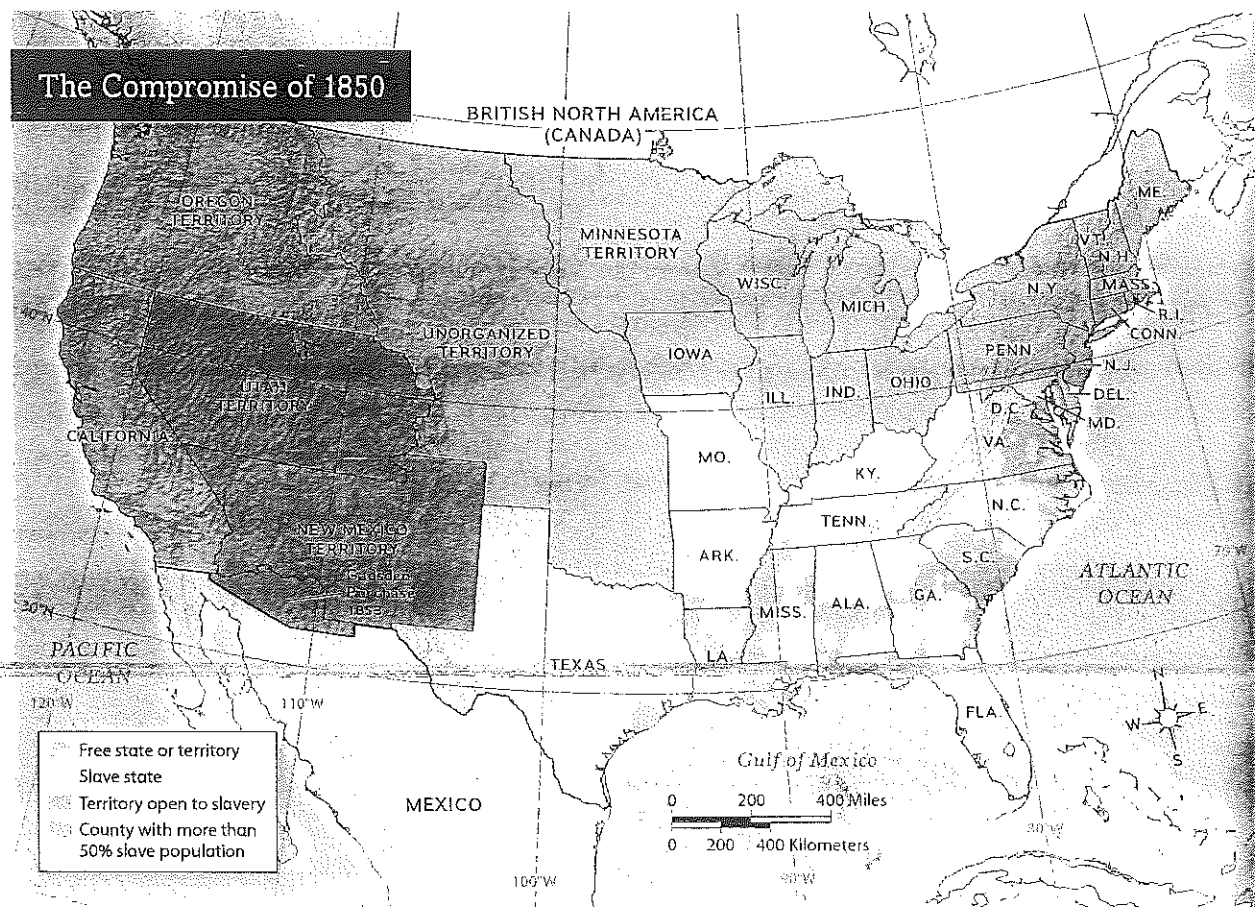
**"A house divided  
against itself  
cannot stand."**  
—Abraham Lincoln

## The Compromise of 1850

**MAIN IDEA** Disputes over-slavery in new territories and states led to growing tensions between the North and the South.

As the middle of the 19th century approached, slavery had become too divisive, or a cause of conflict, for political leaders to ignore any longer. One of the major issues they debated was whether slaveholding should be allowed in new territories and any new states carved from them.

slavery into newly created western territories and states, especially after the Mexican-American War and the discovery of gold in California. In the run-up to the presidential election of 1848, people hotly argued over the future of the new western territories. Disappointed in the position taken by their parties' presidential candidates, antislavery Whigs and a few antislavery Democrats joined together to create the **Free-Soil Party**, which was dedicated to keeping slavery out of the new territories and states.






In 1849, a national crisis erupted when California applied for statehood as a free state. For most of the period after the Missouri Compromise, the United States had been evenly split between free states and slave states. Statehood for California would upset this balance and give free states a majority in the U.S. Senate. They already enjoyed a majority in the U.S. House of Representatives. Fearing loss of political power and the possibility that slavery might be outlawed, the slave states threatened to withdraw from the Union.

Remember Henry Clay, the main force behind the Missouri Compromise? In January 1850, he presented a plan for a new compromise. It called for California to be admitted as a free state and for the issue of slavery to be left open in the other territories won from Mexico. Clay and two other famous legislators, John C. Calhoun and Daniel Webster, led a passionate debate over the plan, which lasted for eight months. Finally, in September, the **Compromise of 1850** became law, preventing the Union from splitting apart. Statehood for California that same year would also give rise to the **Pony Express** in 1860. This mail service, delivered by horseback riders, established communication between the East and the West.

### THE FUGITIVE SLAVE ACT

One of the most controversial parts of the Compromise of 1850 was the **Fugitive Slave Act**. The act strengthened an earlier Fugitive Slave Act passed by Congress in 1793 by enforcing greater penalties on runaways and those who aided them. Under this harsh new act, **federal marshals**, or law enforcers who worked for the U.S. government, could force ordinary citizens to help capture runaway slaves. Anyone who helped a slave escape faced penalties, as did any marshal who failed to enforce the law. Further, the law denied accused fugitives the right to a trial by jury.

The law provoked bitter anger in the northern states. Many people defied it, and some states passed new laws that protected runaway slaves. Armed groups confronted slave catchers and freed slaves from jails. Nevertheless, slavery continued to expand in the South.

 **8.9.5** Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sandford* decision (1857), and the Lincoln-Douglas debates (1858); **8.10.1** Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.

### Webster-Calhoun Debate

After Henry Clay proposed his plan, John Calhoun's speech was read in the Senate. Calhoun was too ill to stand and deliver it himself. Three days later, Daniel Webster responded to Calhoun, speaking for more than three hours. In the following excerpts from their speeches, Calhoun speaks for the South, while Webster pleads for saving the Union.

### PRIMARY SOURCES

*The equilibrium [balance] between [the North and the South] . . . has been destroyed. One section has the exclusive power of controlling the government, which leaves the other without any adequate means of protecting itself against its encroachment and oppression.*

—John C. Calhoun, 1850

*I wish to speak today, not as a Massachusetts man, nor as a Northern man, but as an American. It is not to be denied that we . . . are surrounded by very considerable dangers to our institutions of government. I speak today for the preservation of the Union. Hear me for my cause.*

—Daniel Webster, 1850

### HISTORICAL THINKING

- 1. READING CHECK** Why did California's application for statehood upset some people?
- 2. COMPARE AND CONTRAST** What conflicting views on state and federal authority are revealed in Webster's and Calhoun's speeches?
- 3. INTERPRET MAPS** According to the Compromise of 1850, in which territories would settlers be allowed to decide whether slavery would be legal or illegal?



## 1.2 Slavery and Racism

Enslaved people in the South thought running away from their plantations would change their lives for the better. But would freedom in the North live up to its promise?

**MAIN IDEA** Racism and slavery were defining forces in the lives of African Americans in both the South and the North.

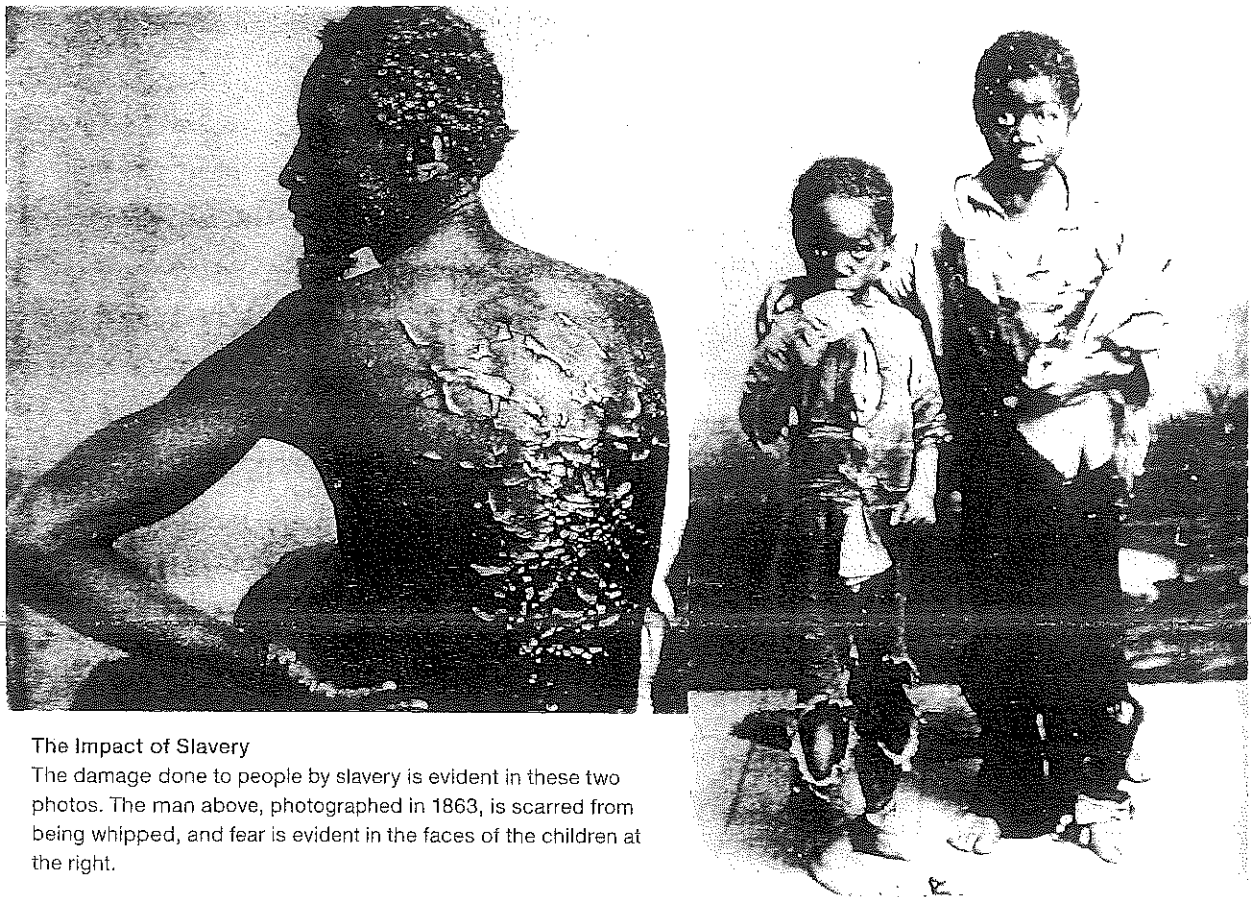
### AFRICAN AMERICANS IN THE SOUTH

While some Americans began to harbor misgivings over slavery, the slave trade continued to thrive in the South. Enslaved people from Africa were no longer imported. But since the children of enslaved people in the United States also became slaves, the slave population grew steadily in the South. By 1860, there were nearly four million enslaved African Americans in the region.

**Racism**, or the belief that one race is superior to others, was the foundation upon which slavery was built. Many slave owners justified slavery by

claiming that African Americans were better off under the care of plantation owners than they would be by caring for themselves. But, as you know, many slaves endured lives of unspeakable cruelty. Laws such as the Fugitive Slave Acts made sure their lives could never improve by sharply curbing their freedom and economic opportunities.

Racist attitudes also affected the lives of the more than 250,000 free African Americans in the South. Local laws prevented them from traveling or assembling in large groups. Free African Americans were also discouraged from



**The Impact of Slavery**

The damage done to people by slavery is evident in these two photos. The man above, photographed in 1863, is scarred from being whipped, and fear is evident in the faces of the children at the right.

A writer named **Harriet Beecher Stowe** channeled her anger over slavery into a novel called *Uncle Tom's Cabin*. This 1852 painting called *An American Slave Market*, by an artist known only as Taylor, depicts a scene in the novel in which a slave trader purchases a child.

Published in 1852, *Uncle Tom's Cabin* sold 300,000 copies in that year alone and was also turned into popular plays. It dramatically changed the national debate over slavery and racism.



organizing churches, schools, and fraternal orders, or social organizations, like the Masons.

Slavery was central to the economy and culture of the agrarian South. Concerned about the health of the South's economy, southern leaders not only fought for slavery but they also battled against tariffs. They argued that high tariffs favored the industrial North and hurt the South by forcing plantation owners to pay higher prices for manufactured goods.

Some wealthy plantation owners even tried to convince the U.S. government to acquire Cuba from Spain as a slave state. Their proposal was presented in the 1854 Ostend Manifesto and included the provision that the island be taken by force if necessary. The manifesto fell through but became a rallying cry for northern abolitionists.

### AFRICAN AMERICANS IN THE NORTH

Though some enslaved people dreamed of escaping to the North, those who succeeded found themselves facing many of the challenges they thought they had left behind. Many northerners held the same racist beliefs that were common among southerners. They did not want to live near, work with, or have their children go to school with African Americans. They cared little about ending slavery and looked upon free African

Americans with scorn. Even as they worked to try to end the institution of slavery, some abolitionists held racist attitudes toward African Americans.

Discrimination took several forms. Some states passed laws restricting the rights of African Americans to vote, own property, and move about freely. **Segregation**, or the separation of people based on race, was common in northern cities, and African Americans often were forbidden from entering white churches, schools, and many other buildings. They were often blocked from employment for skilled jobs. Daily threats included attacks by white mobs and the possibility of being captured and sent back to a life of slavery.

### HISTORICAL THINKING

1. **READING CHECK** What was the relationship between racism and slavery?
2. **IDENTIFY MAIN IDEAS AND DETAILS** What forms of discrimination did African Americans face in the North?
3. **COMPARE AND CONTRAST** How were the situations of free African Americans in the North and the South similar?

8.7.4 Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South; 8.9.6 Describe the lives of free blacks and the laws that limited their freedom and economic opportunities; 8.10.2 Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists; HI 1 Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.

# 2.1 A Country in Crisis

In 1820 and again in 1850, compromises had held the United States together. But how many times can you compromise before someone finally cries, “enough already”?

**MAIN IDEA** The Kansas-Nebraska Act deepened the conflict over slavery and led to the eruption of violence in these territories.

## THE KANSAS-NEBRASKA ACT

The discovery of gold in California in 1848 had increased interest in building a railroad to the Pacific coast. Stephen A. Douglas, a senator from Illinois, lobbied for the railroad to run through his state. He proposed a route stretching from the Illinois city of Chicago west to San Francisco, California.

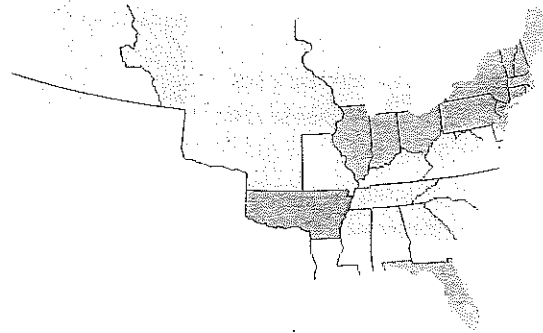
However, there were problems with this route. Before a railroad could cross the territory west of Minnesota, Iowa, and Missouri, the territory would have to be organized into new states. But the Missouri Compromise had banned slavery in this area. The prospect of new free states infuriated, or enraged, southerners and once again threatened the country's unity.

Douglas introduced a bill that dealt with these issues. It called for the territory to be split into two smaller territories called Kansas and Nebraska, which could then become states. It also called for the repeal of the Missouri Compromise, which would end the long-standing ban on slavery in the North. The bill, however, did not dictate whether slavery would actually be permitted in the new states. It left that decision to the people. This approach is called **popular sovereignty** (SAHV-run-tee) and allows residents to decide an issue by voting. Despite strong opposition, Douglas managed to push the bill through Congress. It was signed into law in May 1854 as the **Kansas-Nebraska Act**.

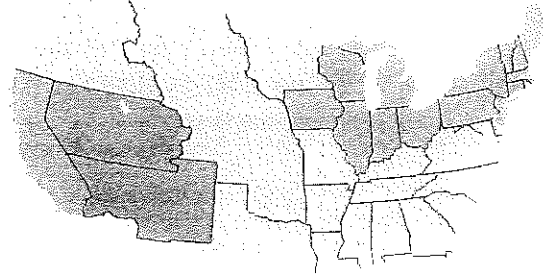
## Three Compromise Acts, 1820–1854

Free states      Slave states  
Territories closed to slavery      Territories open to slavery  
Non-U.S. areas

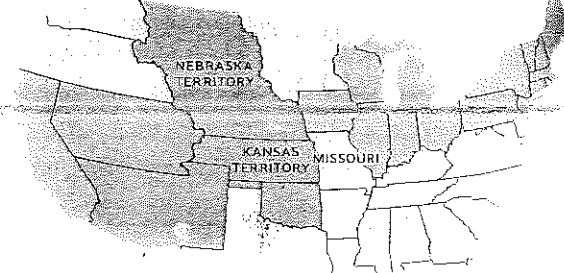
The Missouri Compromise, 1820–1821



The Compromise of 1850



The Kansas-Nebraska Act of 1854



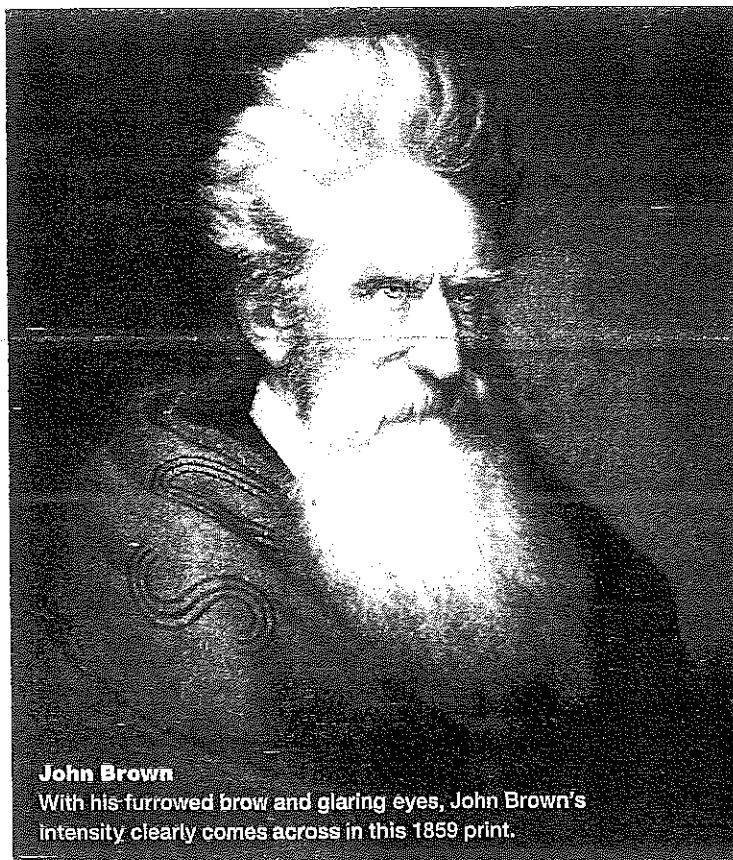


## "BLEEDING KANSAS"

Douglas predicted that the Kansas-Nebraska Act would "impart peace to the country [and] stability to the Union." Instead, Kansas became a battleground in the slavery conflict. Antislavery "Free-Soilers," or members of the Free-Soil Party in the North, organized like-minded groups of people to settle in the new territory and vote against slavery there. Free-Soilers hoped that by populating Kansas with people who felt as they did, they could ensure that the territory would become a free state.

But southerners were just as determined to make Kansas a slave state. When elections were held, thousands of slavery supporters from Missouri crossed the border to vote illegally. These "border ruffians," as they were called, were actually not needed because many southerners and slavery supporters already lived in Kansas. Proslavery forces gained control of the legislature in 1855 and passed a series of harsh laws against those who opposed slavery. Antislavery settlers then created their own government within the state and worked through the summer and fall of 1855 to write their own constitution. Over the winter, the Free-Soilers elected a legislature and governor. Groups sympathetic to their cause in the Northeast sent them rifles, while southerners sent a 300-man expedition to support the proslavery settlers.

The situation soon turned violent. In May 1856, a large group of slavery supporters raided the town of Lawrence, Kansas, a free-soil stronghold. They burned down a hotel, destroyed a newspaper office, and threw printing presses into the river. In revenge, a militant, or extremist, abolitionist named **John Brown** led four of his sons and several other men to a proslavery settlement at Pottawatomie (pot-uh-WAH-tuh-mee) Creek. There, they pulled five men out of their houses and brutally murdered them. Because of these and other grim incidents, Americans began calling the



**John Brown**

With his furrowed brow and glaring eyes, John Brown's intensity clearly comes across in this 1859 print.

territory "Bleeding Kansas." Eventually, order was restored in Kansas, but the political struggle over slavery continued.

The violence even reached Washington, D.C. Preston Brooks, a representative from South Carolina, had been angered by an antislavery speech given by Massachusetts senator Charles Sumner. When Brooks entered the Senate chamber, he severely beat Sumner with a cane. Soon, the split in the country over slavery would reach the Supreme Court.

## HISTORICAL THINKING

1. **READING CHECK** What approach did the Kansas-Nebraska Act take toward the issue of slavery in the Kansas and Nebraska territories?
2. **ANALYZE CAUSE AND EFFECT** What violent incident occurred as a result of a senator's speech opposing slavery?
3. **INTERPRET MAPS** How did U.S. territories represented in the Compromise of 1850 map change after the Kansas-Nebraska Act was passed?



8.9.5 Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sandford* decision (1857), and the Lincoln-Douglas debates (1858).

## 2.2 The Dred Scott Decision

When things are going badly, we like to think that, at least, they can't get any worse. Until, of course, they do.

**MAIN IDEA** The Dred Scott case and John Brown's attack on Harpers Ferry further divided the North and the South over the issue of slavery.

### THE REPUBLICAN PARTY

The Kansas-Nebraska Act caused the political differences in the United States to erupt. The repeal of the Missouri Compromise and the opening of new territories to slavery angered many northerners and deepened North-South divisions in the Whig and Democratic parties. Many northerners began to feel that none of the existing political parties reflected their growing concerns over slavery.

In reaction, antislavery leaders founded a new party in 1854 dedicated to fighting the expansion of slavery. The **Republican Party**, as it was named, found a following among former Whigs, Free-Soilers, Democrats, and Know-Nothings.

When the 1856 presidential election approached, the Republicans picked John C. Frémont, who was well-known for his explorations of the West, as their candidate. The Democrats chose James Buchanan to represent their party. Buchanan secured the presidency, but Frémont made a strong showing, winning 11 northern states. From the outset, the Republicans proved they were a force to be reckoned with.

### DRED SCOTT AND JOHN BROWN

In March of 1857, two days after Buchanan took office, the U.S. Supreme Court issued a decision in *Dred Scott v. Sandford*, which had begun in 1846. The case involved a slave named

**Dred Scott**. He had sued for his freedom on the grounds that his master had taken him to live in the free state of Illinois and in the Wisconsin Territory, where slavery was also prohibited.

The Court ruled that Scott should remain a slave, and the **Dred Scott decision** sent shockwaves

through the nation. In his explanation of the ruling, Chief Justice **Roger Taney** asserted that "members of the negro African race" were not actually citizens of the United States. Therefore, Scott did not have the right to bring a lawsuit to a federal court. Taney further declared that since slaves were the personal property of slaveholders, Congress had never had the authority to restrict slavery in the territories. This rendered the Missouri Compromise of 1820 unconstitutional. The strongly proslavery decision sparked outrage in the North and raised fears that southerners might

try to extend slavery to the whole country. The chasm between North and South grew even wider.

Two years later, yet another dramatic event in the struggle over slavery took center stage.

John Brown, the abolitionist responsible for the Pottawatomie Creek massacre in Kansas, led an attack on the town of **Harpers Ferry**, in the part of Virginia that later became West Virginia. He and his armed band of 21 men captured a federal arsenal and a rifle-manufacturing plant and took dozens of hostages. Brown hoped to trigger a



Dred Scott was about 60 years old when this photo was taken during his Supreme Court case. His former master's sons purchased and freed Scott after the decision, but he died nine months later.

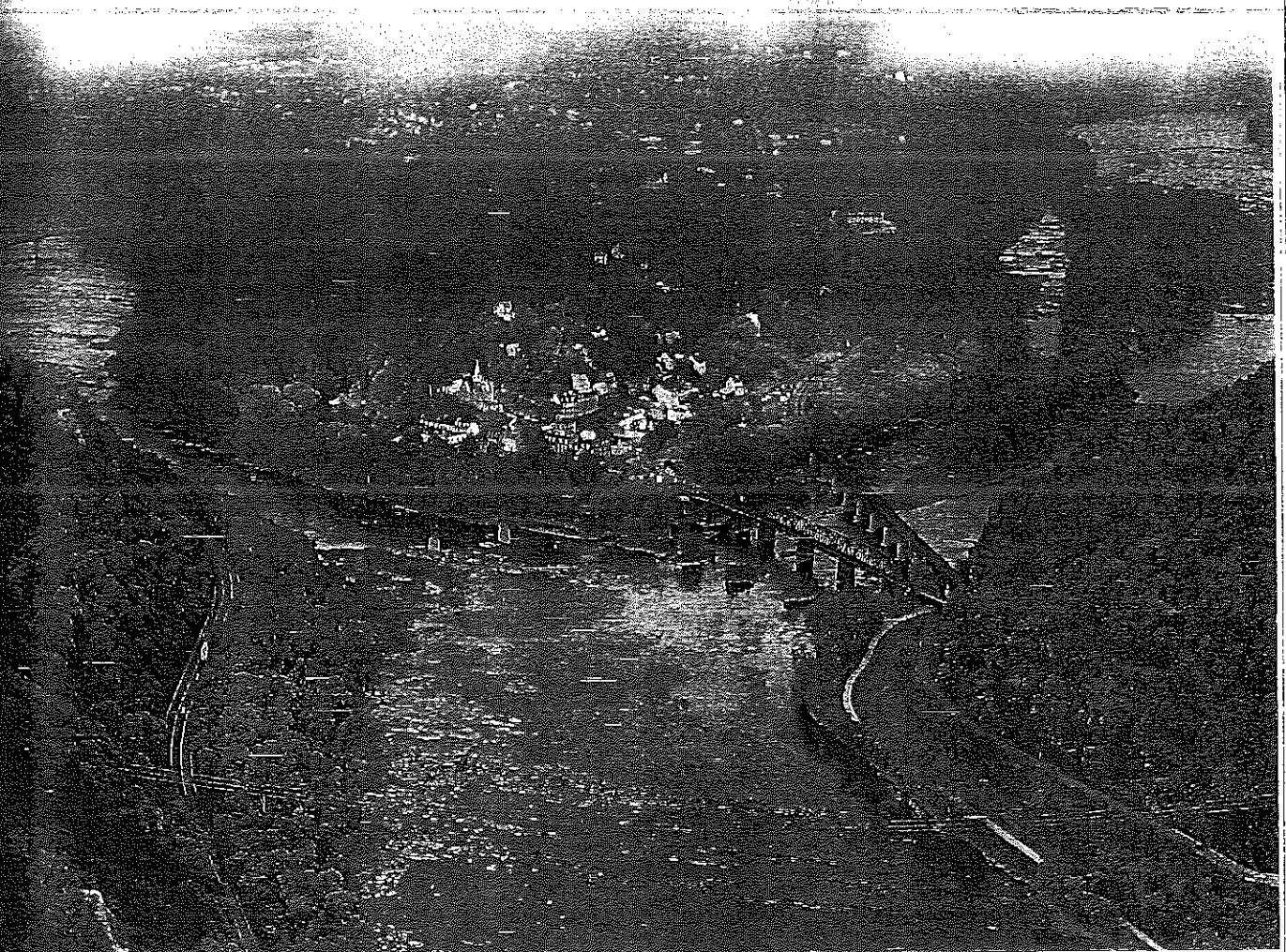




AMERICAN PLACES

## Harpers Ferry National Historical Park, West Virginia

Harpers Ferry is located where the Shenandoah and Potomac rivers meet, as shown in this aerial image taken by National Geographic photographer Ken Garrett. The scene of John Brown's 1859 raid on the armory, the town later became the site of one of the first integrated schools—attended by both former slaves and whites—in the nation.



slave revolt and create an “army of emancipation” that would free slaves across the South. He was wounded and captured, however, and ten of his men were killed. After a short trial, he was hanged just six weeks after the attack. To the dismay of southerners, many northerners refused to condemn Brown. Instead, they viewed him as a hero and a martyr, or a person willing to die for his or her beliefs, to the cause of abolition. The issue of slavery was about to bring the country to the breaking point.

### HISTORICAL THINKING

1. **READING CHECK** Why did Dred Scott believe he should be freed from slavery?
2. **IDENTIFY MAIN IDEAS AND DETAILS** What political ideas led to the formation of the Republican Party?
3. **DISTINGUISH FACT FROM OPINION** Is Roger Taney's assertion that “members of the negro African race” were not actually citizens of the United States a fact or opinion? Explain your answer.



8.9.5 Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sandford* decision (1857), and the Lincoln-Douglas debates (1858); REP 2 Students distinguish fact from opinion in historical narratives and stories.



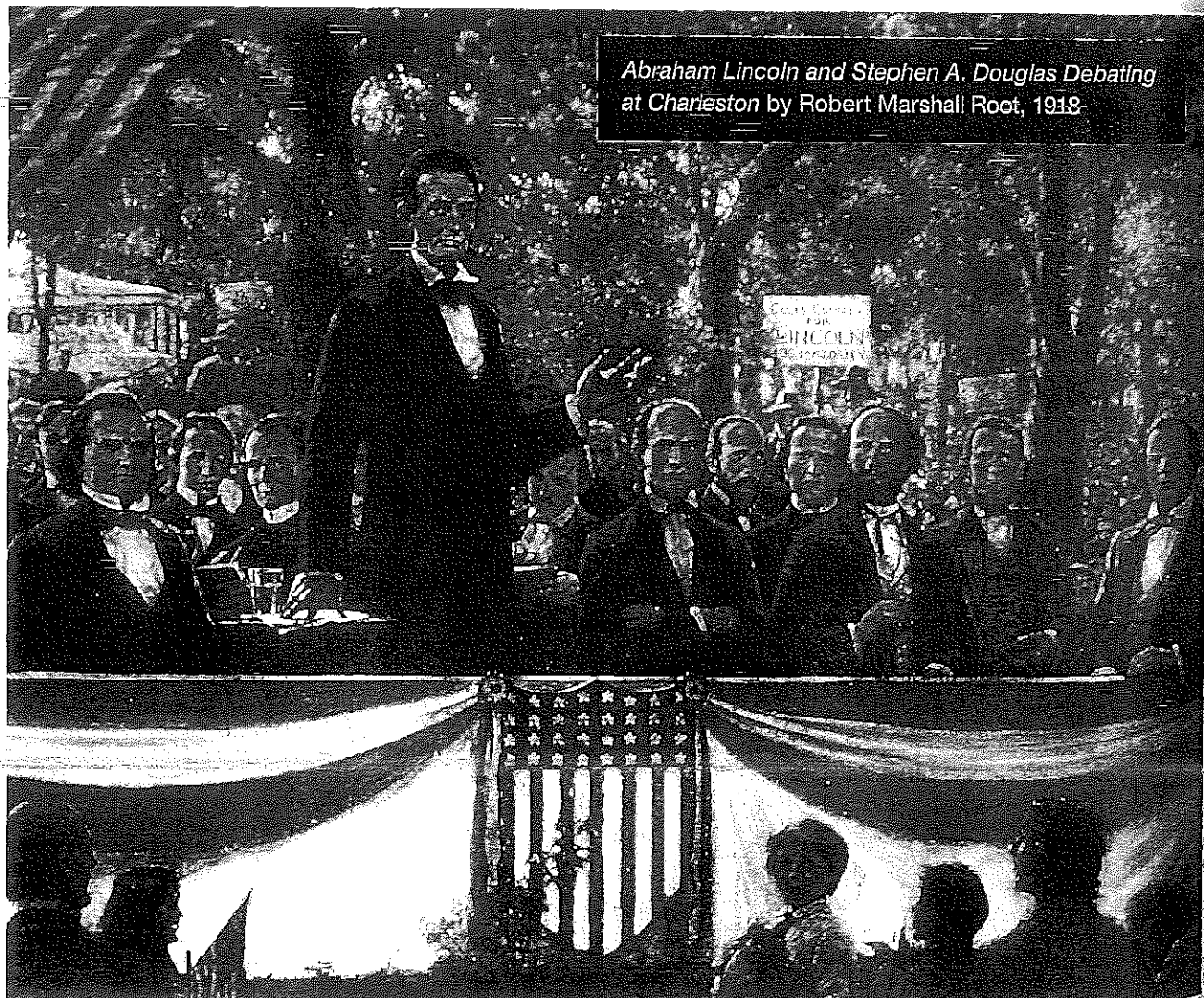
## 2.3 Lincoln and Douglas

Republican Abraham Lincoln and Democrat Stephen Douglas opposed each other in two political races. In 1858, they fought for the U.S. Senate seat in Illinois, which Douglas won. In 1860, they ran against each other for president, with Lincoln the victor. Although both men disliked slavery, they had different views on the issue.

Lincoln and Douglas engaged in a series of debates during their race for the Illinois Senate seat. Their fourth debate was held on September 18, 1858, in Charleston, Illinois. There, Douglas attacked Lincoln by saying that his opponent favored racial equality, an unpopular position at

the time, even in the North. The painting below shows Lincoln speaking to the crowd gathered for the outdoor event. Douglas sits to Lincoln's right, waiting his turn to speak.

**CRITICAL VIEWING** How does the artist portray the debate?



*Abraham Lincoln and Stephen A. Douglas Debating at Charleston* by Robert Marshall Root, 1918

### DOCUMENT ONE

Primary Source: Speech  
from Abraham Lincoln's speech at the Republican Convention in  
Springfield, Illinois, on June 16, 1858

This speech is known as the "House Divided" speech. Lincoln used a Bible metaphor, comparing the nation to a house, to express his view of the impact that conflicting laws about slavery were having on the country as a whole.

**CONSTRUCTED RESPONSE** What does Lincoln think will happen to the Union if the division continues?

"A house divided against itself cannot stand." I believe this government cannot endure, permanently, half slave and half free. I do not expect the Union to be dissolved; I do not expect the house to fall; but I do expect it will cease to be divided. It will become all one thing, or all the other.

### DOCUMENT TWO

Primary Source: Speech  
from Stephen Douglas's speech at the Lincoln-Douglas  
debate in Freeport, Illinois, on August 27, 1858

In a debate held in Freeport, Illinois, Douglas addressed a question that Lincoln had put to him: Could the people of a territory keep slavery out? Douglas believed they could and, in this excerpt, he explains how.

**CONSTRUCTED RESPONSE** Describe how Douglas uses cause and effect to explain how people can keep slavery out of a territory.

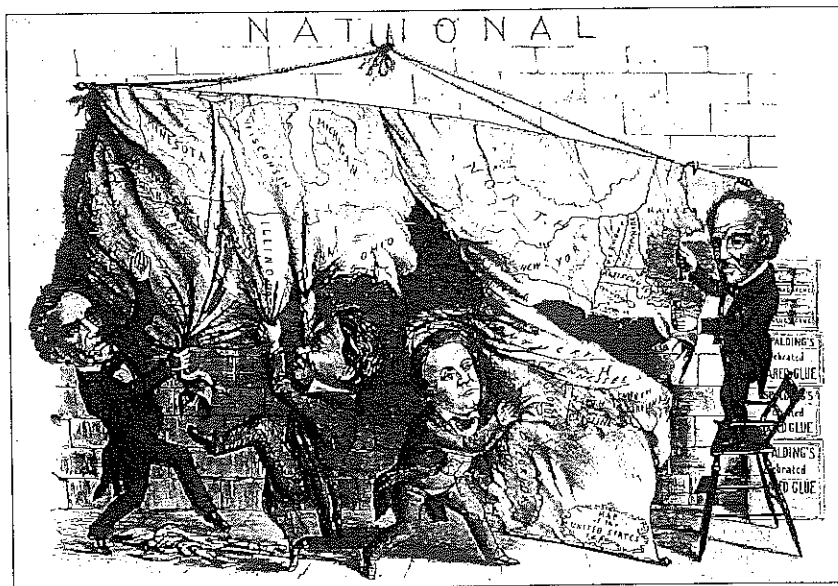
The people have the lawful means to introduce it [slavery] or exclude it as they please, for the reason that slavery cannot exist a day or an hour anywhere, unless it is supported by local police regulations. Those police regulations can only be established by the local legislature, and if the people are opposed to slavery they will elect representatives to that body who will by unfriendly legislation effectually prevent the introduction of it into their midst.

### DOCUMENT THREE

Primary Source: Political Cartoon  
from *Harper's Weekly*, 1860

This political cartoon suggests that the issue of slavery is tearing the United States apart. Seen here are the four candidates in the 1860 presidential election. From left to right are Abraham Lincoln, Stephen Douglas, John C. Breckinridge, and John Bell.

**CONSTRUCTED RESPONSE** What details in the cartoon suggest that slavery is tearing the United States apart?



### SYNTHESIZE & WRITE

1. **REVIEW** Review what you have learned about Abraham Lincoln and Stephen Douglas and their debates.
2. **RECALL** On your own paper, write the main idea expressed in each document.
3. **CONSTRUCT** Construct a topic sentence that answers this question: What differing positions did Lincoln and Douglas take on the issue of slavery?
4. **WRITE** Using evidence from this chapter and the documents, write an informative paragraph that supports your topic sentence in Step 3.



8.10.4 Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865); REP 5 Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

## 3.1 The Election of 1860

Say you belong to a club and two groups within it often disagree. Should they try to work things out? Or should one group break away and form a new club? Maybe it depends on whether they're into politics.

**MAIN IDEA** The growing divide between the North and the South had a strong impact on the 1860 presidential election.

### POLITICAL PARTIES BREAK APART

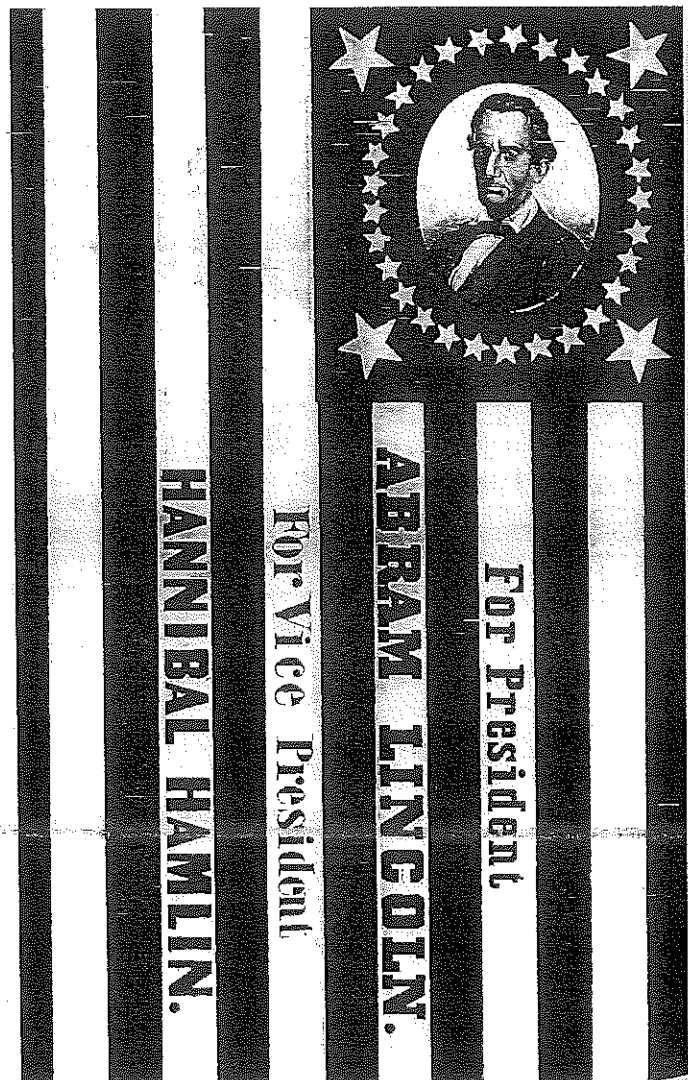
"Bleeding Kansas," the Dred Scott decision, John Brown's raid at Harpers Ferry: each of these developments had left the United States more divided over slavery. The Democratic Party found it harder to hold itself together as tensions grew between its powerful southern faction, or group, and its smaller northern faction. When the two factions could not agree on a candidate for the 1860 presidential election, the party split in two. Northern Democrats nominated Stephen Douglas of Illinois, and southern Democrats nominated John Breckinridge of Kentucky.

Around this same time, a group of former Whigs and Know-Nothings founded the conservative Constitutional Union Party. It appealed to people who believed that preserving the Union and protecting the

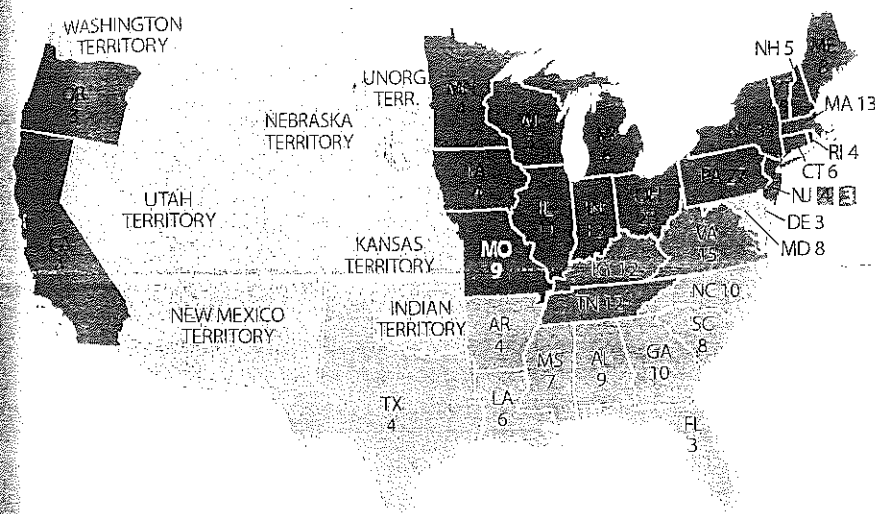
Constitution outweighed concerns about slavery. For the election, **Unionists**, as members of the Constitutional Union Party were called, sought a compromise candidate who could appeal to both northerners and southerners. They chose John Bell, a highly regarded former U.S. senator from Tennessee.

### Lincoln Campaign Banner

Lincoln's running mate in the 1860 election was Hannibal Hamlin, a senator from Maine. In this cotton flag, Lincoln's first name is spelled "Abram," possibly to enable his name to appear larger. "Abram" is also the original spelling of the biblical Abraham. The portrait of Lincoln may have been printed sideways so the flag could be hung vertically.







## 1860 Presidential Election

### Lincoln, Republican

Electoral Vote: 180 votes, 59.4%

Popular Vote: 1,866,452 votes, 39.8%

### Douglas, Northern Democrat

Electoral Vote: 12 votes, 3.9%

Popular Vote: 1,380,202 votes, 29.5%

Electoral Vote: 72 votes, 23.8%

Popular Vote: 847,953 votes, 18.1%

### Bell, Constitutional Unionist

Electoral Vote: 39 votes, 12.9%

Popular Vote: 590,901 votes, 12.6%

## THE NOMINATION OF LINCOLN

In May 1860, Republicans gathered in Chicago, Illinois, for their national convention. Party strategists identified four states that would be key to winning the upcoming election: Illinois, Indiana, New Jersey, and Pennsylvania. The first three bordered southern states and were more moderate in their views about slavery than states farther north. The party decided to place its presidential hopes on a moderate from Illinois: Abraham Lincoln.

Born in a one-room log cabin, Lincoln grew up on frontier farms in Kentucky and Indiana. His mother died when he was just nine. Because the family was poor, they moved from place to place, struggling to survive. Young Lincoln developed a love of reading but had to work, so he received very little formal schooling. When Lincoln was 21, he moved with his family to Illinois. There, he taught himself law, built a thriving legal practice, and launched a successful political career. He served four terms in the Illinois state assembly and one term in the U.S. House of Representatives. He failed twice in bids for the U.S. Senate, but that didn't stop him from running for president in 1860.

In the presidential campaign, Lincoln did not try to win over southern voters, and Breckinridge spent little effort on the North. Southerners refused to consider Lincoln because they believed he was too antislavery, while northerners rejected

Breckinridge's proslavery views. Bell focused his attention on like-minded Unionists in the states between the North and the South. Douglas, however, campaigned in both the North and the South, defending the Union and warning against voting along sectional lines. Because Bell and Douglas didn't propose enacting laws one way or the other on slavery, they were considered the moderate candidates.

When voters cast their ballots on election day, Lincoln won almost 40 percent of the popular vote, and he captured the electoral votes in every northern state except New Jersey, which he split with Douglas. Not surprisingly, he didn't win any electoral votes in the South. For the most part, voters cast their ballots along regional lines. The election proved they were tired of compromising. And for many southerners, the election also drew a line in the sand that they were not afraid to cross.

## HISTORICAL THINKING

1. **READING CHECK** Why were there two Democratic-candidates in the 1860 election?
2. **MAKE INFERENCES** Why might Abraham Lincoln's background have appealed to voters?
3. **INTERPRET MAPS** Why did winning just the northern states guarantee that Lincoln would secure the majority of electoral votes?

## 3.2 Southern States Secede

A crack in a mirror often starts out small, hardly visible. But over time, rough handling causes the crack to deepen and run the length of the glass. Pretty soon, the smallest added pressure will make it snap and break in two.

**MAIN IDEA** The election of Abraham Lincoln as president in 1860 led southern states to secede from the Union.

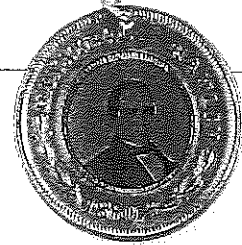
### THE SOUTH DEBATES INDEPENDENCE

The South had reached its breaking point. Abraham Lincoln's victory in the 1860 election shocked and angered most southerners. They were suddenly faced with a northern president who had not won a single southern state. In fact, his name had not even appeared on the ballot in most of them. After all, Lincoln represented a party founded by people who wanted to keep slavery out of new territories and states.

Although Lincoln had not called for the abolition of slavery many proslavery southerners felt certain this was his goal. You've already read one excerpt from Lincoln's "House Divided" speech, delivered in 1858. In that speech he also said, "Either the opponents of slavery will arrest the further spread of it, . . . or its advocates [supporters] will push it forward, till it shall become alike lawful in all the States." In the South, many assumed this meant that Lincoln wished to abolish slavery throughout the United States.

On the day after the election, South Carolina's legislature gathered to debate the possibility of **seceding**, or formally withdrawing from the Union and becoming independent. Secession was not a new idea. Slave states had threatened to leave the Union on numerous occasions. In fact, South Carolina had come very close to doing so during the nullification crisis of the 1830s.

Supporters of secession justified it in terms of states' rights. The right that southern leaders most wanted to protect was their perceived right to own slaves. They argued that under the Constitution, the states retained certain rights,



1860 campaign buttons feature Lincoln (left) and his running mate, Hamlin (right).

including the right to secede. Just as each state had once decided to join the Union, each state could decide to withdraw from it.

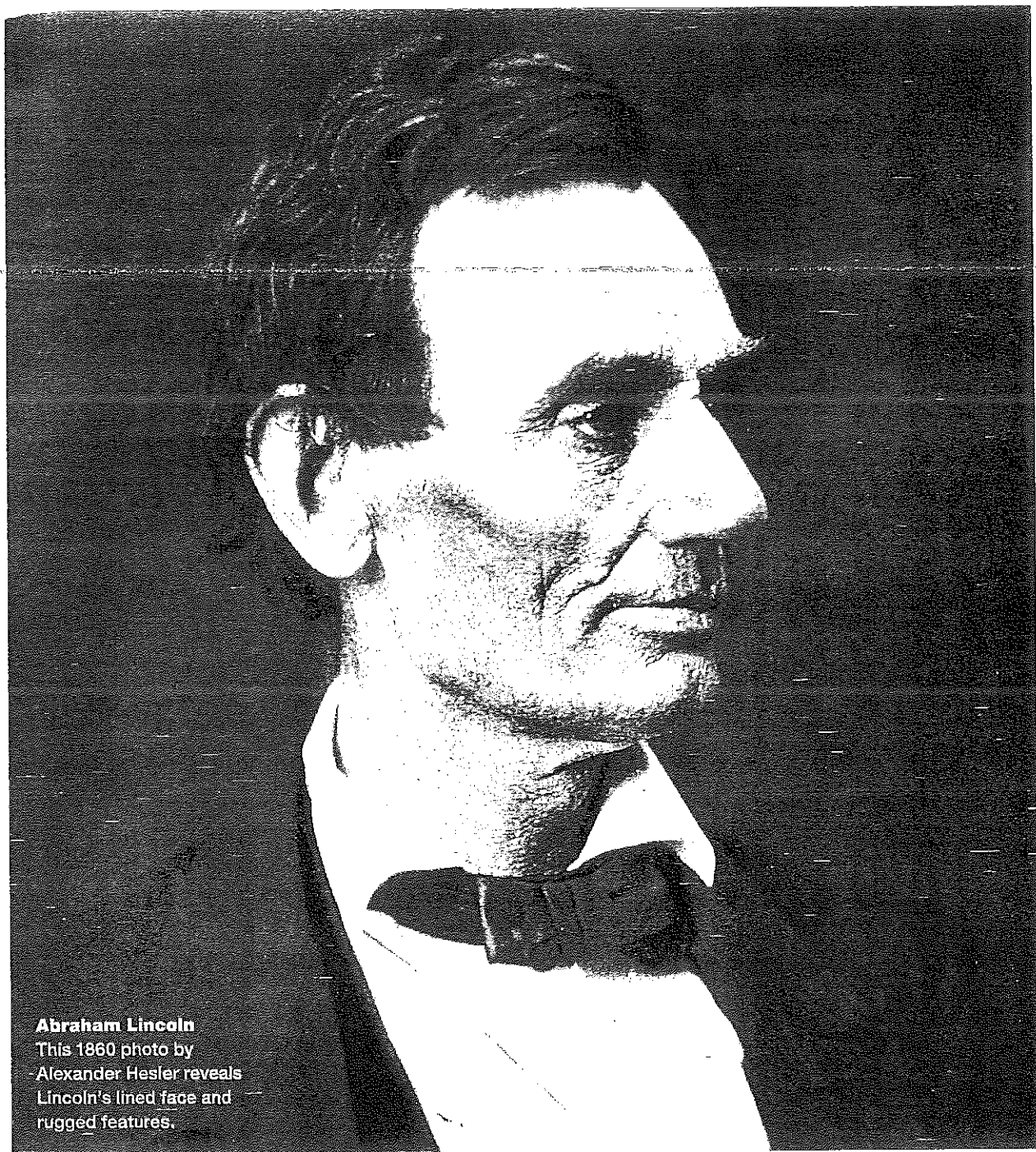
### VOTES FOR SECESSION

On December 20, 1860, South Carolina became the first state in the nation to secede from the Union. The state's secession came in response to the presidential election of Abraham Lincoln the month before, even though he was not to take office until March 1861. South Carolina decided that Lincoln's presidential win as a Republican—a party that supported the Free-Soil platform, not the end of slavery in territories where it already existed—signaled that it could not continue as part of the United States.

South Carolina was joined by 10 other states in the coming months. In March 1861, the **Confederate States of America**, or the **Confederacy**, united and quickly formed a temporary government in Montgomery, Alabama, and adopted a new constitution. It was much like the U.S. Constitution, but it protected slavery and states' rights.

Jefferson Davis, a Mississippi senator who had spoken out against secession just weeks earlier, was chosen to be the temporary president of the Confederacy. In his inaugural address, Davis placed the blame for the secessions on the Union.

8.7.2 Trace the origins and development of slavery; its effects on black Americans and the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey); 8.10.3 Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine



**Abraham Lincoln**  
This 1860 photo by  
Alexander Hesler reveals  
Lincoln's lined face and  
rugged features.

arguing that protecting slavery had been the "well-known intent" of the Founders. Meanwhile, the issue of secession was proving to be divisive in the more northern part of the South. Many people opposed secession, calling it treason. They believed secession would be disastrous for the South. Others thought it would be best to wait before making a decision. For the time being, Virginia, Tennessee, North Carolina, and Arkansas remained in the Union. They still held out hope that the differences between the North and the South could be resolved.

## HISTORICAL THINKING

1. **READING CHECK** Why did Lincoln's election drive southern states to secede from the Union?
2. **MAKE INFERENCES** Why do you think the Confederacy adopted a constitution that was very similar to the U.S. Constitution?
3. **DRAW CONCLUSIONS** What fundamental challenge to the Constitution did secession and the doctrine of nullification pose?



## 3.3 Efforts at Compromise

Who among your friends is the peacemaker? There's usually one who brings those in conflict together and tries to find common ground and iron out differences. Sometimes these efforts pay off. Sometimes they don't.

**MAIN IDEA** Leaders in the North and the South tried to resolve the secession crisis, but their attempts to reach a compromise failed.

### THE CRITTENDEN PLAN

After South Carolina seceded from the Union, John J. Crittenden, a senator from Kentucky, tried to step in as peacemaker. In 1861, he offered a proposal that came to be known as the **Crittenden Plan**. Under the terms of this compromise plan, the federal government would have no power to abolish slavery in the states where it already existed. Further, the Missouri Compromise line would be reestablished and extended all the way to the Pacific Ocean. Slavery would be prohibited in territories north of the line, but in territories south of it, local residents would decide whether to allow slavery.

The proposal found many supporters in both the North and the South, and President James Buchanan pushed for its speedy approval in Congress. President-elect Abraham Lincoln and many Republicans, however, strongly objected to extending slavery in any new territories. After much debate, the Crittenden Plan was defeated in Congress, and the secession crisis continued.

### LINCOLN BECOMES PRESIDENT

As his inauguration approached, Lincoln put together his government. For his Cabinet, he purposely chose men who represented competing factions within the Republican Party. Some of them could barely stand one another.

Surprisingly, four of the top positions went to men who had competed with Lincoln for the Republican nomination. He would later defend these appointments by saying, "We needed the strongest men of the party in the Cabinet. These were the very strongest men. Then I had no right to deprive the country of their services." Some have called the men he assembled "a team of rivals."

Lincoln took office on March 4, 1861, as the 16th president of the United States. In his inaugural address, Lincoln spoke sternly and directly about the crisis facing the country. He said his first task was to reunite the nation. Secession was illegal, he declared; no state could simply decide on its own to leave the Union. The Union was therefore

### A Perpetual Union

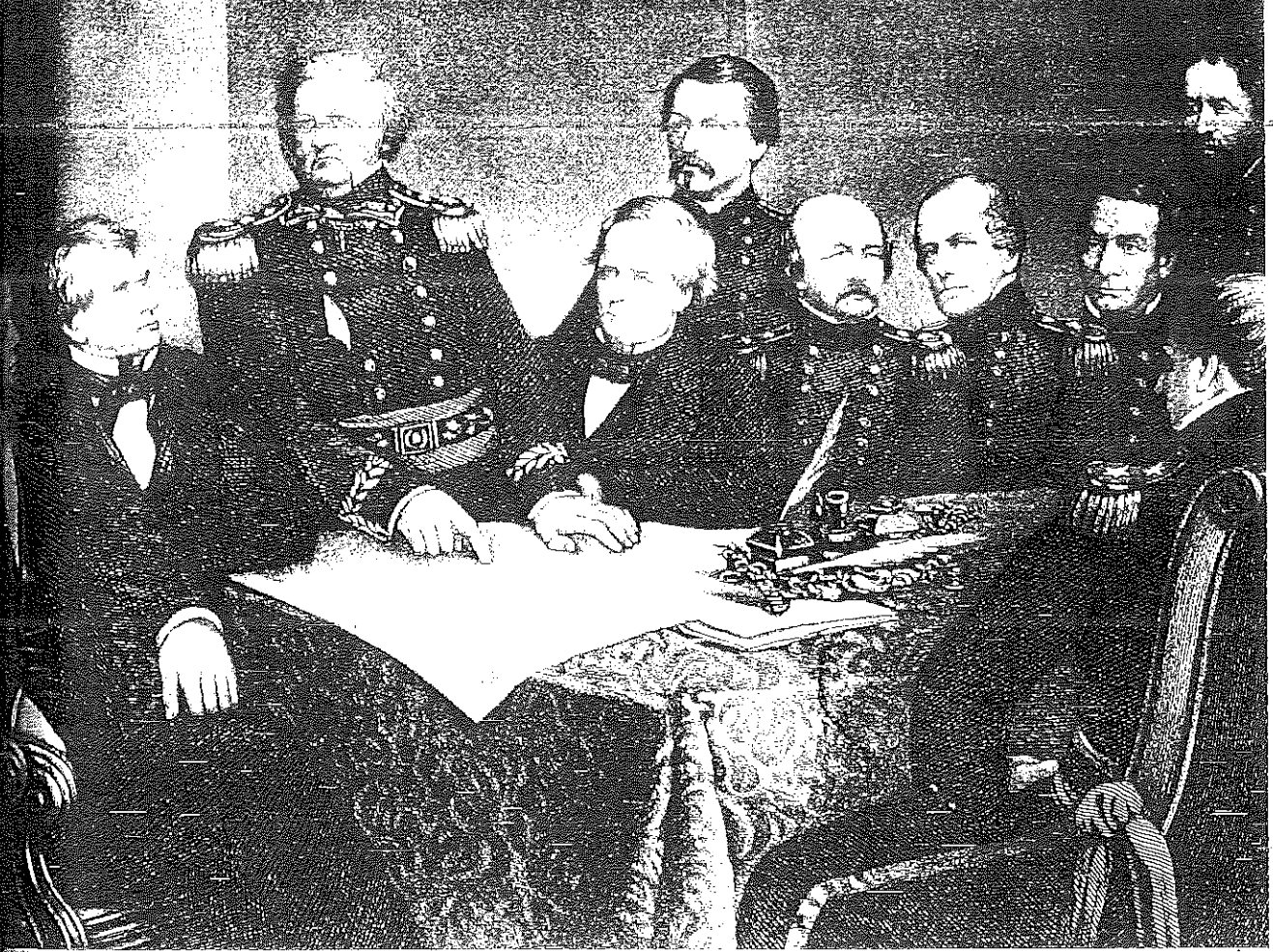
At the beginning of his inaugural address, Lincoln stated that he was going to get directly to the point and talk about the matter of greatest concern to the country at that moment: the threat of southern secession. He assured the South that he did not support freeing its slaves. But he also emphasized that there was no constitutional basis for withdrawing from the Union.

### PRIMARY SOURCE

*I hold that, in contemplation of universal law and of the Constitution, the Union of these States is perpetual [everlasting]. Perpetuity [This permanence] is implied, if not expressed, in the fundamental law of all national governments. It is safe to assert that no government proper ever had a provision in its organic law [system of laws] for its own termination [end]. . . . The Union will endure forever.*

—from Abraham Lincoln's First Inaugural Address, March 4, 1861

**Lincoln with U.S. Cabinet and Generals**  
In this engraving from 1866, Lincoln meets with his Cabinet and military leaders to discuss their response to the South's secession. Lincoln did not want war with the South, but he wanted to be prepared for it if it couldn't be avoided.




still intact, and he vowed to use his powers as president to protect places and property belonging to the federal government. He assured the South, however, that he did not intend to interfere with slavery where it already existed, and there would be no invasion or use of force by the government. "We are not enemies, but friends," Lincoln said. "Though passion may have strained, it must not break our bonds of affection."

Lincoln's words had little effect. The day after his address, a message arrived in Washington from Fort Sumter, which lay at the entrance to the harbor in Charleston, South Carolina. The fort was under threat from Confederate forces, and

its **garrison**, or defense force, of about 85 federal soldiers would soon run out of food. Lincoln faced the decision of whether to try to resupply the fort. He wanted to avoid conflict, but a civil war looked more and more likely.

### HISTORICAL THINKING

1. **READING CHECK** What compromise did the Crittenden Plan propose?
2. **IDENTIFY MAIN IDEAS AND DETAILS** Who did Lincoln choose to be in his Cabinet, and why did he appoint these individuals?
3. **DRAW CONCLUSIONS** Why did Confederate forces threaten Fort Sumter?

 **8.10.4** Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865); **HI 1** Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.

CHAPTER  
**15**

# BEGINNINGS OF WAR

1861–1862

## ESSENTIAL QUESTION

How did the early years of the Civil War affect people on both sides of the conflict?

**AMERICAN  
STORIES**

## Voices from the Civil War

### SECTION 1 War Erupts

#### KEY VOCABULARY

border state    evacuate    mobilize  
cavalry    infantry

### SECTION 2 Life in the Army

#### KEY VOCABULARY

civilian    mortality    trench warfare  
ironclad ship    philanthropist

### SECTION 3 A War Without End

#### KEY VOCABULARY

Anaconda Plan    gunboat    pontoon

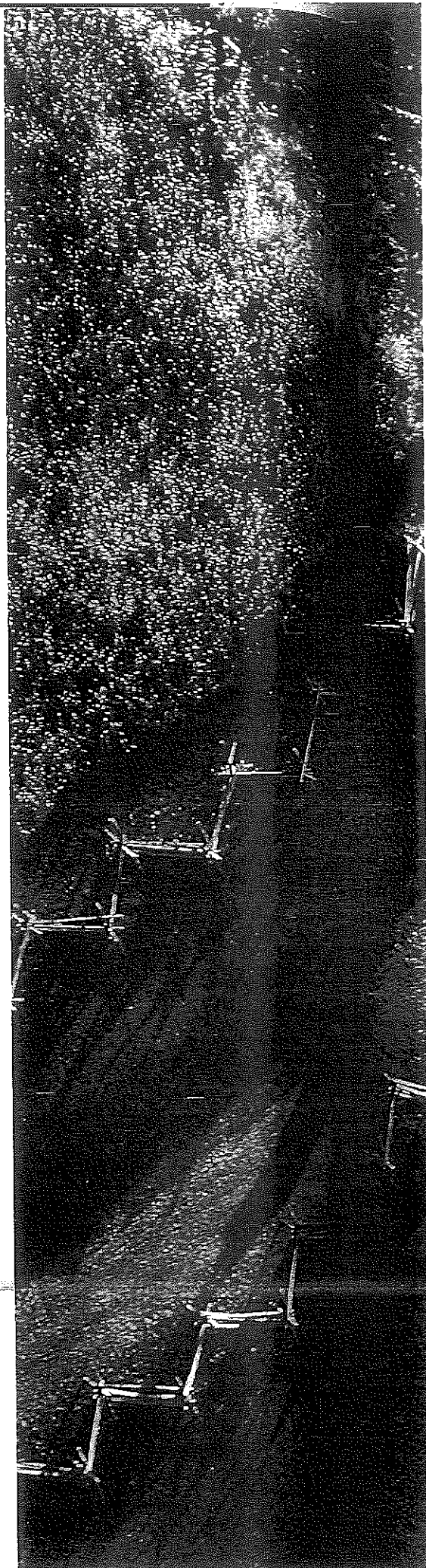
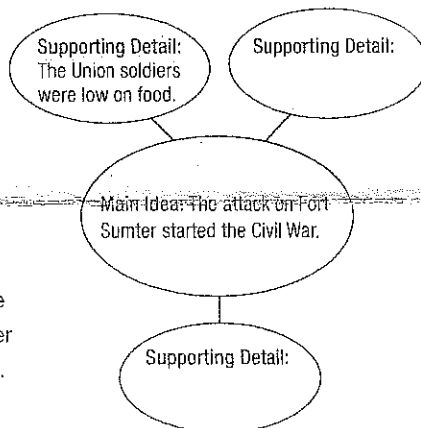
**AMERICAN GALLERY  
ONLINE**

## The Daily Lives of Civil War Soldiers

## READING STRATEGY

### SUMMARIZE

When you summarize, you restate text in your own words and shorten it, including only the most important main ideas and details. As you read this chapter, use concept clusters like this one to help you summarize important information in the text. In the large oval, list a main idea. In the smaller ovals, note key supporting details. Then use your notes to write your summary.







"War is the remedy our  
enemies have chosen . . .

**let us give them  
all they want."**

—General William  
Tecumseh Sherman

National Geographic photographer Ken Garrett took this photo of the Antietam National Battlefield in Sharpsburg, Maryland. The Battle of Antietam took place on September 17, 1862, and is still considered the bloodiest day in U.S. military history. Garrett shot the photo from the air to capture an area on the battlefield known as Sunken Road, or Bloody Lane, where some of the fiercest fighting took place. The statue standing near the Union lines commemorates a division of Pennsylvania soldiers who fought at Antietam.

# VOICES FROM THE CIVIL WAR

## PRIMARY SOURCES



**CRITICAL VIEWING** Some families camped with their soldiers during the Civil War. What does this photo reveal about the life of this 31st Pennsylvania Infantry soldier and his family?

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**In the 1860s**, an event transformed the lives of all Americans. The Civil War between the northern and southern states would leave no person untouched. In the 1800s, people had limited options for describing their experiences. They used letters and journals, charcoal and paints, and photographs as their voices and means of expression. After the war, they wrote memoirs and recollections to preserve their stories and process their experiences.

You're about to read about the daily lives and hardships of the soldiers, the suffering of civilians in a battle zone, the agony of a family divided, and other struggles of a people divided by war. Through these primary sources, you will gain a firsthand understanding of what it was like to live through the Civil War, one American voice at a time.

## JOHN D. BILLINGS

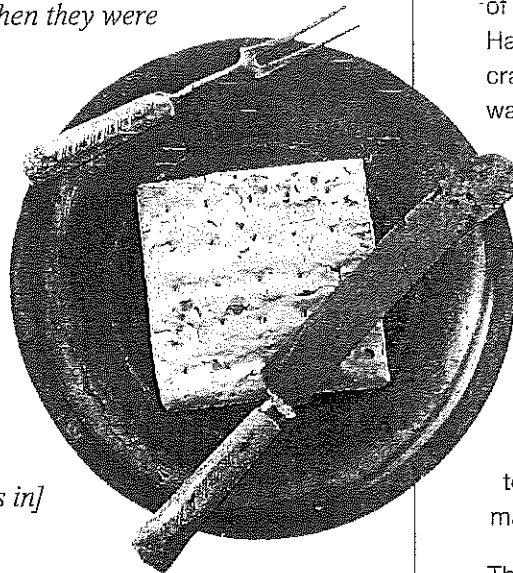
*First, [the hardtack biscuits] may have been so hard that they could not be bitten; it then required a very strong blow of the fist to break them.*

*The second condition was when they were mouldy [moldy] or wet.*

*The third condition was when from storage they had become infested with maggots and weevils. These weevils were, in my experience, more abundant than the maggots. They were a little slim, brown bug an eighth of an inch in length, having the ability to completely riddle [poke holes in] the hardtack.*

*But hardtack was not so bad an article of food, even when traversed by insects. Eaten in the dark, no one could tell the difference between it and hardtack that was untenanted. It was no uncommon occurrence for a man to find the surface of his pot of coffee swimming with weevils, after breaking up hardtack in it . . . but they were easily skimmed off and left no distinctive flavour behind.*

—from *Hardtack and Coffee*, by John D. Billings, 1888



## HARDTACK

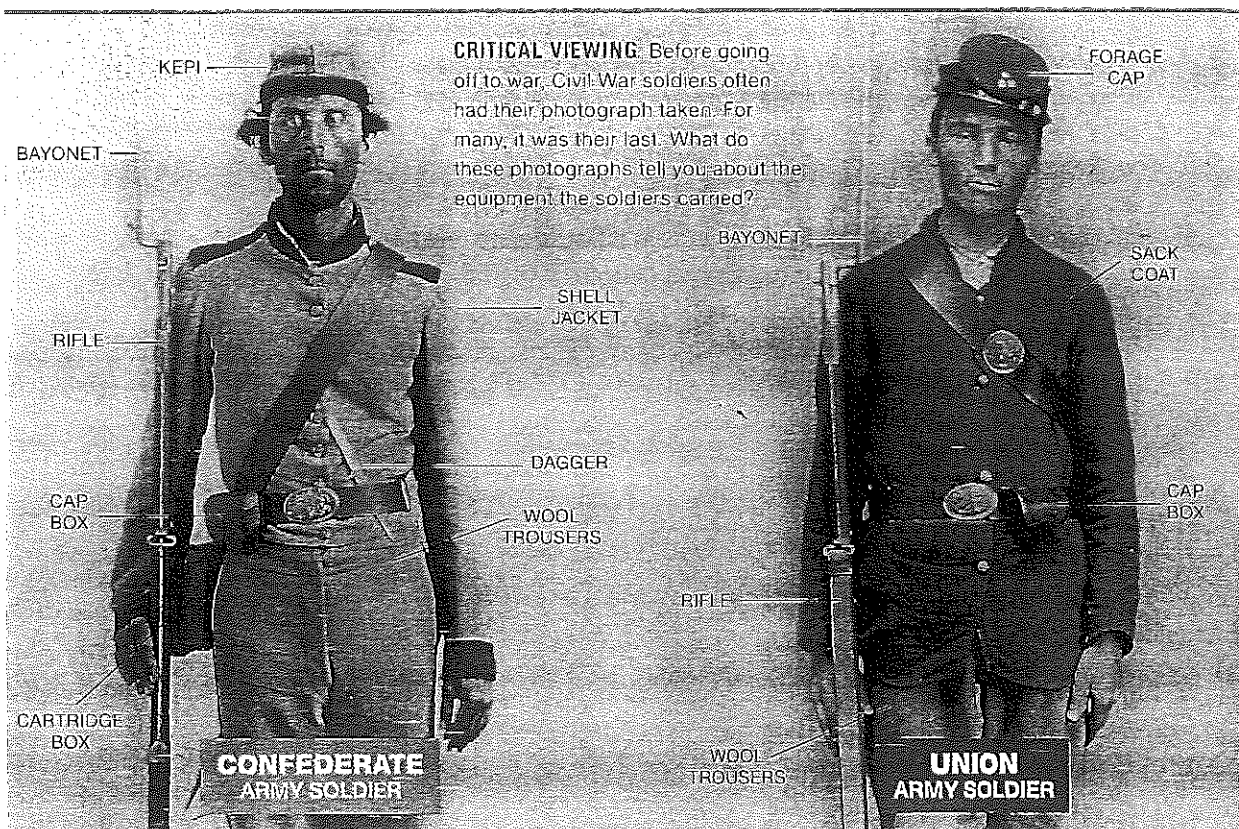
In the humorous excerpt from his postwar memoir (left), Union Army soldier John D. Billings describes the challenges of hardtack biscuits, one of the most common camp foods. Hardtack (shown here) is a hard cracker made of flour and water. It was a problematic food, but as you can see, some soldiers actually developed a fondness for it.

Soldiers from both the North and the South learned to live with minimal comfort when they were on the march or in camp. At night, they crowded into small tents, sometimes packed together so tightly, if one soldier wanted to roll over, he had to get his tent mates to roll over, too.

The food tasted awful and was sometimes inedible. When soldiers received “fresh” meat, it had often already gone bad. Preserved meat was so filled with salt that it had to be soaked in water for hours before a soldier even attempted to eat it. In southern camps, these poor rations were likely to run out, especially in the war’s later years when many farms in the South had been destroyed.



## A SOLDIER'S GEAR



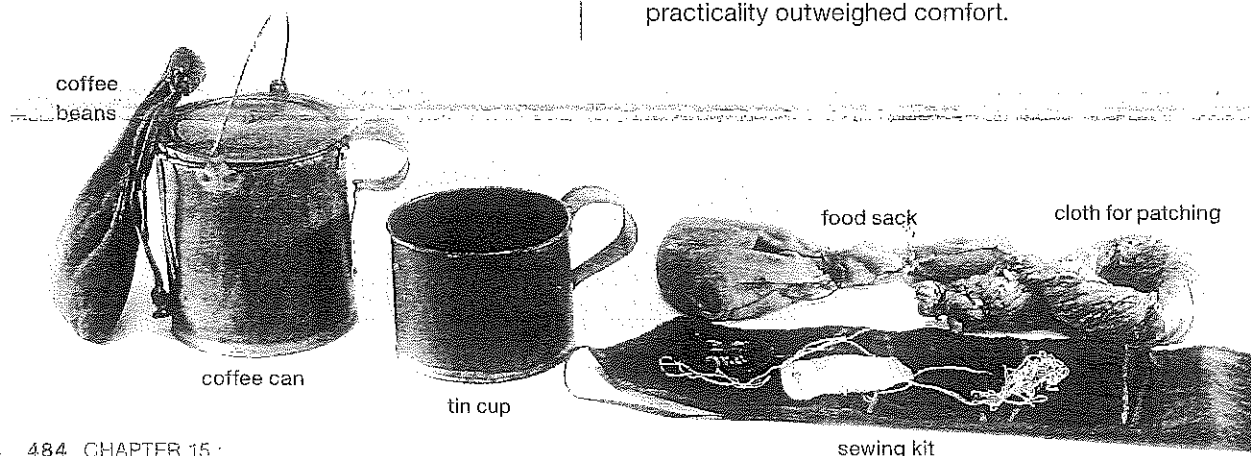
### GEORGE ALLEN

*A woolen blanket and a piece of shelter tent twisted together, and thrown over our shoulders; haversack [knapsack] loaded with a dozen hard tack and a small piece of "salt horse," little bag of coffee and sugar, . . . all sorts of hats or caps; little to eat, but plenty of ammunition.*

—from *Forty-Six Months with the Fourth R.I. Volunteers*, by Corp. George H. Allen, 1887

### A SOLDIER'S GEAR

When a Union soldier like George Allen from Rhode Island joined the army, he was, of course, equipped with a rifle. He also received other gear, like a knapsack, a wool blanket, a cartridge box on a shoulder strap, a canteen, a bag for carrying food, and eating utensils. All together, he might find himself carrying 40 to 50 pounds of weapons and gear. But as time went on, most soldiers threw away the items they found to be unnecessary to make marching and moving easier. Corporal Allen's description of the simplicity of his gear after a year of fighting gives a sense of how practicality outweighed comfort.



## THE CIVILIANS OF VICKSBURG

As the fighting raged through the border states and the South, civilians often found themselves on the front lines of the war. The people of Vicksburg, Mississippi, experienced life in a battle zone between 1861 and 1863.

Vicksburg sits on a high bluff overlooking the Mississippi River. At the start of the war, the Confederacy controlled Vicksburg, and therefore it controlled the river traffic that passed by the city. The Union Army made multiple attempts to take Vicksburg, and eventually put the city under siege, blocking the paths into town so that no food or ammunition could be brought in. Day and night, Union soldiers rained shells down onto Vicksburg

from the opposite side of the Mississippi River. Abandoning their ruined houses, residents dug caves into the hillside beneath the town. As the weeks dragged on, food ran short. People were forced to eat mules, horses, dogs, and rats.

The siege ended on July 4, 1863, when the military commander of the Vicksburg troops surrendered. A chaplain for the southern troops commented, "We surrendered to famine, not to [the northern army]." One woman kept a diary of the civilians' daily life during the siege of Vicksburg. She described the cave she was living in as "suffocating" and like "a living tomb." Read more from her diary in the excerpt below.

*April 28, 1863—I never understood before the full force of those questions—what shall we eat? what shall we drink? and wherewithal shall we be clothed?*

*May 28—The regular siege has continued. We are utterly cut off from the world, surrounded by a circle of fire. The fiery shower of shells goes on day and night. People do nothing but eat what they can get, sleep when they can, and dodge shells. There are three intervals when the shelling stops, either for the guns to cool or for the gunners' meals, I suppose—about eight in the morning, the same in the evening, and at noon. In that time we have to both prepare and eat ours. Clothing cannot be washed or anything else done. I think all the dogs and cats must be killed or starved; we don't see any more pitiful animals prowling around.*

—from "A Woman's Diary of the Siege of Vicksburg," published in *The Century Illustrated Monthly Magazine*, 1885



**CRITICAL VIEWING** The Shirley family, who owned the house shown in this 1863 photograph, were forced to live in a manmade cave, like the ones dug into the ground in the photo, to avoid the cannon fire flying past their home. What does this photo reveal about the impact of the Civil War on the civilian population of cities like Vicksburg?



8.10.6 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox; 8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare.

## FAMILIES DIVIDED



They may not look much alike, but David Keener Shriver (left) and Mark Shriver (right) were family members—cousins, in fact—fighting on opposite sides of the Civil War.

David joined up to fight with Company 1 of the Union Army's 190th Regiment of Pennsylvania Volunteers. His cousin Mark was a member of the Confederate Army's 1st Virginia Cavalry. Because the young soldiers' parents were siblings, it's likely loyalty to opposing armies was a source of division and tension in the family.

### D.P. CONYNGHAM

*I had a Sergeant Driscoll, a brave man, and one of the best shots in the Brigade. When charging at Malvern Hill, a company was posted in a clump of trees, who kept up a fierce fire on us, and actually charged out on our advance. Their officer seemed to be a daring, reckless boy, and I said to Driscoll, "if that officer is not taken down, many of us will fall before we pass that clump."*

*"Leave that to me," said Driscoll; so he raised his rifle, and the moment the officer exposed himself again bang went Driscoll, over went the officer, his company at once breaking away.*

*As we passed the place I said, "Driscoll, see if that officer is dead—he was a brave fellow."*

*I stood looking on. Driscoll turned [the young soldier] over on his back. He opened his eyes for a moment, and faintly murmured "Father," and closed them forever.*

*I will forever recollect the frantic grief of Driscoll; it was harrowing to witness. [The young soldier] was his son, who had gone South before the war.*

—from *The Irish Brigade and Its Campaigns*, by Union Army Capt. D.P. Conyngham, 1867

### TRAGIC ENCOUNTERS

Most Americans sided with their home state in the Civil War, but some found it harder to choose a side. Political or personal beliefs, loyalty to the federal government, and pressure from loved ones often made for conflicted soldiers and broken family bonds.

The most heartbreaking tales of the Civil War may be those of families first divided, then reunited as enemies in battle. The personal account of Captain D.P. Conyngham of the Union Army (left) describes a tragic scene he witnessed during the battle at Malvern Hill, Virginia, on July 1, 1862.







**CRITICAL VIEWING** During the Grand Review in May 1865, the great armies of Grant and Sherman received a hero's welcome in Washington, D.C. What challenges do you think Union soldiers faced after the cheers subsided and they returned to their lives?

## LEANDER STILLWELL

*I now had only two miles to go, and was soon at the dear old boyhood home. My folks were expecting me, so they were not taken by surprise. There was no "scene" when we met; . . . but we all had a feeling of profound contentment and satisfaction which was too deep to be expressed by mere words.*

*When I returned home I found that the farm work my father was then engaged in was cutting up and shocking corn. So, the morning after my arrival, September 29th, I doffed my uniform of first lieutenant, put on some of father's old clothes, armed myself with a corn knife, and proceeded to wage war on the standing corn. The feeling I had while engaged in this work was "sort of queer." It almost seemed, sometimes, as if I had been away only a day or two, and had just taken up the farm work where I had left off.*

—from *The Story of a Common Soldier of Army Life in the Civil War* by Leander Stillwell, 1920

## GOING HOME

For some soldiers, the return home after the Civil War was warm, yet surprisingly undramatic. In his personal account (left), Union soldier Leander Stillwell describes his return home to Illinois.

When the war ended in 1865, thousands of soldiers were mustered out (dismissed from service). But first, for many Union soldiers, there was the Grand Review in Washington, D.C. Over the course of two days in May, thousands of Union troops paraded through the streets of the capital to the applause of large crowds. Then, with the cheers still ringing in their ears, the men returned to their homes.

On the Confederate side, it was harder for soldiers to return home. The war had left southern cities and farms in ruins, and the recovery process would be long and difficult.

## Personal accounts shed new light on history.

When you read the words of someone who lived through an event like the Civil War, you draw conclusions that are probably different from those you'd draw from a secondary source like a textbook.

Primary sources like those included in this American Story provide varied perspectives and points of view. They capture the voices of the Civil War and help tell the story of this country-changing event in American history.

## THINK ABOUT IT

How useful and credible are primary sources like those included in this American Story in helping you understand soldiers' and civilians' lives during the Civil War?



REP 4 Students assess the credibility of primary and secondary sources and draw sound conclusions from them;  
REP 5 Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

# 1.1 Shots at Fort Sumter

Imagine a hot, dry landscape where rain hasn't fallen for months. It would take only a spark to send the whole area up in flames. The spark that ignited the Civil War was the attack on Fort Sumter.

**MAIN IDEA** Once the northern states declared war and most southern states had seceded, the country waited to see whether the states in between would remain in the Union.

## THE SPARK THAT CAUSED THE FIRE

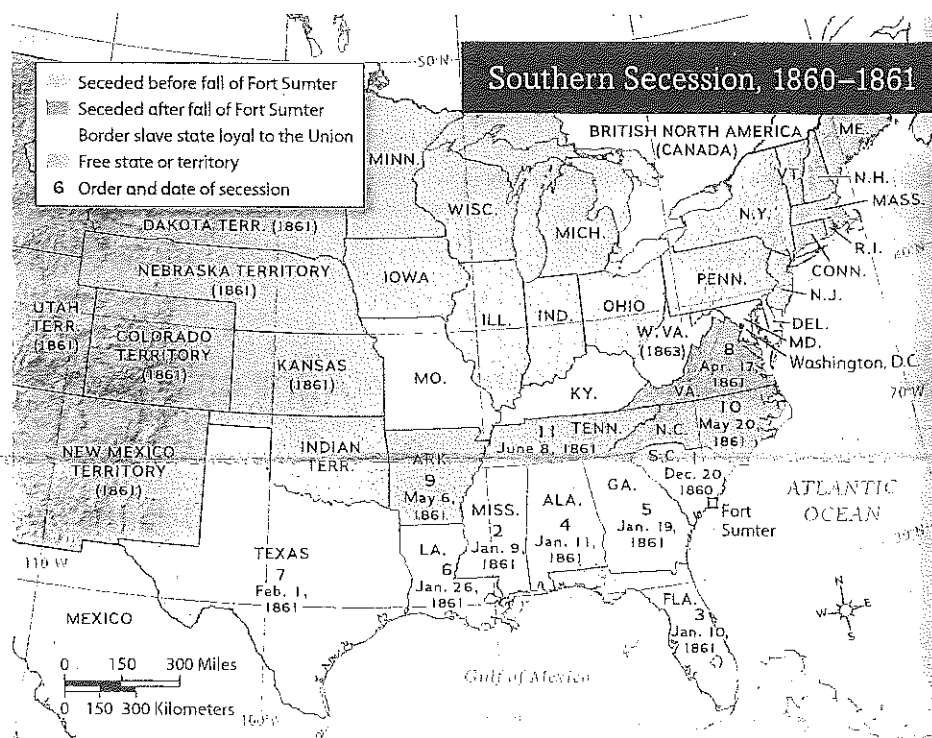
As you have read, President Abraham Lincoln declared that secession was illegal under the Constitution. Southerners, on the other hand, claimed secession as a states' right guaranteed by the document. They decided to secede because they perceived Lincoln's election as a threat to the lawful institution of slavery.

After they split from the Union, the newly formed Confederate states declared that everything owned by the U.S. government within their boundaries now belonged to the Confederacy. Fort Sumter in Charleston, South Carolina, was among the possessions they claimed.

Union major Robert Anderson, who was in charge of the fort, had watched the people of Charleston get swept up in secession fever, and he was worried. More than 5,000 Confederate soldiers surrounded Anderson and his men, and the Union soldiers were so low on provisions that they faced starvation. Lincoln sent a message to the southern leaders stating that he was going to send food, but not weapons, to the soldiers at Fort Sumter.

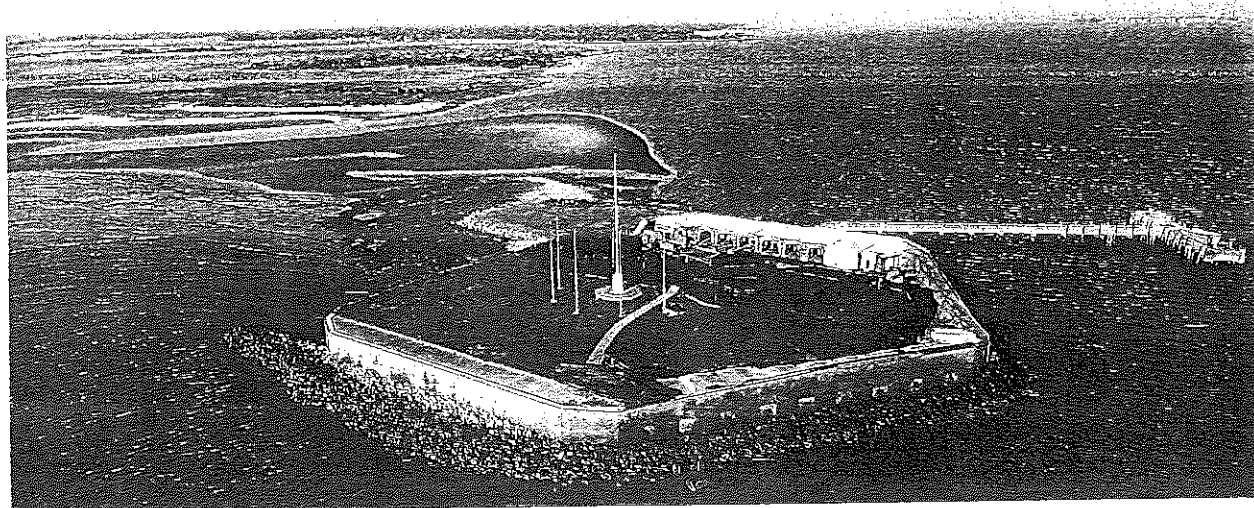
On April 11, 1861, before the Union's provisions arrived, Confederate leaders demanded that the Union troops **evacuate**, or leave, the fort. Otherwise, Confederate forces would take the stronghold by force. Lincoln and Anderson refused to agree to this demand, and the next day, Confederate forces began bombarding the fort from all sides. The shelling lasted for 34 hours. On April 14, with no more food or ammunition, Anderson surrendered.

War was unpopular among northerners, but the attack stirred the Union to action. Lincoln declared South Carolina to be in rebellion and called to form a militia. The Civil War had begun. Its purpose then was not to end slavery but to reunite the nation.



## AMERICAN PLACES Fort Sumter

Fort Sumter was built after the War of 1812 with Britain had revealed the need for added defense along the U.S. coast. The five-sided island fort was designed to protect Charleston Harbor. No one was killed during the 1861 bombardment of the fort, but two Union soldiers accidentally died during a 100-gun salute.



### THE GEOGRAPHY OF WAR

Within two days of Lincoln's call to arms, Virginia seceded. The Confederacy established its capital at Richmond, Virginia. Soon after, Arkansas, Tennessee, and North Carolina left the Union. However, four states bordering both the Union and the Confederacy—Maryland, Delaware, Missouri, and Kentucky—remained undecided. These states, called the **border states**, lay in the middle ground between the warring North and South and so were very important geographically.

Maryland, for example, bordered Washington, D.C., on three sides. If the state joined the Confederacy, the Union's capital would be completely surrounded by Confederate states. In an effort to keep Maryland in the Union, Lincoln threatened to jail any Confederate soldier who entered the state.

Missouri was also vital to the Union cause. With its large population, Missouri could supply the Union with many soldiers. The state also produced a great deal of food and protected the western side of the Union. In addition, its biggest city, St. Louis, was an important commercial and transportation center.

In Kentucky, both Confederate recruiters and pro-Union leaders tried to sway the state's citizens. But when Confederate forces invaded Kentucky in September 1861, the state asked the federal government for help. Lincoln sent troops to the state, the invaders were driven out, and Kentucky stayed in the Union.

The president gained more ground when 50 counties in northwest Virginia decided to form a new state. The people in those counties no longer wanted to be a part of pro-slavery Virginia and so, in 1863, West Virginia became part of the Union. Overall, Lincoln succeeded in keeping the border states in the Union. He would need all the forces he could gather to prepare for war and fight the long, tough battles ahead.

### HISTORICAL THINKING

1. **READING CHECK** What happened after the Confederates attacked Fort Sumter?
2. **SUMMARIZE** Why was it important for the Union to keep the border states out of the Confederacy?
3. **IDENTIFY PROBLEMS AND SOLUTIONS**  
How did Lincoln deal with Confederate attempts to seize the border states?



8.10.4 Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and Inaugural addresses (1861 and 1865); 8.10.6 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.



## 1.2 An Early Confederate Victory

Sometimes you jump into something before you're really ready.

Without enough time to make a plan or devise a strategy, you could find that you just have to "wing it." In a way, that's what happened to the Union and Confederate armies.

**MAIN IDEA** Confederate forces gained an early victory by winning the Battle of Bull Run.



Robert E. Lee

Born into a celebrated Virginia family, Robert E. Lee wanted to make a name for himself. He enrolled in the U.S. Military Academy at West Point in New York and was one of only six soldiers in his class who graduated with a clean record of behavior. After graduating, Lee met and married a descendant of Martha Washington, George Washington's wife. During the Mexican-American War, Lee impressed his commanding officer, General Winfield Scott, with his keen military mind. He became an officer in the Confederate Army after turning down Lincoln's offer to command the Union Army. His loyalty to his home state outweighed the president's request.

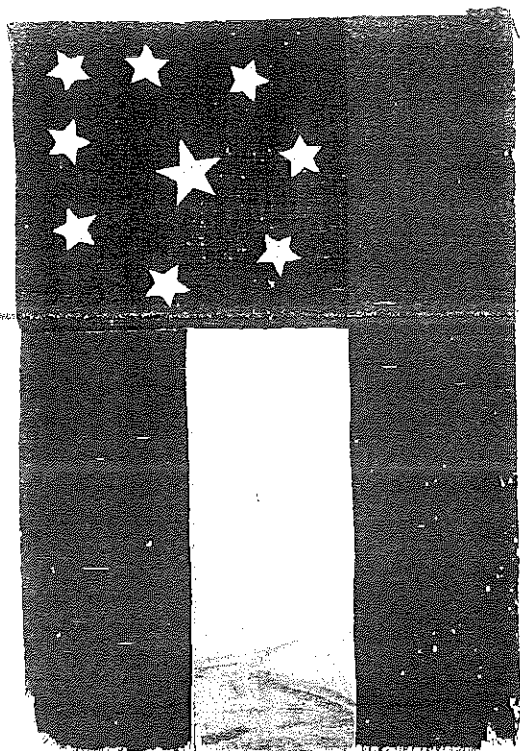
### PREPARING FOR WAR

War had begun, but neither the Union nor the Confederacy was actually prepared for it. In April 1861, the Union forces included only 16,000 professional soldiers, while the Confederacy had fewer than 2,000. Both sides quickly took steps to **mobilize**, or organize and prepare troops for active service.

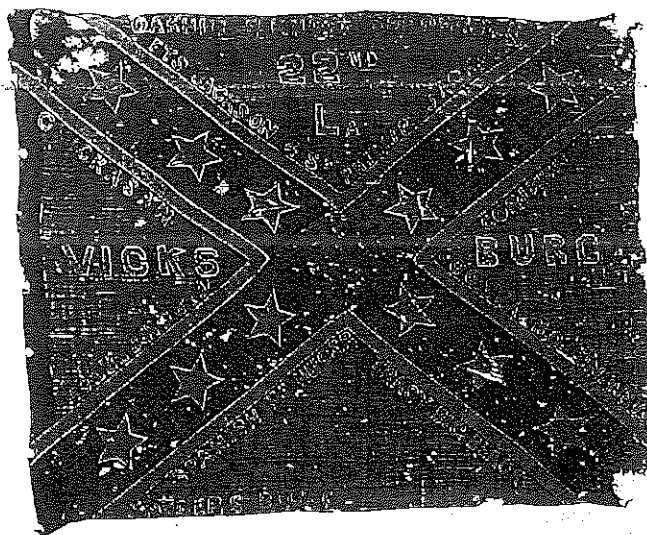
The North and the South enlisted troops at the local and state levels. A local leader would encourage men to join and serve under his command, or a group of men would get together and elect their commander. Many military units also formed along ethnic lines. Some northern regiments consisted only of European immigrants who communicated in their native language. Germans were the largest European immigrant group fighting for the Union. European immigrants also fought for the South, and a Texas regiment consisting of Mexicans called the Tejas soon joined the Confederate cause as well. Mobilization helped swell the ranks on both sides, but neither army was at full strength.

### THE BATTLE OF BULL RUN

The armies were put to the test in July 1861. Hoping to bring a swift end to the war, Lincoln decided to send Union forces to seize Richmond. To carry out his plan, Lincoln first ordered General Irvin McDowell to attack the Confederate forces in Manassas, Virginia, a town less than 100 miles from Richmond. McDowell and his troops were in Washington, D.C., only 40 miles east of Manassas. But McDowell didn't believe his 35,000 volunteers were ready for battle, so he and his troops left



The first official Confederate flag is shown at the left. Often called the "Stars and Bars," it sometimes caused confusion on the battlefield because it looked so much like the U.S. flag. The flag below was first flown by a Virginia regiment. Soon other regiments began using it, but the Confederacy never officially adopted the flag.



Washington, D.C., more than a week later than planned. When the Confederate general stationed in Manassas, P.G.T. Beauregard, learned of the delay, he sent for help. Soon 11,000 more Confederate soldiers arrived to strengthen his forces.

The battle began on July 21, when Union forces crossed a small creek called Bull Run to attack the Confederates. As the Confederate soldiers charged, they unleashed a high-pitched battle cry that could be heard for miles. The earsplitting cry came to be known as the "rebel yell." Many Union soldiers wrote in letters and diaries about the terror the scream inspired.

During the battle, Confederate general Thomas Jackson and his forces filled a gap in the line of Confederate soldiers. He held the line so bravely that another general told his men to take heart from the sight of Jackson, "standing like a stone wall!" Jackson would be known by the nickname **Stonewall Jackson** for the rest of his life. Meanwhile, **J.E.B. Stuart**, the leader of the Virginia Confederate **cavalry**, or soldiers on horseback, watched Union movements on a hill

overlooking the battlefield. At a critical point in the battle, Stuart's cavalry charged and scattered the Union **infantry**, or foot soldiers. The charge forced the Union troops to retreat to Washington, D.C.

The Confederacy won the battle, but both sides suffered heavy casualties: about 3,000 soldiers for the North and more than 1,700 for the South. Another battle at Bull Run would take place more than a year later. Once again, the Confederates, under General **Robert E. Lee**, would win but with staggering casualties: nearly 15,000 for the Union and 9,000 for the Confederacy. These extremely high casualty rates continued to make the war unpopular in the North. Lincoln knew it would be a long and grueling war.

## HISTORICAL THINKING

1. **READING CHECK** How did the North and the South prepare for the war?
2. **ANALYZE CAUSE AND EFFECT** How did the first Battle of Bull Run affect the course of the early part of the war?
3. **DRAW CONCLUSIONS** How did this battle reflect the beginnings of a broad pattern of leadership in the North and the South?

8.10.5 Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments; 8.10.6 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox; 8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare; HL 2 Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.

# 1.3 Confederate Memorial Hall

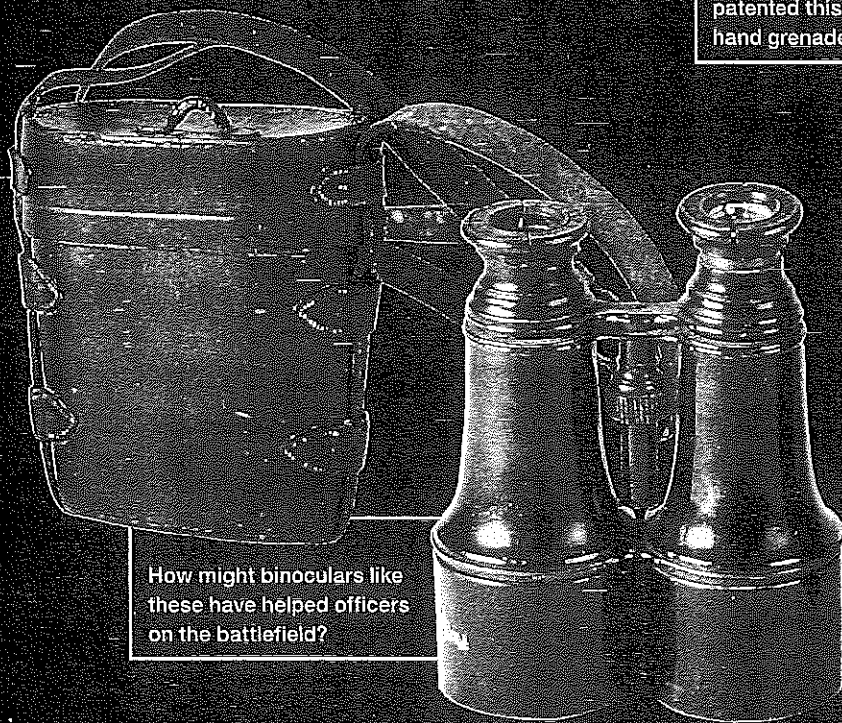
## III New Orleans, Louisiana

Confederate Memorial Hall opened its doors in New Orleans on January 8, 1891. The oldest museum in Louisiana, it celebrates southern heritage and history with a focus on Civil War artifacts from the Confederate Army. In fact, the museum houses one of the largest collections of

Confederate memorabilia in the United States, including uniforms and boots, weapons, personal items, and photographs. What challenges and advantages might a museum face in choosing to showcase items from one side of a war rather than from both sides?

### Binoculars and Case

These 1863 binoculars and leather case belonged to a Confederate soldier. Cavalry generals—generals who commanded soldiers on horseback—and officers carried binoculars as part of their gear. Confederate soldiers also commonly carried a canteen, blanket roll (similar to a sleeping bag), ammunition and a weapon, and very simple food.

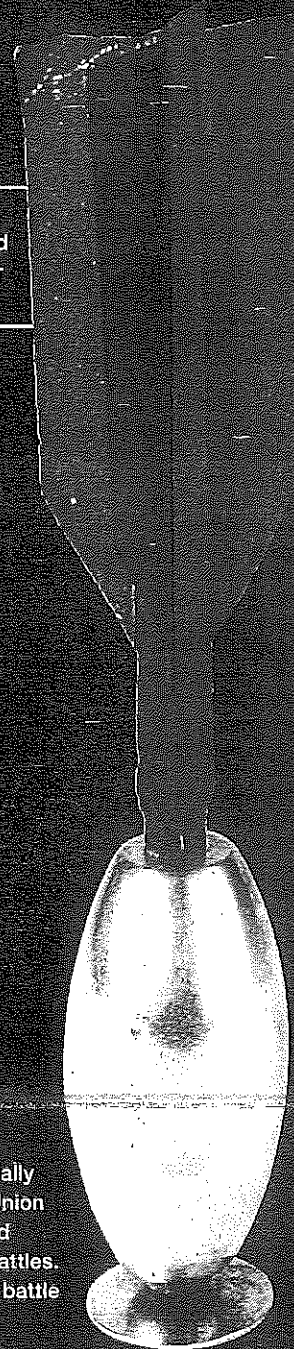


How might binoculars like these have helped officers on the battlefield?

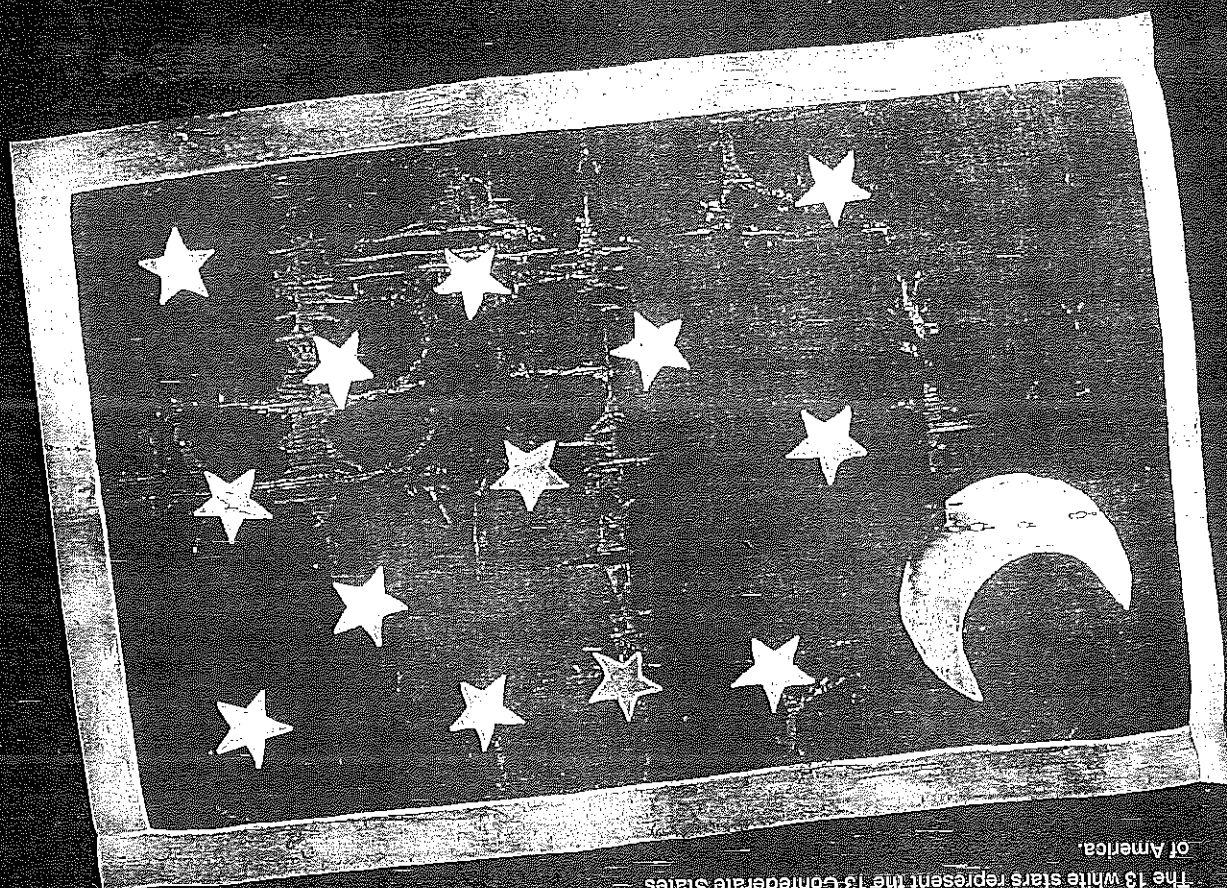
New Yorker William Ketchum designed and patented this Civil War hand grenade.

### Ketchum Hand Grenade

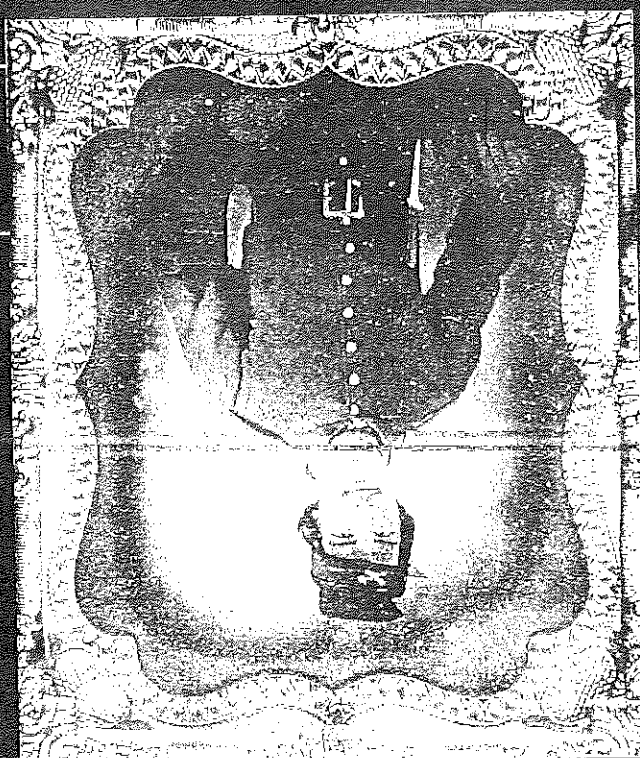
Unexploded hand grenades make an interesting addition to any wartime museum exhibit—especially early ones from the Civil War. Confederate and Union soldiers tossed these three- and five-pound hand grenades like darts into enemy territory during battles. The weapons have been recovered from famous battle sites such as Vicksburg and Petersburg.







**Confederate Battle Flag**  
Many Confederate regiments designed and adopted their own personalized battle flags during the Civil War. The red and white Van Dorn battle flag shown below was used by the regiments under the command of Confederate general Earl Van Dorn in Louisiana, Missouri, Mississippi, and Arkansas between 1862 and 1863. The 13 white stars represent the 13 Confederate States of America.



**Tintype Portrait**

A photographer captured this 1861 tintype portrait of Sergeant Joseph Cornelle, a member of the 22nd Louisiana Infantry, in his full dress uniform. Tintypes were invented in the 1850s and involved the transfer of a photograph to a thin sheet of iron coated with enamel. These portraits were prized possessions. They were also expensive. People bought elaborate frames like the one shown here, so they could put their portraits on display. They also carried them in cases or envelopes so the tintypes would be protected.

Many Civil War soldiers in full uniform had a tintype created before they headed off to battle. Why do you think the soldiers wanted to have these portraits created?

## 2.1 Hardship and Weapons

Siblings fight over all kinds of things: household chores, toys, television programs. During the Civil War, however, some siblings argued over a much larger issue: whether to support the Union or the Confederacy.

**MAIN IDEA** Soldiers in the Civil War faced difficulties at home and in the field, including dealing with technological advances on the front lines.

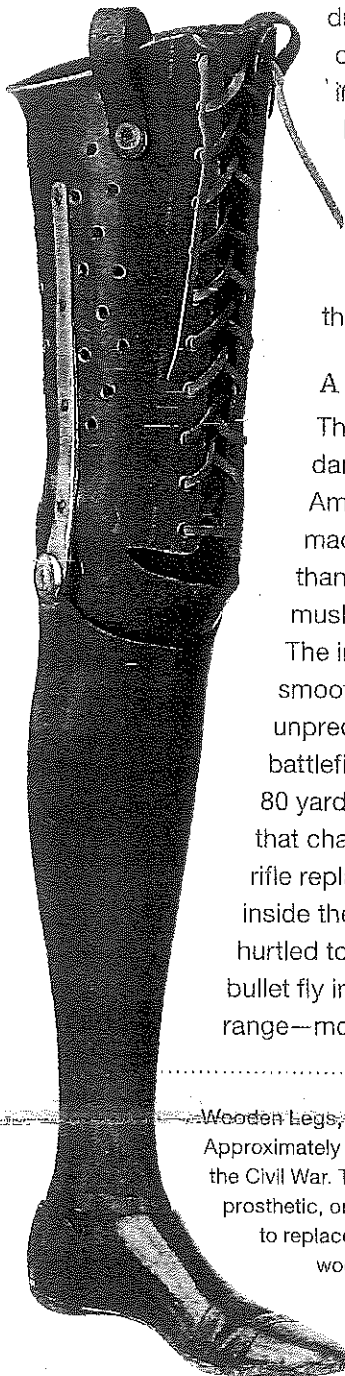
### A SOLDIER'S LIFE

The Civil War divided not only a nation but also families. Siblings, parents, and even spouses sometimes found themselves on different sides of the debate. It was not uncommon to hear of two brothers serving in opposing armies. No one was spared from these divisions, not even Abraham Lincoln. His brother-in-law, Ben Hardin Helm, was a Confederate general.

Whichever side the soldiers served on, life was difficult and dangerous. For every 30 days in the field, the average soldier engaged in battle one day and drilled, trained, and marched the remaining 29. Army leaders had difficulty keeping track of their units' needs, so supplies didn't always arrive when required. The soldiers were often cold and hungry as a result. Disease killed more men than fighting did.

And now army leaders had more soldiers under their command.

After Bull Run, both the Confederate and Union leaders realized they needed larger armies. Farmers under the age of 30 made up about half of the men on both sides. Some older men joined the ranks as well, and boys as young as 12 served as



drummers and buglers. About a quarter of the Union volunteers were young immigrants, mainly from Germany, Ireland, Canada, and England. Another group of people, African-American men, could have been drafted into fighting, but it would be several years before either army began to recruit them or even allow them to enlist.

### A NEW KIND OF WAR

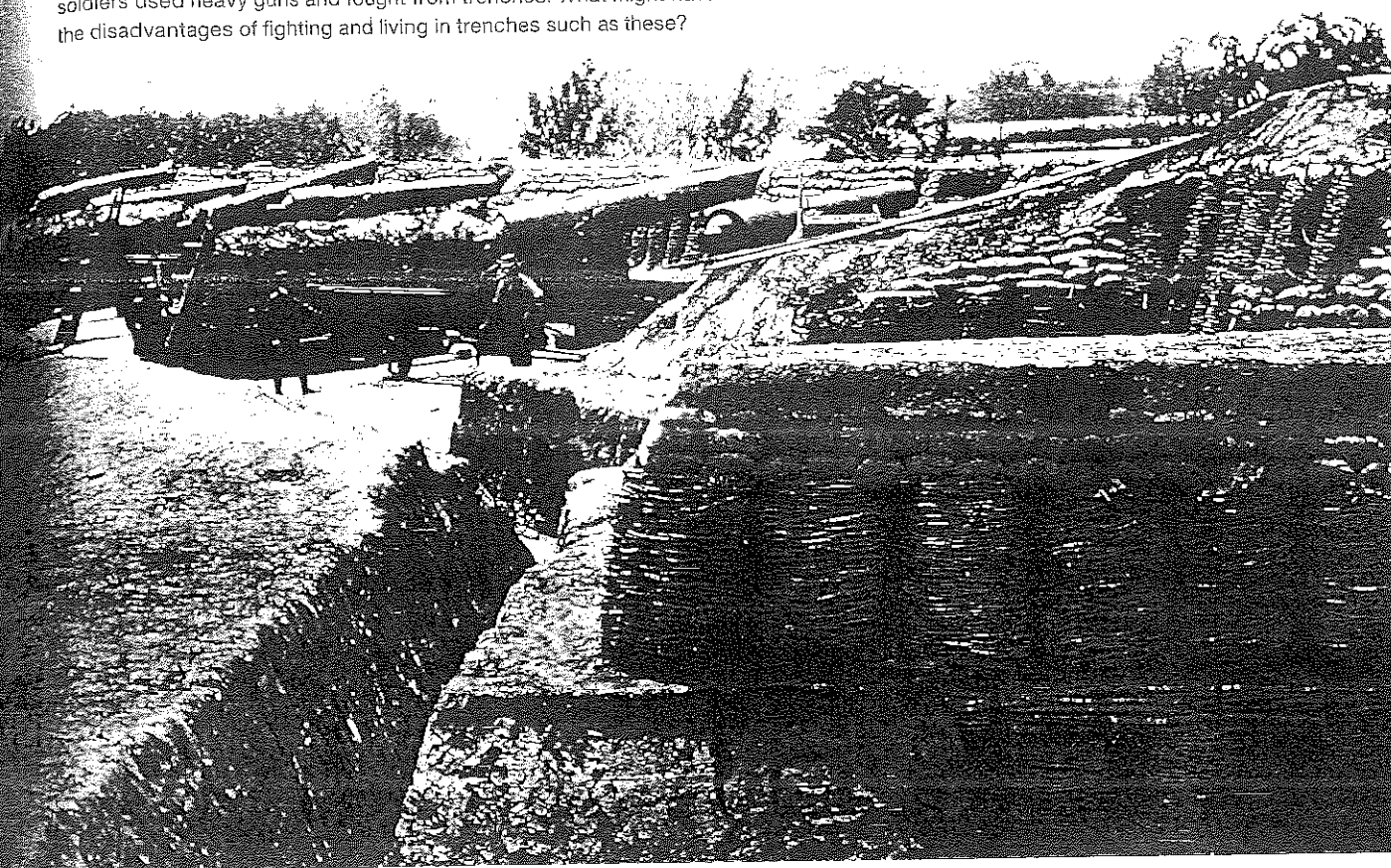
The Civil War battlefield was far more dangerous than it had been in previous American wars. Advances in technology made fighting more efficient and deadlier than ever. In earlier wars, soldiers carried muskets, which were not very accurate. The inside of a musket's barrel was polished smooth, causing the bullet's flight to be unpredictable. And a man fighting on the battlefield with a musket had to stand within 80 yards of his enemy in order to hit him. All that changed in the 1850s when a new kind of rifle replaced the musket. The grooves carved inside the barrel made the bullet spin as it hurtled toward its target. The spinning made the bullet fly in a straighter line and gave it a greater range—more than 1,000 yards.

#### Wooden Legs, Iron Arms

Approximately 70,000 soldiers lost limbs during the battles of the Civil War. The government offered veterans money to buy prosthetic, or artificial, arms, feet, and legs, like this one, to replace their missing limbs. Many options made of wood, iron, and leather were soon available. Few, however, were comfortable or functional. Most soldiers chose to use crutches and hooks instead.



**CRITICAL VIEWING** As this 1862 photograph of the Union Army reveals, Civil War soldiers used heavy guns and fought from trenches. What might have been some of the disadvantages of fighting and living in trenches such as these?



Some Union soldiers had another technological advantage in their hands: the repeating rifle. Instead of having to reload a gun after each shot, a soldier armed with a repeating rifle could fire several times before having to replenish his ammunition. These technological advances would continue to be improved and affect how future wars were fought.

With improvements to both rifles and larger cannons, soldiers increasingly resorted to **trench warfare** during the Civil War. Opposing armies dug lines of trenches, or ditches, roughly parallel to each other. The trenches gave soldiers both a vantage point from which to fire and a place to shelter from incoming rounds of ammunition. Advances in naval technology also brought changes to warfare at sea. Before, ordinary wooden ships were vulnerable to cannon and rifle fire. New **ironclad ships**, or ships plated with thick metal, could withstand this heavy artillery.

Unfortunately, the technology of medical treatment had not transformed as fast as the technology of war. Effective treatments for infections, such as antibiotics, had not yet been invented. **Mortality**,

or the death rate, from wounds and disease was high. And the hundreds of thousands of sick and wounded required medical attention, which in turn created a shortage of people to care for them. Hard-working male doctors and nurses set up hospitals in makeshift buildings and did their best to treat the soldiers, but they struggled to keep up with the flood of patients. The acute need for more caregivers was soon answered, however. Large numbers of women volunteered to provide much-needed care as nurses and administrators.

## HISTORICAL THINKING

1. **READING CHECK** What sort of struggles did Civil War soldiers face before they arrived on the battlefield?
2. **DETERMINE WORD MEANING** What context clues help you understand what *replenish* means?
3. **MAKE INFERENCES** What impact do you think technological advances had on the soldiers' mortality rate?



8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare.



## 2.2 Women and the War

Think of a time when you stepped up and took on a role you'd never shouldered before. You might have felt uncomfortable about assuming the role, but—like women during the Civil War—you probably felt that you had to do it.

**MAIN IDEA** Women took an active role in the Civil War, both on the battlefield and at home.

### WOMEN ON THE BATTLEFIELD

Just as they had in the American Revolution, women during the Civil War took on roles that brought them closer to the field of battle. Many women, in particular, became nurses. Before the war, society considered it inappropriate for women to care for injured and ill men. The Civil War quickly changed all that. Soon, most nurses were women, and at least one woman, **Mary Edwards Walker**, became a doctor.

In the North, Dorothea Dix and a **philanthropist** named **Clara Barton** led the nursing effort. A philanthropist is someone who actively promotes human welfare. Already known for her work on behalf of the mentally ill, Dix led volunteer nurses in a march on Washington in April 1861, demanding that women be allowed to help the Union forces. As a result, the Secretary of War gave Dix the responsibility of recruiting female nurses. Dix insisted that her volunteers be no younger than 30 years old. More than 2,000 women volunteered. For her part, Barton collected and delivered medical supplies, clothing, and food for Union soldiers throughout the war. She aided wounded Union soldiers and the Confederate prisoners they captured.

In the South, a young woman named **Sally Tompkins** led the effort to provide nursing care through her private hospital in Richmond, which she supported with her own personal fortune. The hospital treated more than 1,300 soldiers during the four years it was open, and it returned more men to the battlefield than any other hospital. In

addition, more than 600 nuns from 12 different Catholic religious communities also served as nurses during the war and attended to both Union and Confederate soldiers.



The founder of the American Red Cross, Clara Barton was 29 years old when this photo was taken (1850). A former teacher, Barton was working as a clerk at the U.S. Patent Office in Washington, D.C., when the Civil War began. Determined to support the war effort, she set out to help the soldiers, some of whom were once her students. Soon, Barton was following the Union Army to the battlefields, where she tended to the wounded and dying.

**CRITICAL VIEWING** A nurse feeds a wounded Union soldier in a hospital in Pennsylvania in 1861. How would you describe the conditions in the hospital?



### WOMEN AT HOME


While some women helped on the battlefield, many more did their part at home. When war came, women all over the country took over the roles of their husbands, brothers, and sons in order to keep family farms and businesses running. On small farms, women and children took charge of raising animals and planting, tending, harvesting, and selling crops. On southern plantations, women directed the overseers and enslaved people. In the cities, women took jobs in factories and offices, replacing the men who had left to fight. Many women also volunteered to raise food and money, make clothing, and provide medical supplies for the troops and their communities.

Even for those women who stayed at home, the war sometimes came uncomfortably close. **Civilians**, or people not in the military, who lived near the battlefields had to deal with the sounds and dangers of battle. They could only

watch as enemy combatants marched through their towns and raided their homes for supplies. To add to the stress, a family's only means of communicating with husbands and sons at war was through letters. Since troops were constantly on the move, delivering mail to them was difficult. If a soldier was killed or missing in action, the bad news arrived by letter. And since soldiers carried no official identification, many families were not informed at all. If a loved one's letters stopped coming, his family had to assume that he was not coming home.

### HISTORICAL THINKING

1. **READING CHECK** How did Dorothea Dix open up the occupation of nursing to women?
2. **SUMMARIZE** What new roles did women play during the Civil War?
3. **ANALYZE CAUSE AND EFFECT** How did the war impact women, combatants, and civilians in different ways?

 8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare; HI 2 Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.

Photographer Ken Garrett makes a rare appearance in front of the lens at the Burnside Bridge near the Antietam battlefield in Maryland.

**"When the photo reaches a wide audience and makes a difference in how we see the world, that is what makes it rewarding."**

—Ken Garrett

## Through the Lens Civil War Photography

For more than 40 years, National Geographic photographer Ken Garrett has documented images of past civilizations for *National Geographic* magazine. He has traveled to every continent, exploring and photographing ancient artifacts and ruins. But his passion for documenting the land and events associated with America's rich history keeps Garrett closer to home. He has found a wealth of subjects to photograph on the Civil War.

Garrett tells the stories of fallen Civil War soldiers through images of famous battlefields and reenactments. He hopes to help people learn from the past and use that knowledge to understand events today. His photographs of Civil War sites are a reminder of the blood shed on both sides of the conflict. The photos convey the emotions, confusion, and determination of the soldiers who fought on what Garrett refers to as "hallowed ground."





Lincoln Cemetery in Gettysburg, Pennsylvania, is the burial site of about 30 members of the U.S. Colored Troops. During the Civil War, African-American veterans were prohibited from being buried in the Soldiers' National Cemetery. In this photo taken by Garrett, reenactors pay tribute to African-American Civil War veterans during a Remembrance Day parade.

## SIZING UP A SITE

When Garrett photographs a Civil War site, he likes to scout the area with a guide who can help him understand the events of the historic battle. The guide's insights help Garrett determine how to use his camera to capture the decisions made during the battle. He uses photography to show why one place was important to defend or what made another a superior place in which to hide, prepare, and attack.

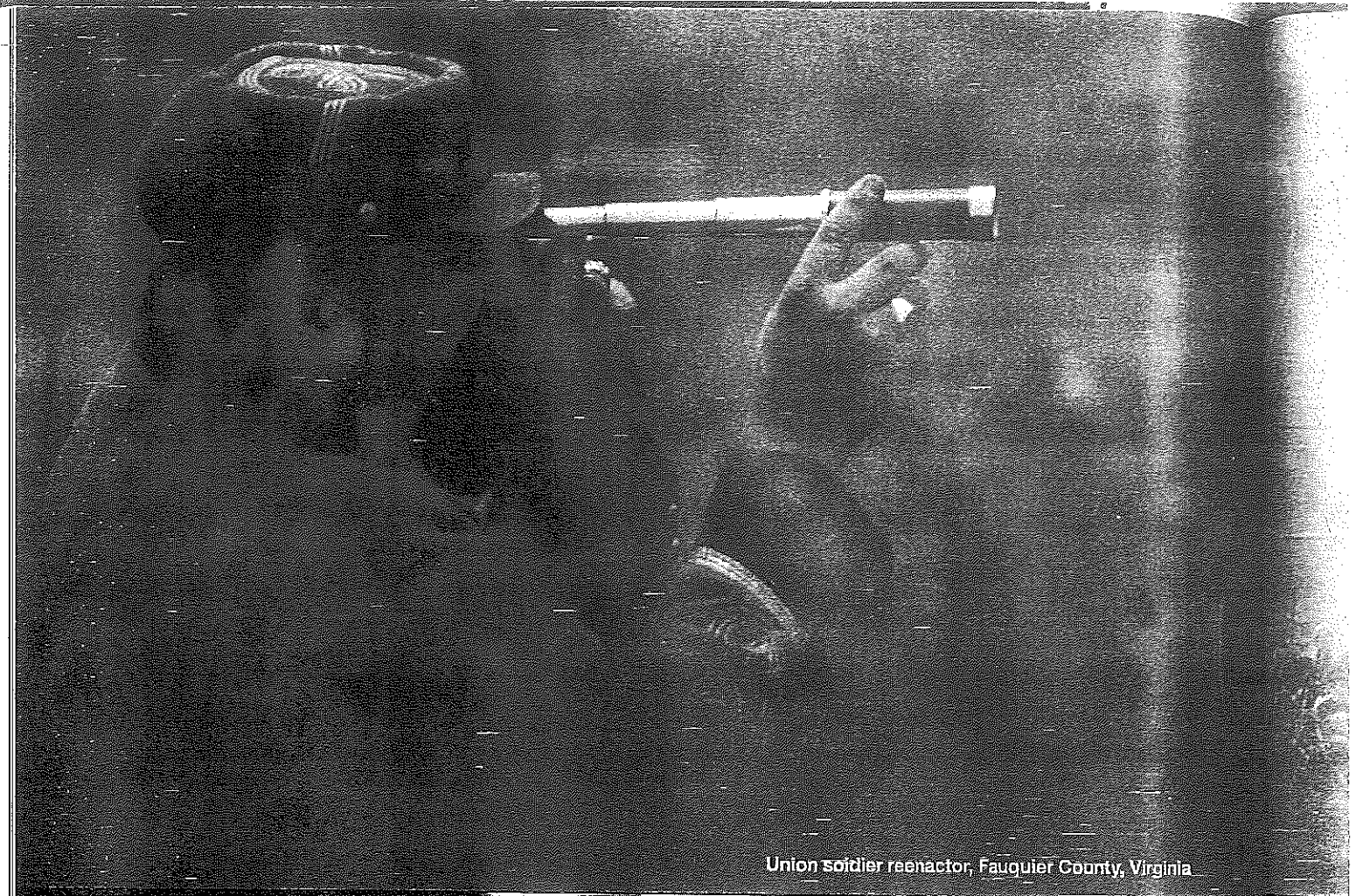
Battery-powered lighting equipment helps Garrett capture the right photograph in the right light or season. "You should try to photograph a site during the season when the action took place," he adds. For example, by photographing Brandy Station, Virginia, during the summer, Garrett was able to provide insight into the heat and humidity both armies endured at this site of the largest cavalry battle in U.S. history.

Gettysburg is Garrett's favorite Civil War battlefield to photograph. "It is a very emotional place, where you really get an understanding of the horror of war. The thought that those boys walked out into that open field to be killed, sometimes by their own brothers, is a shocking realization." Gettysburg is also a popular site for reenactments. These re-creations put contemporary people in the shoes of people from 150 years earlier, bringing history to life and giving us valuable perspective on historic events:

A selection of Garrett's Gettysburg photographs as well as others from his Civil War collection are included in the following photo essay on the Civil War.

## HISTORICAL THINKING

**MAKE CONNECTIONS** Why are Ken Garrett's Civil War photographs relevant today?



Union soldier reenactor, Fauquier County, Virginia

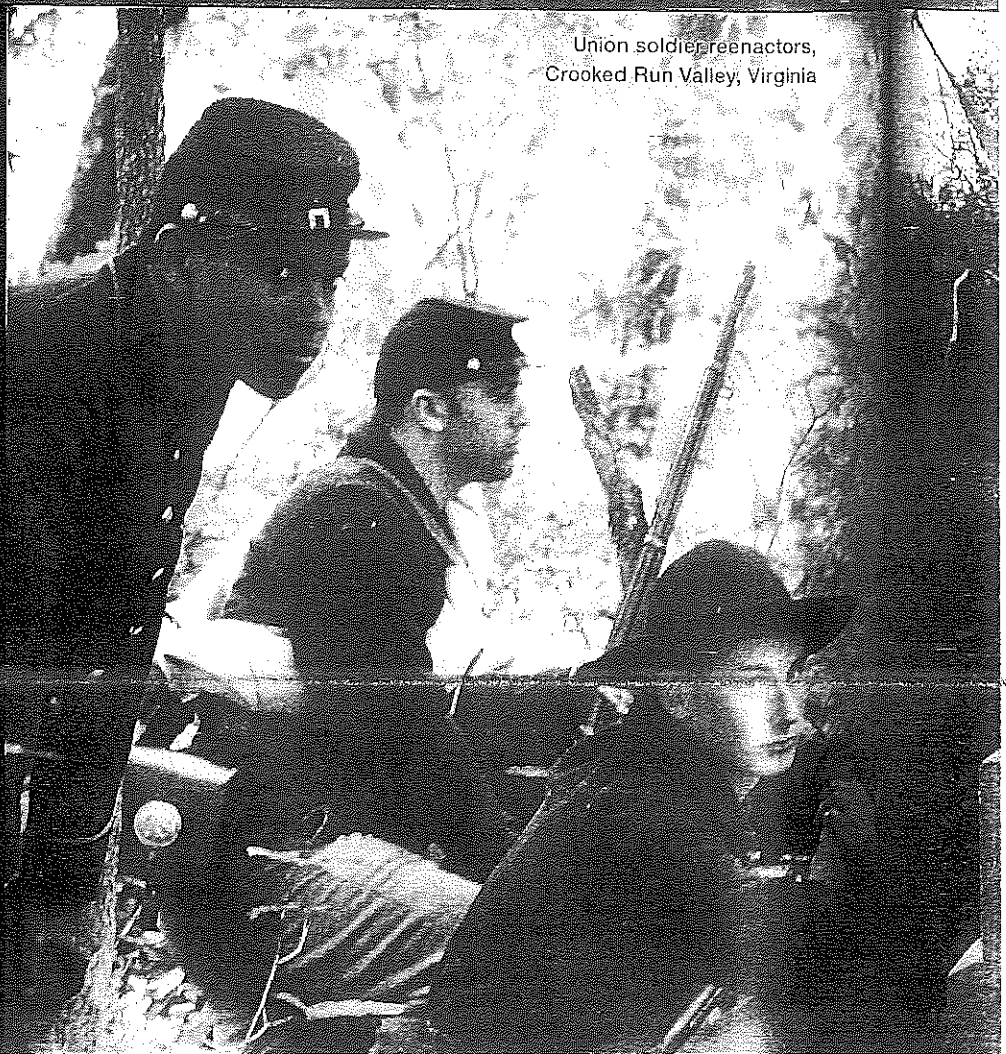
## A Civil War Photo Essay

A story doesn't have to be made up of words. A photo essay—a collection of visuals organized to tell a story—can make as powerful a statement as any written words put down on a page.

To tell the story of the Civil War, National Geographic photographer Ken Garrett captures intricate details, sweeping landscapes, and the emotions of reenactors. His photos reveal important details about the uniforms, sites, and battlefields of the Civil War and provide us with insight into the thinking that led up to every battle, determined the fates of thousands of young soldiers, and ultimately transformed a country.

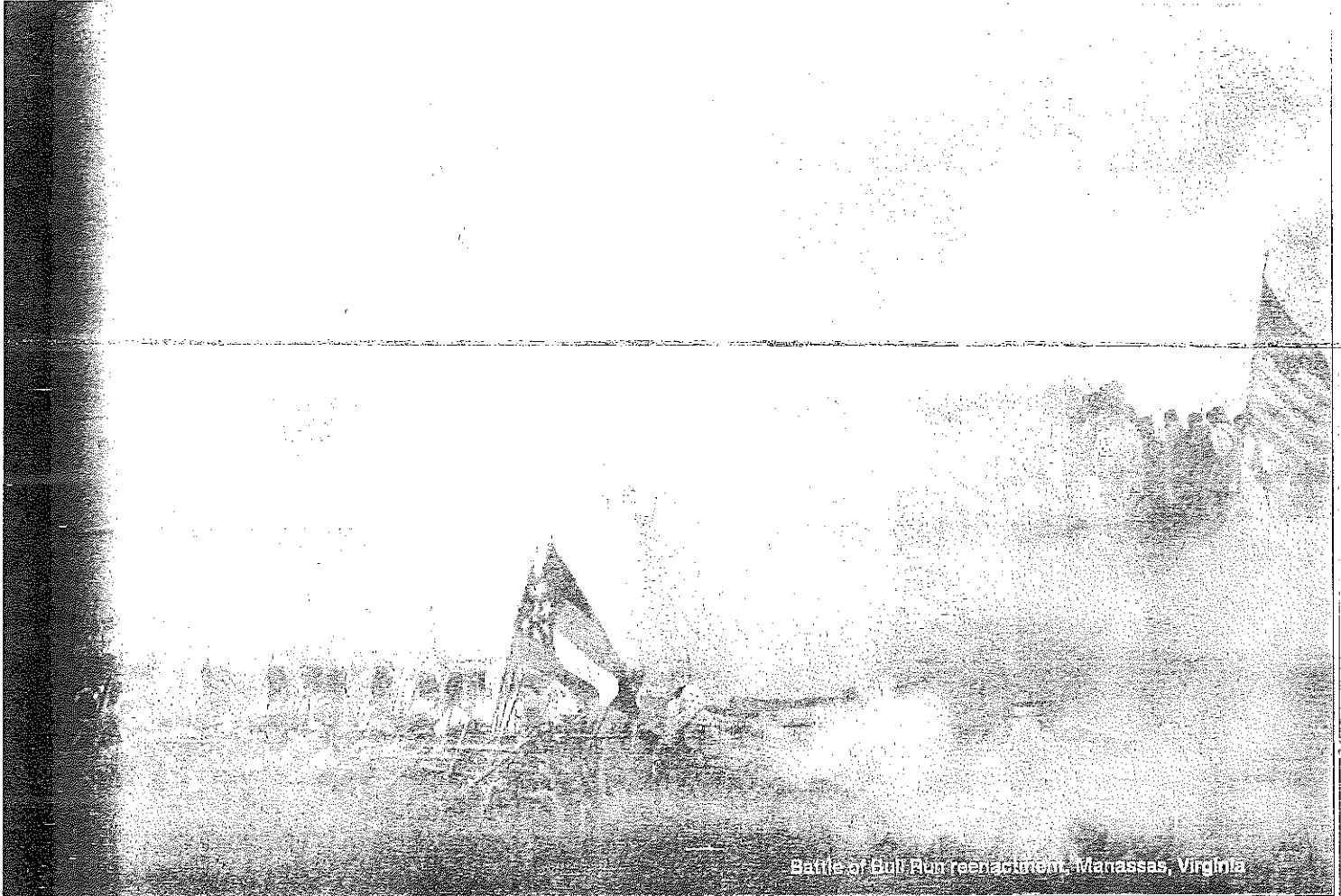
### THINK ABOUT IT

How does this photo essay tell a Civil War story with very few words?

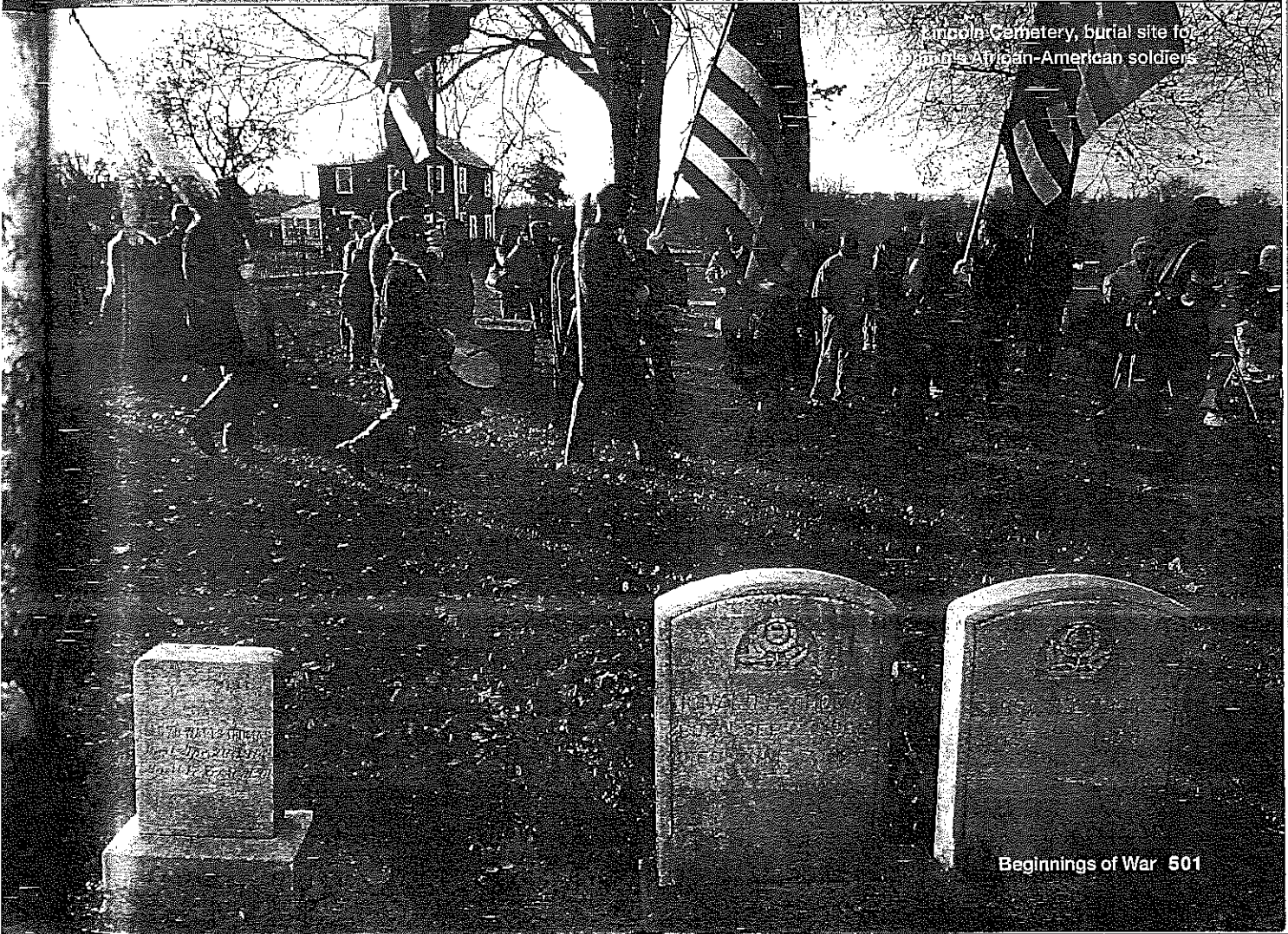


Union soldier reenactors, Crooked Run Valley, Virginia





Battle of Bull Run reenactment, Manassas, Virginia



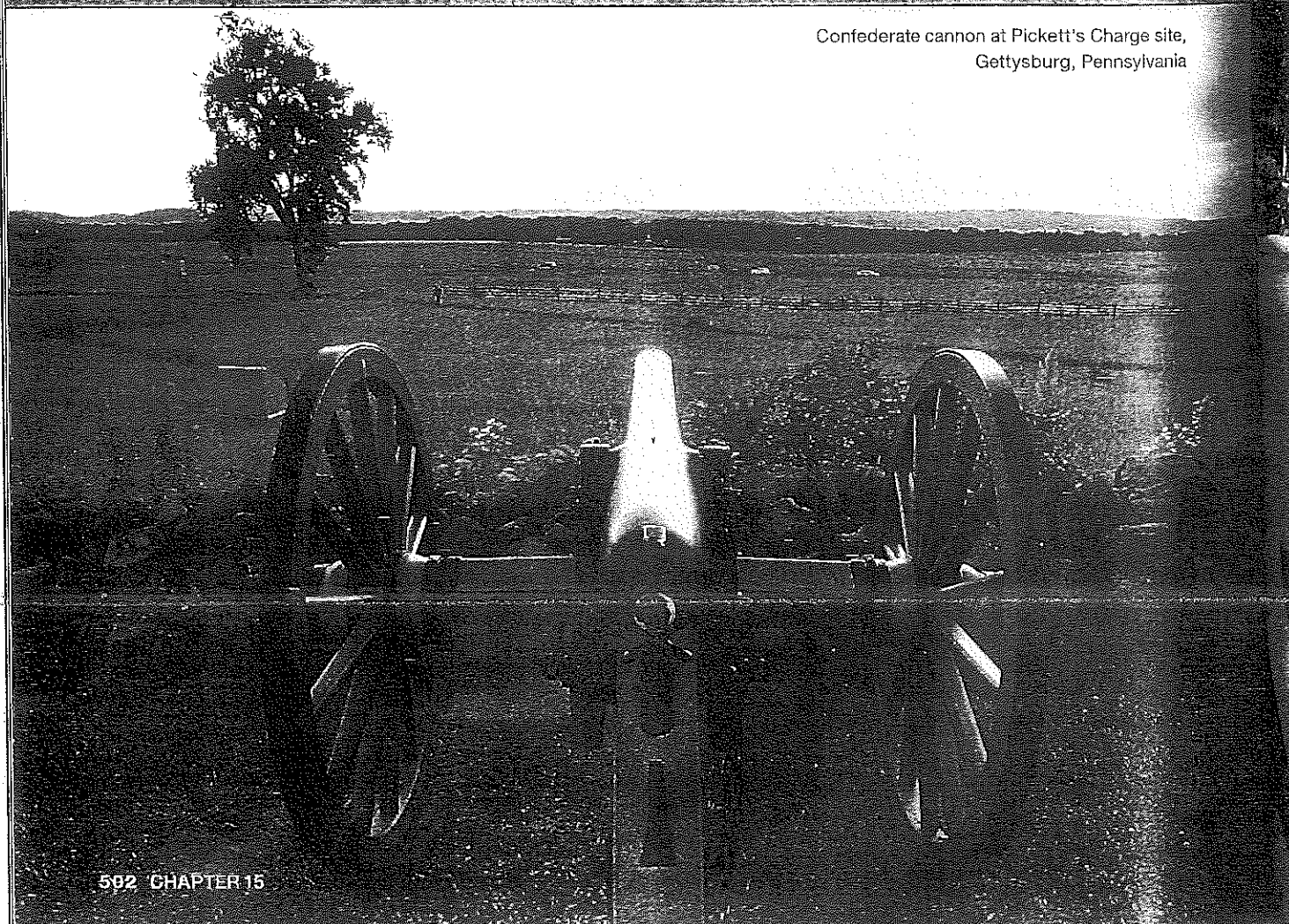
Lincoln Cemetery, burial site for  
many African-American soldiers



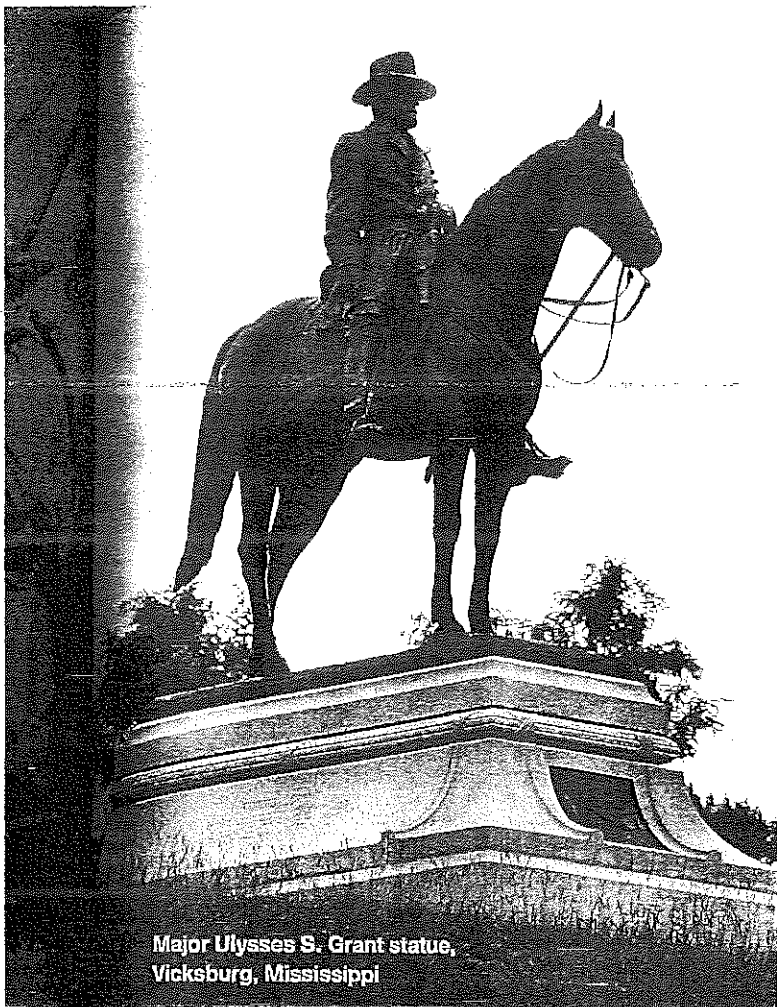


Pickett's Charge reenactment, Gettysburg, Pennsylvania

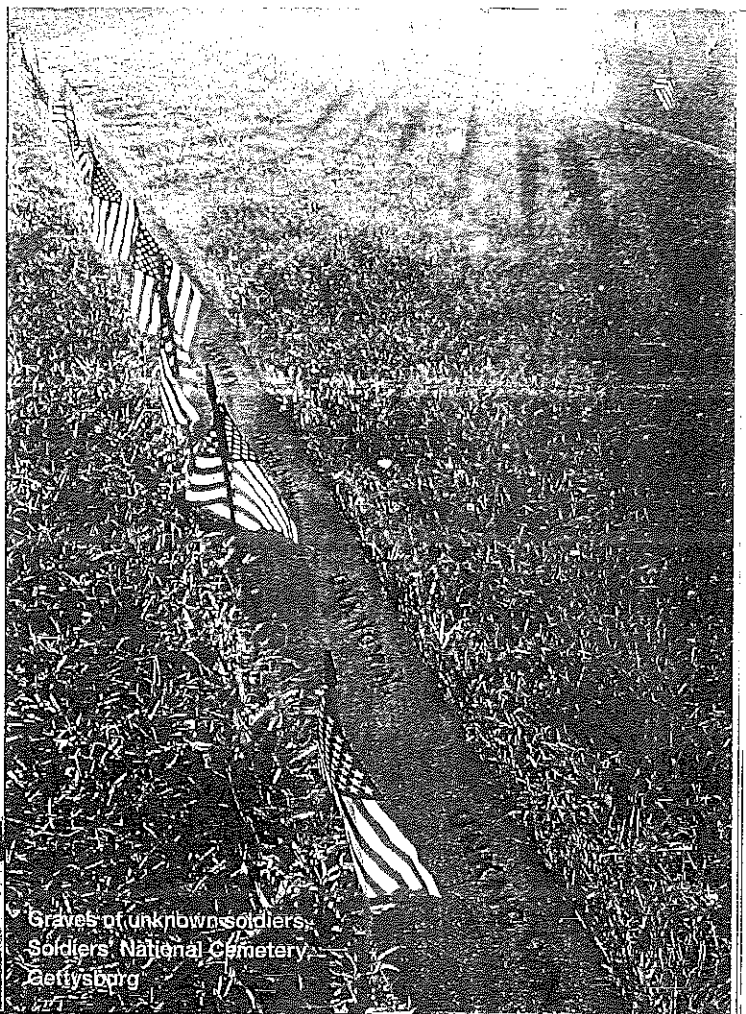
Confederate cannon at Pickett's Charge site,  
Gettysburg, Pennsylvania







Major Ulysses S. Grant statue,  
Vicksburg, Mississippi



Graves of unknown soldiers,  
Soldiers' National Cemetery,  
Gettysburg



Military earthworks, Petersburg  
National Battlefield, Virginia

# 31 Different Strategies

Everyone has strengths and weaknesses. You may be good at math and sports but not so great at science and card games. The trick is figuring out how to use what you've got to the best advantage.

**MAIN IDEA** Both the Union and the Confederacy had advantages and disadvantages, and each came up with strategies for winning the war.

## STRENGTHS AND WEAKNESSES

During the Civil War, both the North and the South had strengths and weaknesses. The North had a much larger population than the South. And Union states were home to large cities, which were centers of business and industry. More than 100,000 factories were located in Union states—about five times the industrial capacity of the agrarian South.

The Union also boasted a stronger military infrastructure. It had a navy and many more ships than the South. West Point, the best military academy in the country to train leaders in the midst of war, was in the North. Many northern officers had trained there. However, the South also had talented graduates of West Point leading its soldiers. You may remember that Robert E. Lee graduated from the military academy, and so did Jefferson Davis, the Confederate president.

With its smaller numbers, the South fought the war largely on the defensive. Simply trying to defend itself seemed to be the best way to win the war, at least initially. As a result, most of the fighting took place in Confederate states. But this gave the Confederate forces a geographic advantage. They were fighting in areas they knew well, while the Union Army found itself on unfamiliar ground.

The South also used more offensive tactics to wear down the North. Confederate leaders encouraged private ship owners to intercept and capture northern merchant ships and their cargo in the Atlantic. And some southern generals planned to concentrate their forces and exert pressure on the northern capital of Washington, D.C., which bordered southern states.

## MAKING A GAME PLAN

One of the renowned generals who led the Union Winfield Scott, a hero of the Mexican-American War and the War of 1812, also had a plan. When the Civil War began, Scott was the commander-in-chief of the U.S. Army. In early 1861, he formulated a strategy he hoped would put an end to the war. His plan called for blocking Confederate ports along the Atlantic and Gulf coasts with Union warships. The North hoped to cripple the Confederate war effort and economy by preventing the delivery of weapons and halting cotton exports. Scott also proposed sending troops to gain control of the Mississippi River and capture major cities and river ports, creating divisions in the South.

Scott's massive blockade was risky. No blockade of this size had ever been tried before. There were more than 3,000 miles of coastline to block with fewer than 40 ships! Scott's idea was nicknamed the **Anaconda Plan** after a type of snake that strangles its prey. Within a week after the loss of Fort Sumter, Lincoln ordered the blockade to be carried out, and it was somewhat successful. However, many northern leaders ridiculed the plan. They wanted to take action and fight.

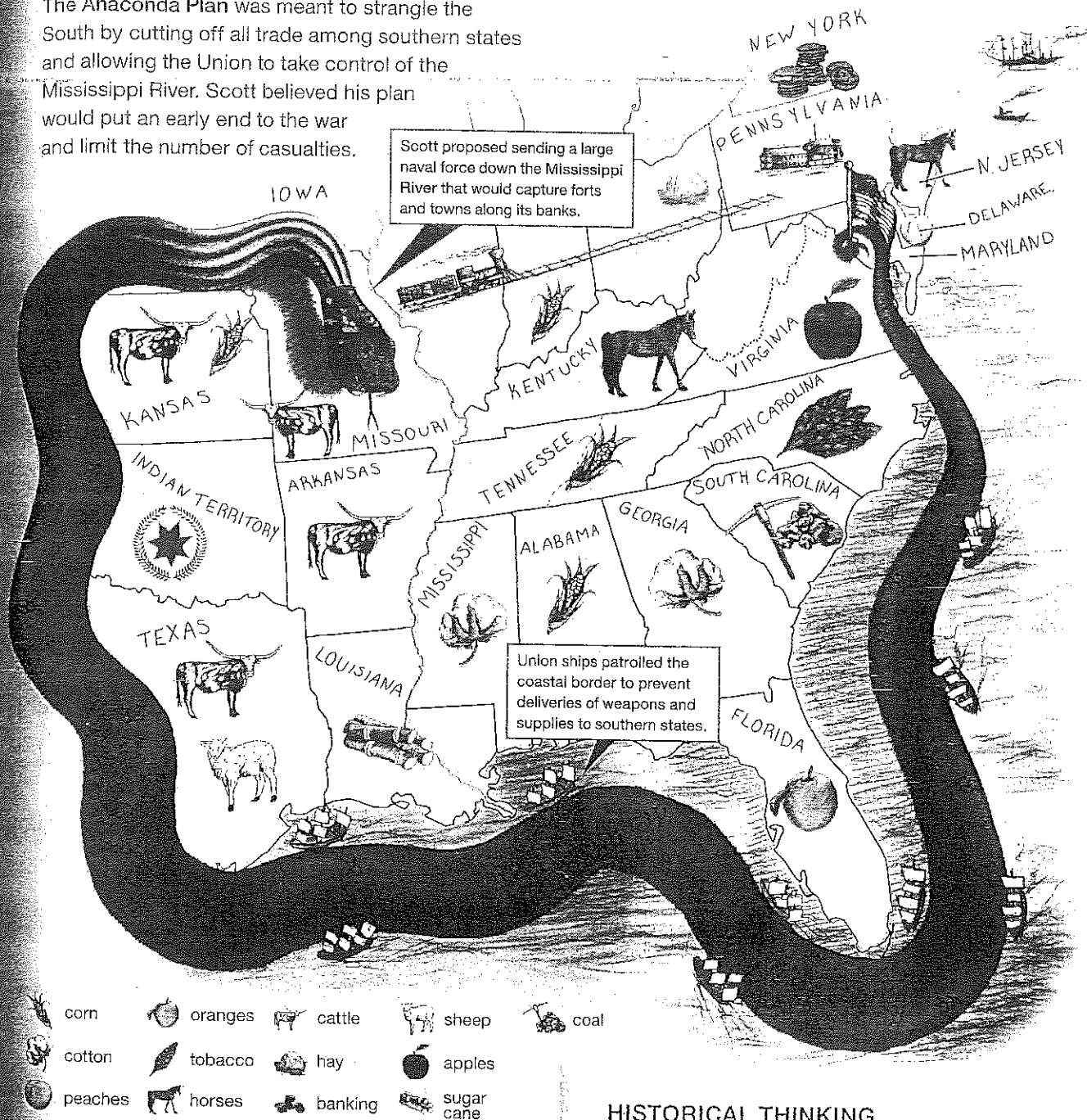
To counter the plan, the South tried to create a cotton shortage on the European market. The Confederacy hoped the shortage would force Great Britain and France, two major cotton consumers, to join the Confederate cause and help break up the Union blockade. The attempt backfired when both countries bought cotton from Egypt and India instead. Meanwhile, the Confederate Army engaged in terrible battles on the ground that would claim many lives and, eventually, give the South greater hope.





# SCOTT'S GREAT SNAKE

The Anaconda Plan was meant to strangle the South by cutting off all trade among southern states and allowing the Union to take control of the Mississippi River. Scott believed his plan would put an early end to the war and limit the number of casualties.



## HISTORICAL THINKING

1. **READING CHECK** What was General Scott's strategy for winning the war?
2. **COMPARE AND CONTRAST** What geographic advantages did the South have over the North?
3. **ANALYZE VISUALS** What resources did the Anaconda Plan attempt to prevent from being traded in the South?

Scott's plan was never fully implemented, but a naval blockade was maintained throughout the war. The blockade succeeded in cutting off the South's resources and probably did shorten the war. But not even Scott knew how the war would develop. He guessed it would go on for two years, not four.

**8.10.5** Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments; **8.10.6** Describe critical developments and events in the war, including the major battles; geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.

## 3.2

## Differences Between North and South

**MAIN IDEA** At the start of the Civil War, the Union and the Confederacy each had important geographic advantages.

## GEOGRAPHIC ADVANTAGES

Geography is critically important in any war. Mountains and rivers can serve as natural defenses, helping an army to defend itself from invaders. Hills can provide a visual advantage for soldiers who are watching for enemy troops. Trees felled in a forest can slow down an army as it tries to pass through.

In the Civil War, the Union and the Confederacy had other types of geographic advantages. You've learned that the Union had a greater population spread across a wide geographic area, which helped boost the size of its army. It also had many industrial centers. As you know, too, the Confederacy had the advantage of fighting the war on familiar terrain. And the South grew abundant cotton, which could be sold to help cover Confederate war expenses.

Read the following text and examine the maps to see how four important geographical factors—population, railroads, industry, and agriculture—critically affected the Civil War.

## POPULATION

In 1860, the North had a population of about 18.5 million people, of which about 3.8 million free men were of military age. In contrast, the South had about 5.5 million free persons and 3.5 million enslaved people. Only 1.1 million free men were of military age, and 80 percent of these went to war. This percentage reflects the South's dedication to the cause for independence, since Jefferson Davis and the Confederacy relied on the voluntary cooperation of state governments for troops.

Additionally, 19 of the largest cities in the United States were part of the Union. Because the South was an agricultural society with few industrial cities to attract large populations, the Confederacy had only two, New Orleans and Charleston.

## RAIL TRANSPORTATION

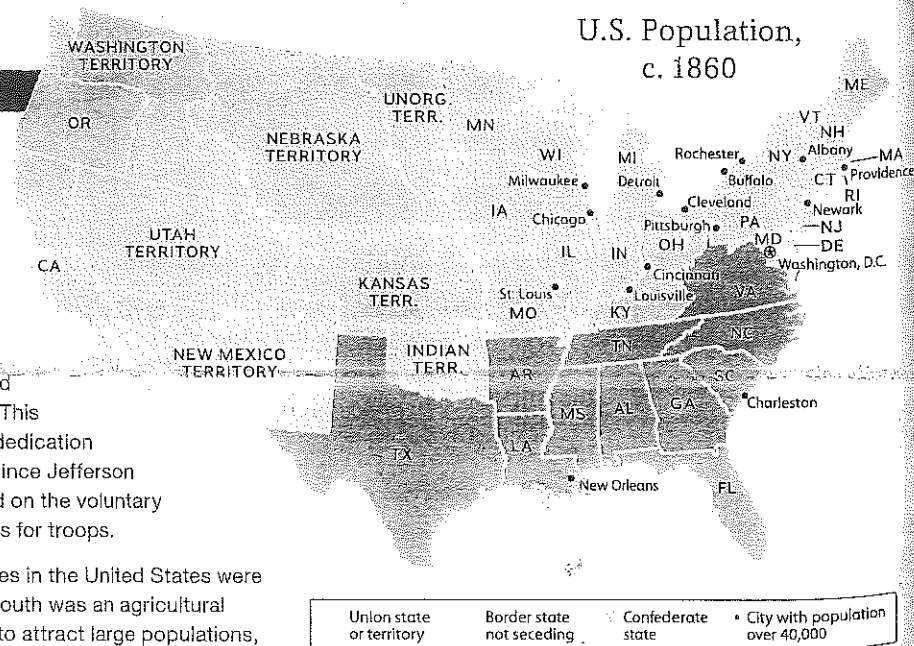
As you can see on the large map, the Union had more than twice as many miles of railroad lines as the Confederacy. In the South, most railroads went from Mississippi, Alabama, and Georgia to Charleston, carrying cotton for exporting.

The Civil War was one of the first wars in which railroads played a critical role. The Union and the Confederacy both used railroads to ship equipment, weapons, and troops. Sometimes, officers even sent spies on trains to learn about the opponent's troop movements. However, the Confederacy began the war at a disadvantage. Their railroads were in bad shape, and repairs often had to wait. Many railroad workers had quit to fight the war.

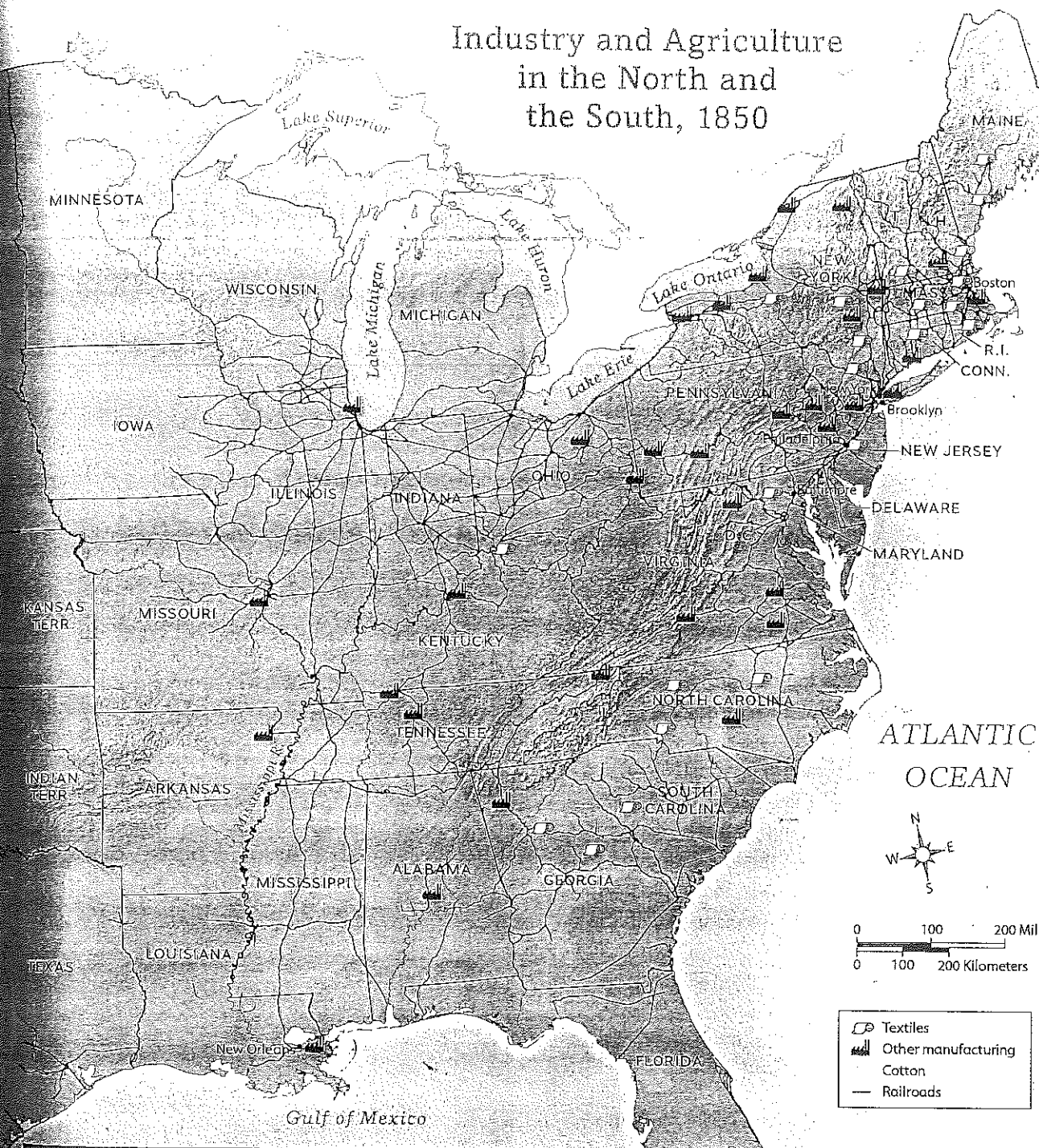
## INDUSTRY

Manufacturing, especially of iron and steel, was critically important to both the Union and the Confederacy during the Civil War. The large map shows the location of factories in the North and the South. As you've learned, the majority of the factories were in the North, but the Confederacy did have some in Virginia and other states. The largest Confederate iron works was in Richmond, Virginia. Confederate officers fought to protect their factories because they were so important to the South.

Because the Union did more manufacturing, it was able to produce more of the rifles, cannons, railroad tracks, locomotives, and other materials its army needed for war. That was a definite advantage.



## Industry and Agriculture in the North and the South, 1850



### AGRICULTURE

As the map above shows, cotton was king in the South. The region devoted the majority of its economic and technological energy to this cash crop. As a result, the South supplied most of the world's cotton, producing 77 percent of the cotton used by Great Britain, the largest maker of textiles in the world.

Cotton was critical to the Confederacy's ability to raise the huge amounts of money needed to fight a war. In addition to Great Britain, the South exported cotton to France and other European countries and used the profits to buy weapons and equipment and to fund the Confederate government. Even textile mills in the North bought cotton from the South. The Confederacy also borrowed against the promise of future cotton crops to pay for its war efforts.

### THINK LIKE A GEOGRAPHER

- 1. IDENTIFY MAIN IDEAS AND DETAILS** What geographic advantages did the Confederacy have, and why were they important?
- 2. ANALYZE CAUSE AND EFFECT** How did the Union's superiority in rail transportation contribute to its victory in the war?
- 3. FORM AND SUPPORT OPINIONS** In your opinion, what was the most important geographic factor in the outcome of the war?



## 3.3 War in the West and East

You may have heard the phrase “divide and conquer” from a parent or coach. Union military leaders used the same strategy to try to defeat the South.

**MAIN IDEA** The Union attacked strategic areas in the western and eastern parts of the Confederacy in the early years of the Civil War.

### THE BATTLE OF SHILOH

In 1862, Union and Confederate forces clashed in important battles in the western part of the Confederacy. The region had some of the Confederacy’s most important assets, including New Orleans, its largest city, and many major ports along the Mississippi River. The North set its sights on capturing the region.

To that end, two Union generals, Ulysses S. Grant and William T. Sherman, sailed troops on a fleet of 19 riverboats up the Tennessee River. Seven of the vessels were **gunboats**, small, fast ships carrying mounted guns. The fleet successfully captured two key forts in Tennessee, Fort Henry and Fort Donelson, forcing the Confederate Army to retreat. On February 25, the Union Army continued its march across Tennessee with the goal of reaching Corinth, Mississippi—a major rail center—where 20,000 more Union soldiers awaited them. If Grant captured the railroads at Corinth, the Union would control most of the western part of the Confederacy.

However, General Albert Sidney Johnston, the Confederate commander in the region, learned of Grant’s plan and ambushed the Union general’s forces near a church in Shiloh, Tennessee, on April 6. The larger Confederate forces drove Grant’s troops back. By the next day, however, more Union forces had arrived, and Grant led a counterattack. The Confederates conceded defeat and withdrew to Corinth.

The two-day **Battle of Shiloh** was the bloodiest battle in the war to that point. The South lost more than 10,000 men, including General Johnston. Even though it won the battle, the Union Army

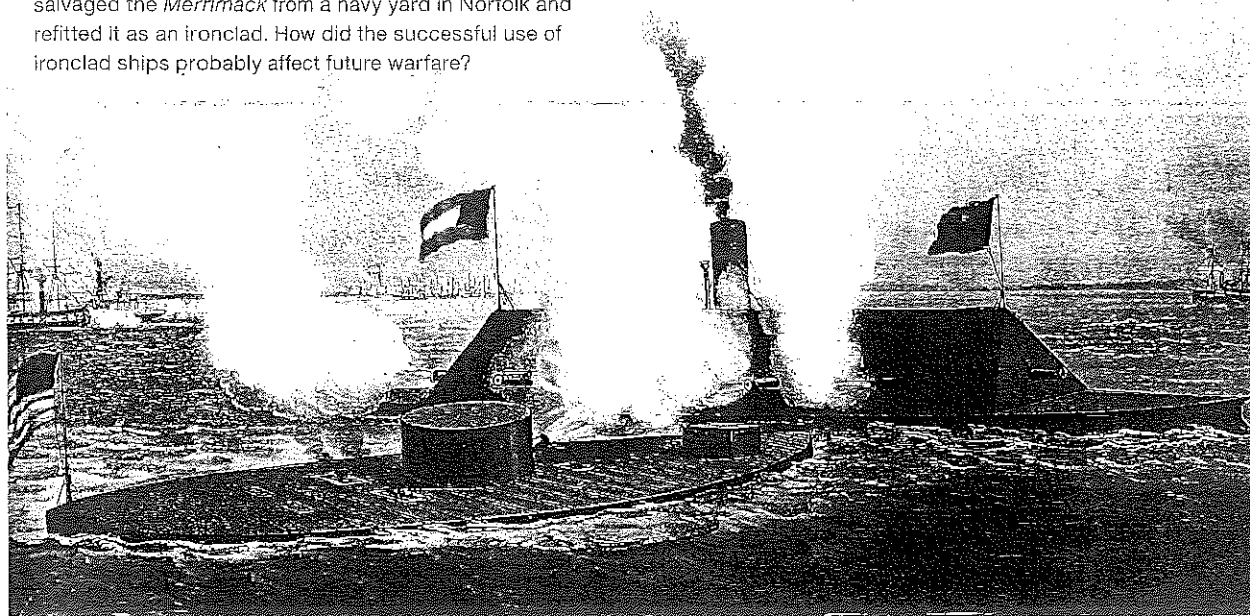
actually lost more men: about 13,000 soldiers. Because of the high casualty count, some people called for Grant’s removal, but Lincoln refused. He is said to have remarked, “I can’t spare this man [Grant]; he fights!”



Ulysses S. Grant

After graduating from West Point, Ulysses S. Grant served with General Winfield Scott during the Mexican-American War, as had his Confederate opponent, Robert E. Lee. After the Civil War, Grant became president of the United States in 1868, when he was only 46 years old. His presidency was plagued by scandal, although Grant himself was an honest man.

**CRITICAL VIEWING** This illustration shows the *Monitor* (in the front) firing its guns at the *Virginia* (in the back) at Hampton Roads Harbor, Virginia. The *Virginia* began its life as a standard steam-powered vessel built in the North, when it was called the *Merrimack*. The Confederates salvaged the *Merrimack* from a navy yard in Norfolk and refitted it as an ironclad. How did the successful use of ironclad ships probably affect future warfare?



## THE SEVEN DAYS' BATTLES

Meanwhile, the Union had undertaken another campaign in the eastern part of the Confederacy with the goal of capturing the Confederate capital of Richmond, Virginia. On March 9, 1862, the Confederate ironclad ship, the C.S.S. *Virginia*—also known as the *Merrimack*—faced off against the Union ironclad, the U.S.S. *Monitor*. It marked the first skirmish between ironclad warships. The battle took place in the harbor of Hampton Roads, Virginia, and ended in a standoff.

Lincoln urged General George B. McClellan to continue the advance toward Richmond. McClellan had replaced Winfield Scott as the leader of the Union Army and was a brilliant general. But McClellan's tendency to overestimate the enemy's strength and postpone troop movement often frustrated Lincoln. McClellan eventually set sail with about 120,000 troops to the coast of the Virginia Peninsula. The Union forces battled their way to within a few miles of Richmond. But, fearing that he might be outnumbered, McClellan pulled his men back.

On June 1, rebel forces led by the new commander of the Confederate Army, Robert E. Lee, took

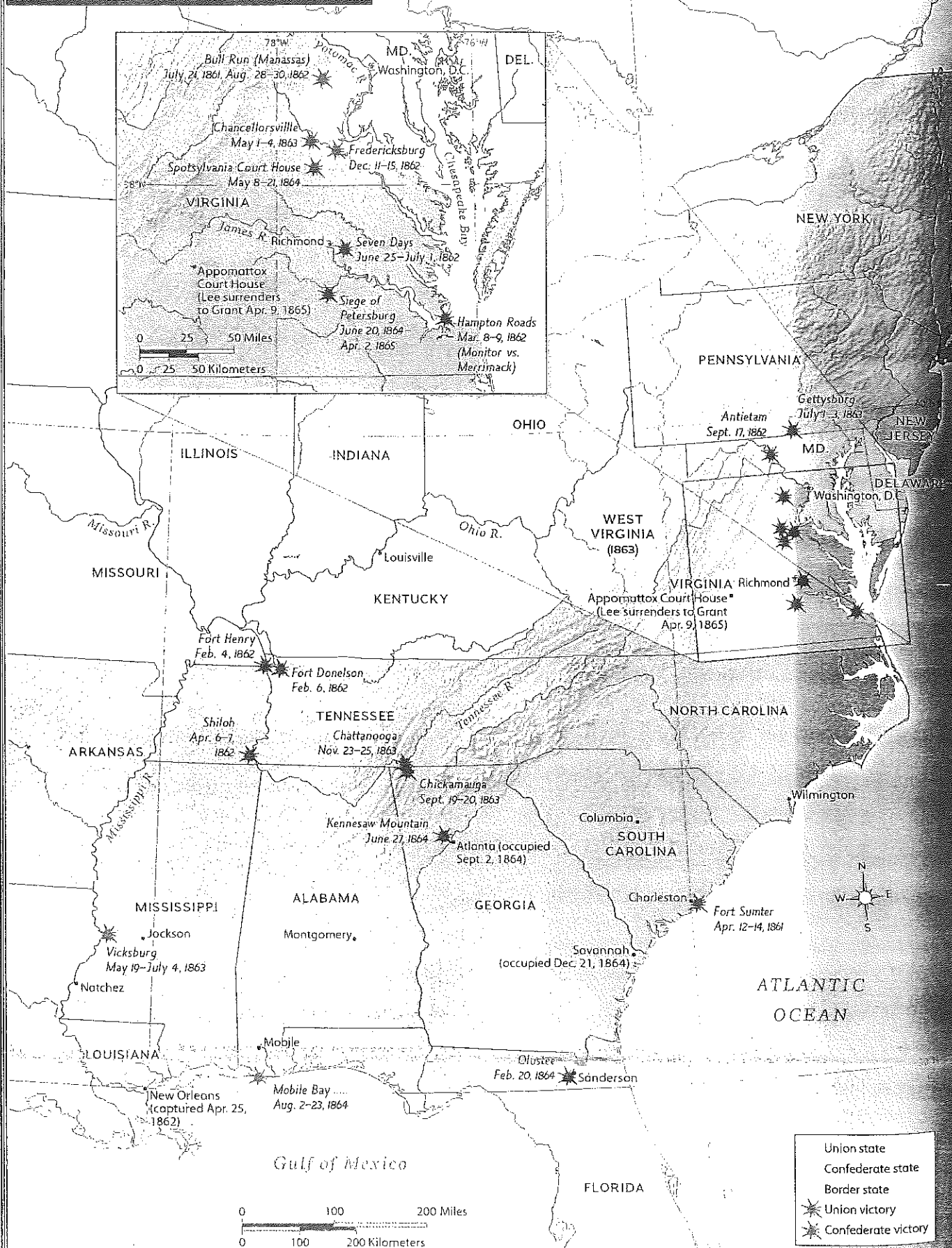
advantage of McClellan's caution and moved to protect Richmond. From June 25 to July 1, Lee and his forces went on the attack and fought an offensive war, called the **Seven Days' Battles**. Lee forced McClellan to retreat back down the Virginia Peninsula, but even as they were being pursued, the Union forces still managed to inflict heavy casualties on the Confederates.

Nonetheless, the victory of the Seven Days' Battles boosted southern morale, saved the Confederate capital, and made Lee a hero. But as Lee's star was rising, McClellan's was falling. McClellan's failures made Lincoln's opinion of him sink even lower.

## HISTORICAL THINKING

1. **READING CHECK** What did the Union Army hope to accomplish in the western part of the Confederacy in 1862?
2. **SUMMARIZE** Describe the Union advance toward Richmond.
3. **ANALYZE CAUSE AND EFFECT** How did the Seven Days' Battles affect the combatants and the leaders of the war?

# Civil War Battles, 1861-1865



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## 3.4 Bloody 1862

When a friend lets you down, you likely give him or her one more chance. But at a certain point, you get fed up. As Lincoln realized, you can give someone “just one more chance” only so many times.

**MAIN IDEA** The bloody battles of Antietam and Fredericksburg exacted a high cost from both Union and Confederate forces.

### THE BLOODIEST DAY

You’ve read about the first Battle of Bull Run in 1861. A second battle took place there in 1862. After driving General George McClellan and his troops back to Washington, D.C., General Robert E. Lee marched his men northward to battle again at Bull Run outside Manassas, Virginia. On the third day of fighting, the Confederates forced the Union soldiers to retreat. Afterward, Lee went on the offensive and marched his troops north into Maryland. He wanted to move the war into the Union states.

President Lincoln called McClellan back into action and ordered him to defend the Union capital. On his way to meet Lee, McClellan got lucky. By chance, a Union soldier found a packet of cigars in a field, dropped by a careless Confederate officer. Wrapped around the cigars were Lee’s detailed plans for the assault on Maryland. McClellan learned that Lee’s forces were in two groups several miles apart. If McClellan moved quickly, he could destroy Lee’s army before the groups joined up. But McClellan acted too late. The Confederate Army met Union soldiers on the battlefield at Antietam (an-TEE-tuhm) Creek near Sharpsburg, Maryland, on September 17.

The casualties for both sides at the Battle of Antietam numbered at least 23,000 men. The day of the battle would later be called “America’s Bloodiest Day.” The Union considered it a victory because Lee’s forces left Maryland. But Lincoln was frustrated with McClellan’s errors. He said, “If General McClellan does not want to use the army, I would like to borrow it for a time.” The president named Ambrose Burnside as the new commander.

### THE BATTLE OF FREDERICKSBURG

For his first campaign, General Burnside decided to lead his troops back toward Richmond to try to capture the Confederate capital. To reach Richmond, Burnside marched to Falmouth, near Fredericksburg, Virginia, where he planned to cross the Rappahannock River. The Union troops arrived at Falmouth in December 1862, but Lee’s army had got there first and destroyed all the bridges. Burnside ordered army engineers to build floating bridges using **pontoons**, or hollow metal cylinders, but Confederate soldiers shot at the Union engineers while they worked.

Meanwhile, Lee and the rest of his troops dug into the hills above Fredericksburg and readied their artillery. When Burnside finally crossed the Rappahannock River, his forces fought for three days in an unsuccessful effort to take the hills. The Battle of Fredericksburg ended when Burnside retreated across the river.

After so many defeats, northern civilians were becoming restless. They did not like the turn the war had taken, and neither did Lincoln.

### HISTORICAL THINKING

1. **READING CHECK** How did McClellan discover Lee’s plans at the Battle of Antietam?
2. **SUMMARIZE** How did these two battles reflect broader strategic patterns in the war?
3. **INTERPRET MAPS** Where were most of the Civil War battles fought, in the North or in the South? Explain why.

8.10.5 Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments; 8.10.6 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox; 8.10.7 Explain how the war affected combatants, civilians, the physical

# CHAPTER 16

## TURNING POINTS OF THE WAR

1863–1865

### ESSENTIAL QUESTION

How did the United States transform during the Civil War?

#### AMERICAN STORIES ONLINE

### The Secret Weapon of the South

#### SECTION 1 The Emancipation Proclamation

##### KEY VOCABULARY

Emancipation Proclamation enlist stalemate

#### SECTION 2 Americans at War

##### KEY VOCABULARY

bond                      *habeas corpus*                      ration  
Conscription Act      Legal Tender Act      scapegoat  
draft                      quarantine                      scurvy  
exemption

#### SECTION 3 The Tide Turns

##### KEY VOCABULARY

bluff      Gettysburg Address      total war  
flotilla      morphine                      veteran

#### SECTION 4 The War's Aftermath

##### KEY VOCABULARY

assassinate      Homestead Act      Reconstruction  
casualty      jurisdiction                      servitude

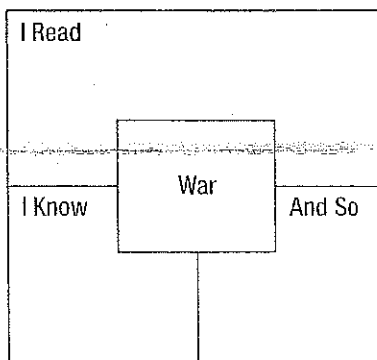
#### AMERICAN GALLERY ONLINE

### Battlefield Medicine

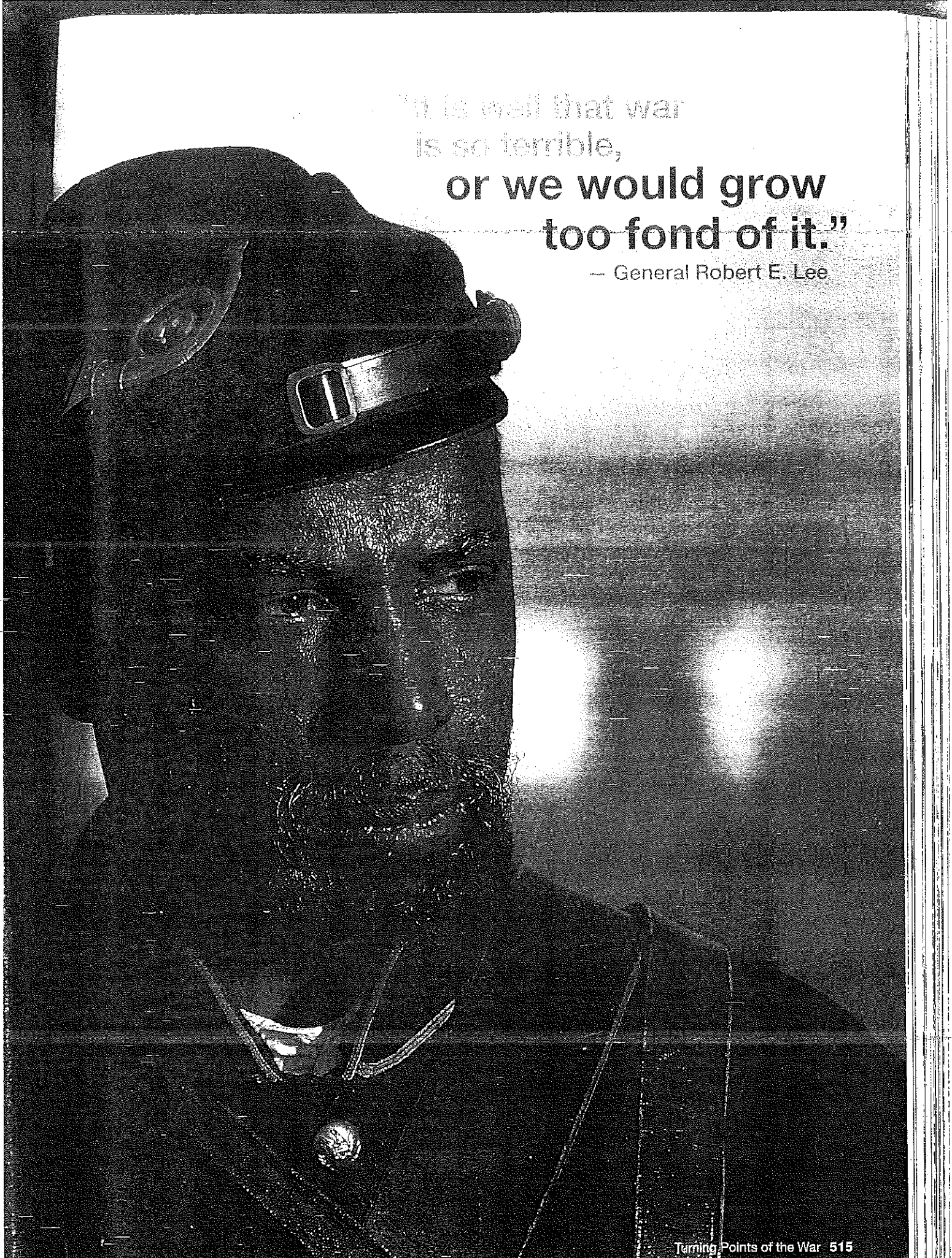
### READING STRATEGY

#### ANALYZE LANGUAGE USE

When you analyze language use, you note how specific word choices shape the meaning or tone of a text. As you read the chapter, use a graphic organizer like this one to help you analyze how word choices help convey the realities of war.



National Geographic photographer Kèn Garrett captures a Union Army reenactor at rest during a Gettysburg Hallowed Ground Remembrance Day parade. The annual event commemorates Lincoln's Gettysburg Address and the cemetery dedication.



"It is well that war  
is so terrible,  
or we would grow  
too fond of it."

— General Robert E. Lee



# 1.1 Lincoln Issues the Emancipation Proclamation

In a game of tug-of-war, if both sides pull with equal force, neither wins. In the summer of 1862, the Union and Confederate armies were both tugging equally, and President Lincoln had to find a way to end the standoff.

**MAIN IDEA** In 1863, Abraham Lincoln issued the Emancipation Proclamation, which freed slaves in states under Confederate control.

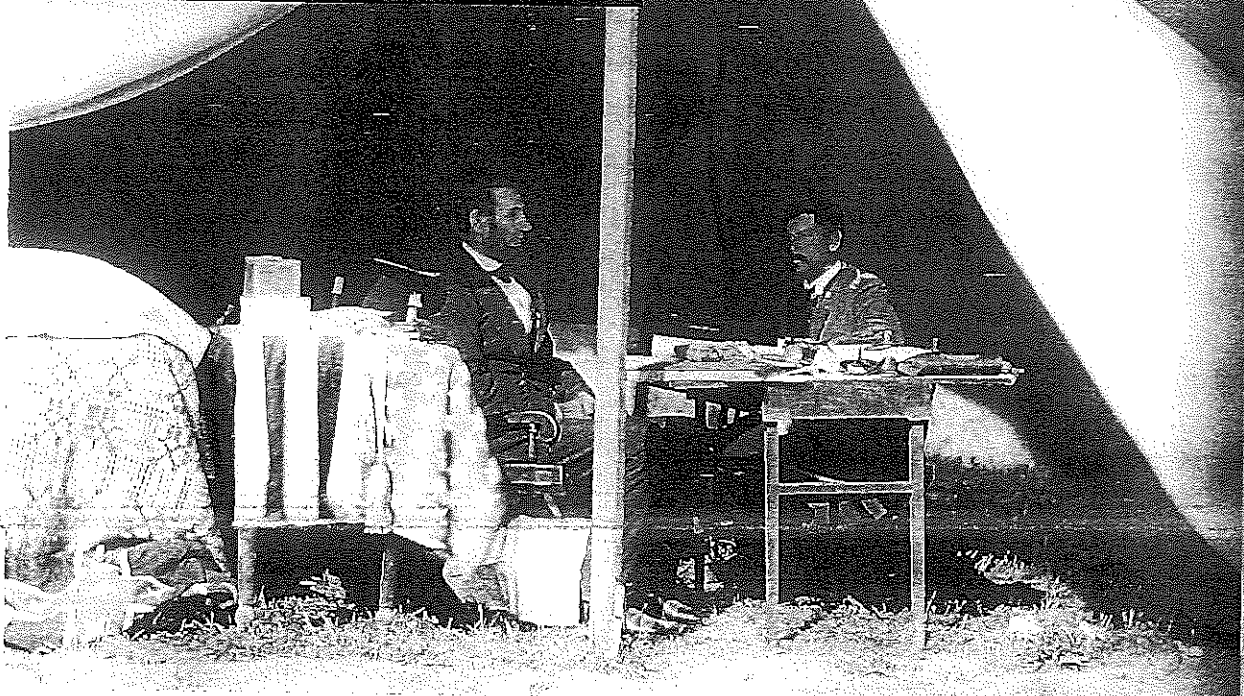
## GIVING PURPOSE TO THE WAR

Before September 17, 1862, the name "Antietam" referred only to a creek near Sharpsburg, Maryland. But by sunset that day, Antietam would become the name of one of the bloodiest battles ever fought on American soil. Despite battle after battle, the war had reached a **stalemate**, with neither side holding a clear path to a final victory. And still, the body count rose.

In both the North and the South, the loss of so many lives led many to question why Americans were fighting against one another. In the midst of all this suffering, President Lincoln sought to define a greater moral purpose for the war. He realized the Union could not defeat the Confederacy without first destroying slavery.

From the beginning of the war, President Lincoln had faced pressure from abolitionists to end slavery. Although personally opposed to the

**CRITICAL VIEWING** President Lincoln meets with General McClellan in the general's headquarters after the Battle of Antietam. What do you notice about the flags in the photo?



## PRIMARY SOURCE

*That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free.*

—from the Emancipation Proclamation, issued by Abraham Lincoln, January 1, 1863

institution, Lincoln was initially reluctant to abolish it outright. Instead, he envisioned a gradual end to slavery, with slaveholders being paid for the loss of their property. Northern Democrats, whose support he needed, opposed abolition. Many of them were sympathetic to the South and to the cause of slavery, even as they remained loyal to the Union. They warned Lincoln against the social, economic, and political fallout of bringing an end to slavery, whether slowly or abruptly.

From a military standpoint, however, the institution of slavery gave the Confederacy an advantage over the Union. Slave labor kept the southern agrarian economy running, which meant more white southern men could join the Confederate Army. Although some members of Lincoln's party urged him to allow African-American men to fight on the side of the Union, the president remained hesitant to offend the border states by doing so. By the summer of 1862, Union troops had secured the slave-owning states of Missouri and Kentucky.

### FOREVER FREE

The North had been fighting to preserve the Union, but a clearer moral purpose was emerging from the bloodshed. Five days after the Union victory at Antietam, Lincoln shifted the focus of the war. He issued a decree that emancipated, or freed, all Confederate slaves. Lincoln had purposely waited to submit a draft of the **Emancipation Proclamation** to his cabinet because he knew the timing had to be right for such a dramatic move. The five-page document declared that all slaves in

rebel states were "thenceforward, and forever free." It committed the government and armed forces of the United States to liberate enslaved people in rebel states. The final draft of the proclamation allowed the Union to accept freed slaves into its fighting forces. On January 1, 1863, Lincoln formally issued the Emancipation Proclamation.

At the time Lincoln wrote the proclamation, approximately 4 million enslaved people lived in the United States. However, the proclamation did not apply to slaves in the Union's slave-holding border states of Maryland, Missouri, Kentucky, Delaware, or West Virginia. Lincoln feared that emancipating slaves in all Union-controlled territories might cause border states to join the Confederacy. The Union couldn't afford that loss.

As you have read, the Declaration of Independence states that "all men are created equal." However, according to the Constitution, enslaved African Americans were not equal citizens with equal rights. By issuing the Emancipation Proclamation, Lincoln began the long process of addressing the vast discrepancies between the words of the Declaration of Independence and the realities experienced by African Americans, both enslaved and free.

Slaveholders in Confederate states did not consider themselves bound by U.S. law, and they refused to acknowledge the proclamation. In order to become free, enslaved people still had to escape to Union-controlled territory. About 500,000 African Americans emancipated themselves by escaping. Some young men who did so fled to Union camps and, after 1863, even joined the Union Army. However, many enslaved people in the South knew nothing about the Emancipation Proclamation until the war was over.

## HISTORICAL THINKING

1. **READING CHECK** What were the goals of the Emancipation Proclamation?
2. **MAKE INFERENCES** To what extent did the Emancipation Proclamation extend the principles of the Declaration of Independence?
3. **ANALYZE CAUSE AND EFFECT** What factors affected President Lincoln's decision to issue the Emancipation Proclamation?

8.10.5 Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments; 8.10.6 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox; 8.10.7 Explain how the war affected combatants, civilians, the physical



“The white man’s happiness cannot be purchased  
by the black man’s misery.”—Frederick Douglass

Frederick Douglass was deeply familiar with the miseries suffered by black men and women living in slavery. Born to an enslaved mother in 1818, he spent the early years of his childhood living on a plantation in Maryland. There, he endured cold and hunger, and he witnessed other slaves being whipped.

#### BALTIMORE AND BEYOND

When he was around eight years old, Douglass was sent to live in Baltimore with a shipbuilder named Hugh Auld. Auld’s wife Sophia taught the young boy the alphabet. Auld quickly put a stop to the lessons because it was illegal to teach a slave to read. However, the child’s passion for learning had been ignited, and he taught himself to read and write.

In 1832, Douglass was sent to work on a plantation, where he was regularly beaten and given little to eat. In his own words, he was “broken in body, soul, and spirit” as “the dark night of slavery closed in upon me.” Eventually, he returned to Baltimore to work in the shipyards, where he made his escape in 1838 by fleeing to New York City. After his escape, he changed his name to reduce the risk of being found by slave catchers. Before, he had been called Frederick Augustus Washington Bailey. From this point on, he would call himself Frederick Douglass.



#### III Art Institute of Chicago

This photograph by Samuel J. Miller shows Frederick Douglass in formal dress, staring forcefully at the viewer. Douglass, the most photographed American of the 19th century, insisted on posing this way. He wanted to reteach people how to see African Americans by replacing the stereotype of the oppressed slave with the portrait of a dignified, proud fellow citizen.





## FIGHTER FOR FREEDOM

Douglass settled in New Bedford, Massachusetts, where he worked as a laborer and furthered his education by reading widely. In 1841, he made his first speech describing his life in slavery and calling for an end to the brutal practice. It was the beginning of a lifelong career in public speaking.

Douglass's speeches were so eloquent that some people suspected him of simply pretending to be a former slave. They reasoned that a man born in slavery could never have learned to speak with such brilliance. In many ways, Douglass remade how his fellow citizens viewed African Americans.

To tell his full story, Douglass wrote *Narrative of the Life of Frederick Douglass, an American Slave* in 1845. Publishing the autobiography was a special act of courage because it revealed details about his life that might enable slave catchers to find him. He traveled to Great Britain, where he promoted his book and gave lectures. There, he could speak out without fear of being captured. Over the course of his two-year tour, he gained many new friends and supporters, who helped him purchase his freedom.

Back in the United States, Douglass founded an abolitionist newspaper, wrote two more influential books, and continued to speak out. In 1852, he delivered one of his most famous speeches, "The Meaning of July Fourth for the Negro." In it, he asked why enslaved people should celebrate the country's freedom when they did not benefit from it themselves. "We need the storm, the whirlwind, the earthquake," he thundered. "[The] conscience of the nation must be roused."

When the Civil War broke out, Douglass helped recruit African-American soldiers, and he met with President Abraham Lincoln several times. After the war he held various government posts, including U.S. Marshall for the District of Columbia. He continued promoting civil rights for all Americans until his death in 1895.



**CRITICAL VIEWING** This painting, *Three Great Abolitionists: A. Lincoln, F. Douglass, J. Brown*, was created by William H. Johnson around 1945. Frederick Douglass stands in the middle, clapping hands with Abraham Lincoln on his left and John Brown on his right. Johnson depicted the three using a "primitive" style of painting, characterized by the work's bright colors and two-dimensional figures. Just behind John Brown, African Americans raise their hands in celebration of the abolitionists. What aspects of Civil War-era African-American life are depicted in the background of the painting?

## HISTORICAL THINKING

- 1. READING CHECK** Why was Douglass in danger of being enslaved again, even after he became well known?
- 2. ANALYZE CAUSE AND EFFECT** How did a few lessons from Sophia Auld change the course of Douglass's life?
- 3. DRAW CONCLUSIONS** Why do you think Douglass took the Fourth of July as a theme for a speech on slavery?

# 1.3 African-American Soldiers

Sometimes in war, people put goals ahead of prejudices. During the Civil War, the U.S. military accepted African-American soldiers into its ranks. Defeating the South had become more important than excluding fellow Americans from military service.

**MAIN IDEA** In 1863, African Americans began to join U.S. military units and proved to be valuable soldiers for the Union.

## AFRICAN AMERICANS JOIN THE FIGHT

When the Civil War first began, many free African-American men rushed to **enlist** in, or join, the Union Army, but they were turned away. A 1792 law barred African Americans from joining the U.S. military. At first, members of Lincoln's administration resisted changing this prohibition. But the Emancipation Proclamation reversed the law with its provision that African-American men "will be received into the armed service of the United States," a critical development that affected the war's outcome.

By the end of the Civil War, African-American soldiers in the U.S. Army totaled nearly 180,000, or about 10 percent of total Union enlistments. Additionally, 19,000 African Americans served in the U.S. Navy. African-American troops faced the same danger and fought with as much commitment as white soldiers, but they were not treated equally.

The army assigned African-American soldiers to segregated units commanded by white officers. African-American soldiers received lower wages than most white soldiers until June 1864, when Congress granted equal pay to African-American military units.

Like all 19th-century American women, African-American women were barred from enlisting in the army. Still, some African-American women, including Harriet Tubman, served as nurses, spies, and scouts. As you have read, Tubman led people to freedom on the Underground

Railroad. Tubman also worked as a nurse and scouted behind Confederate lines for the Union's 2nd South Carolina Volunteers. In 1863, she helped free 727 slaves at one time during the Combahee River Raid. That raid was the single largest liberation of slaves in American history.

## THE 54TH MASSACHUSETTS REGIMENT

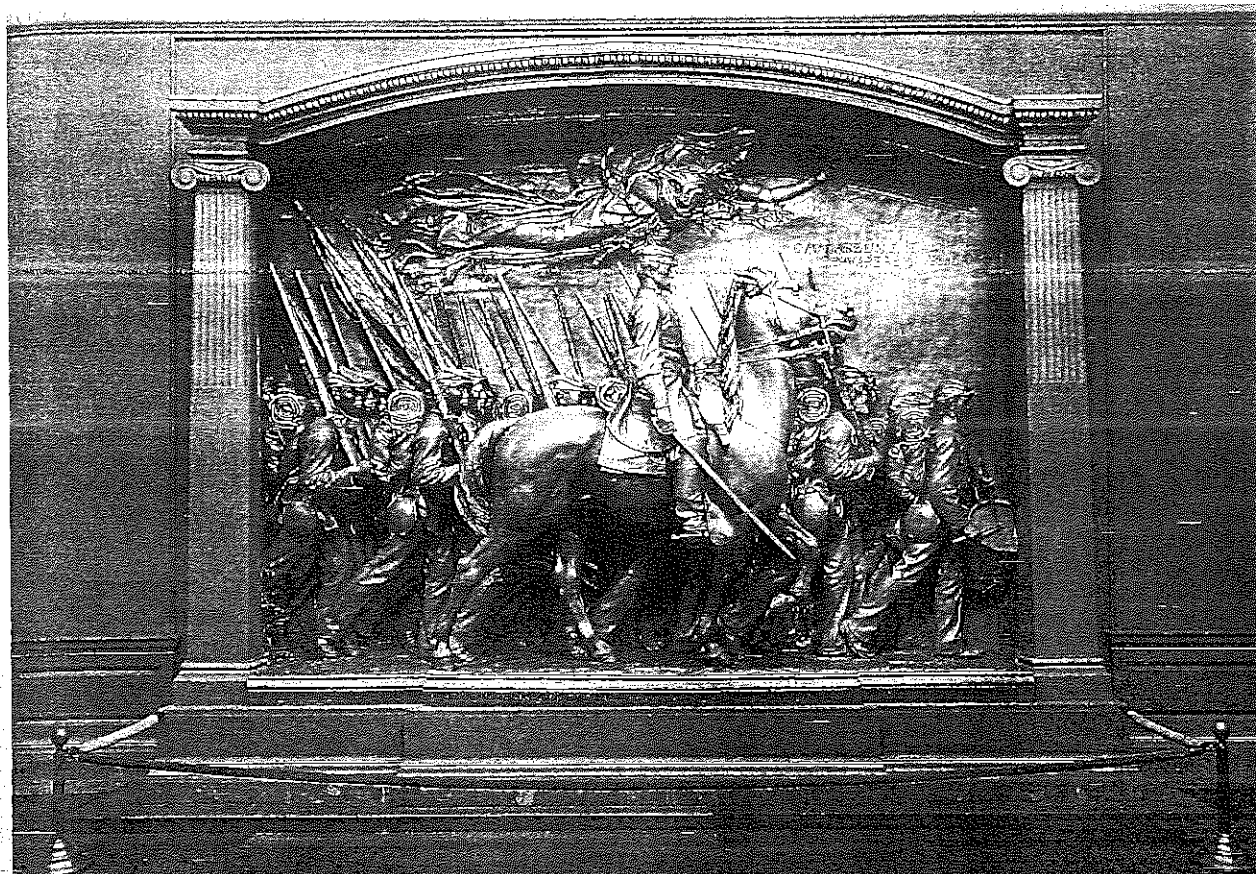
In February 1863, the governor of Massachusetts issued the first formal call for African-American soldiers to join the U.S. Army. He selected the **54th Massachusetts** infantry regiment under the command of Colonel **Robert Gould Shaw**, a white officer. In just two weeks, more than 1,000 African Americans enlisted. Charles and Lewis Douglass, two sons of Frederick Douglass, were among them.

On July 18, 1863, the 54th Massachusetts prepared to storm Fort Wagner, which guarded the Port of Charleston, South Carolina. At dusk, Shaw gathered 600 of his men on a narrow strip of sand just outside Fort Wagner's walls. He told them, "I want you to prove yourselves. The eyes of thousands will look on what you do tonight."

As night fell, Shaw led his men over the walls of the fort. They were met by 1,700 Confederate soldiers waiting inside the fort. The brutal hand-to-hand combat that followed took its toll: 281 of the 600 charging soldiers were killed, wounded, or captured. Shaw himself was shot in the chest and died instantly. The 54th lost the battle at Fort Wagner, but its valor, or courage, was beyond



8.9.6 Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.  
8.10.4 Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).



## III Smithsonian National Gallery of Art, Washington, D.C.

In 1897, Augustus Saint-Gaudens unveiled his 14-year project of honoring the members of the 54th Massachusetts in a bronze relief called the Robert Gould Shaw Memorial. The sculpture depicts the regiment marching down Beacon Street in Boston, on its way to fight Confederate troops in South Carolina. The following year in Paris, Saint-Gaudens exhibited a second version of the memorial made of plaster and covered with bronze metallic paint. Today, the bronze-

painted sculpture shown above is housed at the Smithsonian National Gallery of Art in Washington, D.C. The original sculpture is located at the Boston African American National Historic Site on Beacon Street, across the street from the Massachusetts State House. An inscription on the Boston memorial reads, "Together they gave to the nation and the world undying proof that Americans of African descent possess the pride, courage, and devotion of the patriot soldier."

question. For his bravery in the fight, William H. Carney became the first African American to receive the Congressional Medal of Honor.

For the next two years, the 54th Massachusetts took part in a number of sieges in South Carolina, Georgia, and Florida. The service and bravery of its members helped to win acceptance for other African-American regiments and solidified their importance in the war effort. Despite increased African-American enlistment, the need for more soldiers in both the North and the South grew.

## HISTORICAL THINKING

1. **READING CHECK** Why did the Union wait until after the Emancipation Proclamation to enlist African Americans in the army?
2. **DRAW CONCLUSIONS** Why did the 54th Massachusetts gain great respect in the Union Army despite losing its first battle?
3. **ANALYZE LANGUAGE USE** What made the words Colonel Shaw used with his troops before the battle at Fort Wagner particularly effective?

8.10.5 Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments; 8.10.6 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox; 8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare.



## 2.1 Conflicts over the Draft

Imagine being told you have to fight in a war you may not even support. Then consider that your wealthy neighbor is told the same thing but can pay someone else to take his place. During the Civil War, many men realized they were getting a bad deal.

**MAIN IDEA** In reaction to forced military service during the Civil War, people in both the North and the South staged riots.

### MILITARY SERVICE IN THE SOUTH

Waging a civil war required a steady supply of men volunteering to fight as soldiers. At first, men from both the North and the South rushed to sign up. However, as battles wore on, numbers of enthusiastic volunteers began to dwindle. The South was first to acknowledge this problem.

When war first broke out, 100,000 southern men volunteered to fight for the Confederacy. But as their yearlong enlistments were ending, many soldiers returned home to their families and farms. In 1862, the Confederate government, worried that its armies would be short of men as the Union was stepping up its attacks, instituted a **draft**, or a mandatory term of military service. The Confederacy required three years of service for all white men between the ages of 18 and 35.

The draft didn't apply to every man equally, however. Wealthy southerners could pay other men to serve in their places. They could also choose to pay a fee of \$500—an amount out of reach for most men. Individuals who owned 20 slaves or more were excused from the draft and their voluntary enlistments altogether.

Military **exemptions**, or releases from the obligation to serve, widened the growing divide between rich and poor in the South. A non-slaveholding man named Jasper Collins remarked that exemptions made the Civil War a "rich man's war, and a poor man's fight." Some soldiers deserted, or left, their units. Desertion remained a major problem for the Confederacy throughout the war.

The gap between rich and poor spread beyond military service. Convinced that greedy merchants were hoarding flour and supplies, women rioted in Richmond, the Confederate capital. They smashed storefronts and stole bread and everything else they could grab, from bacon to boots. One young girl explained, "We are starving . . . each of us will take a loaf of bread. That is little enough for the government to give us after it has taken all our men."

### DRAFTING SOLDIERS IN THE NORTH

The North also faced the need for new soldiers. Death, disease, and desertion continually reduced the size of the army, so the Union instituted its draft in the form of a law called the **Conscription Act** in March 1863. Men between 20 and 45 years of age were liable to be drafted into the military, but, as in the South, they could pay to avoid service for \$300—a fee only wealthy families could afford. These exemptions ignited draft riots in cities throughout the Northeast.

On July 13, the attempt to enforce the draft in New York City set off the most destructive civil disturbance in the city's history. Rioters torched government buildings. Police struggled for three days to control the riot. Eventually, Union troops had to rush from the battlefields in Pennsylvania to New York City to aid the police. Union soldiers fired into groups of fellow citizens who were rioting. About 300 people, more than half of them police officers and soldiers, were injured, and more than 100 people died, most of them rioters.



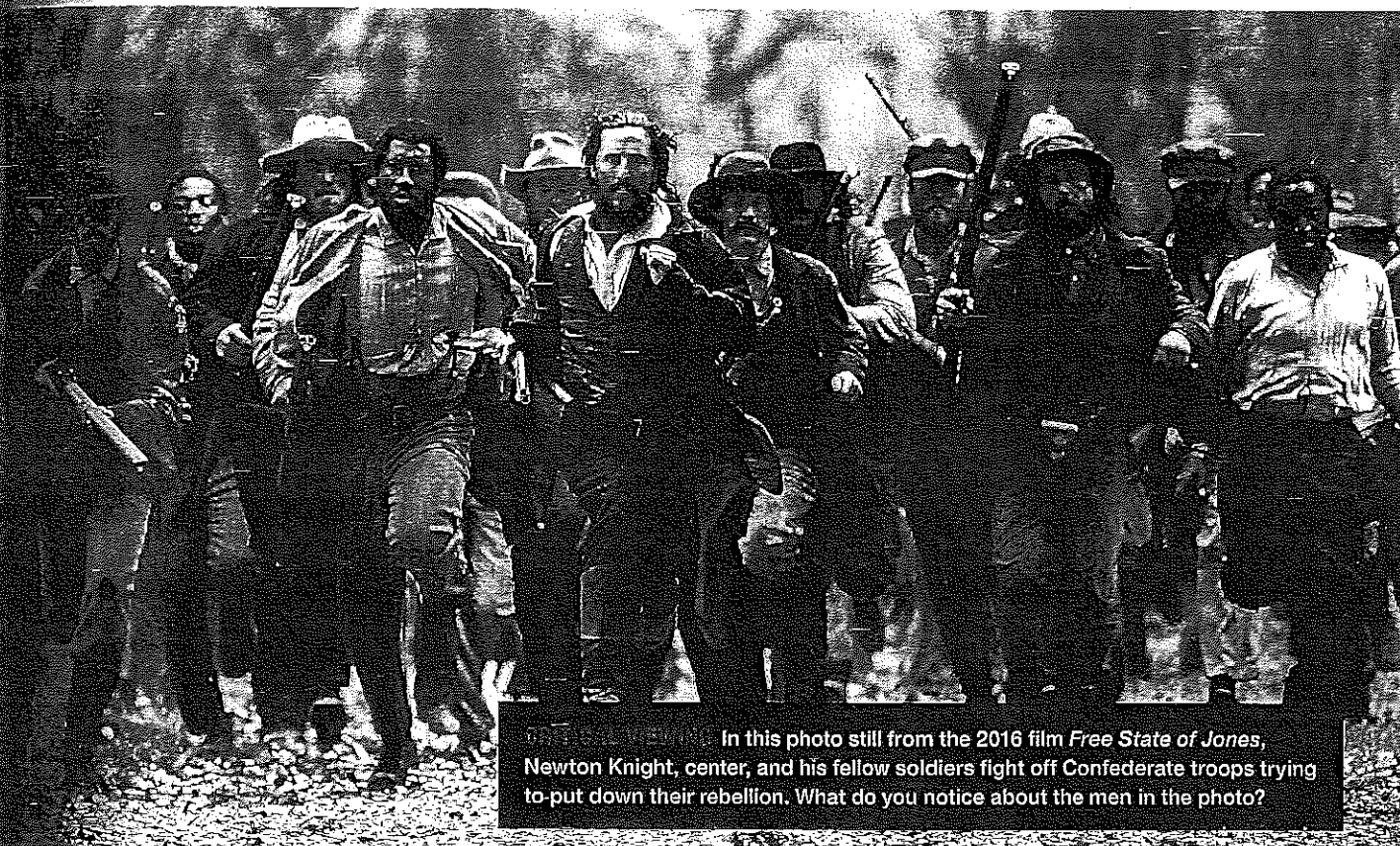
Some whites in New York blamed African Americans for the unrest surrounding the draft riots. In fact, African Americans became **scapegoats**, or individuals or groups blamed for the mistakes or faults of others. Some people claimed that African Americans were responsible for the war and that they were taking jobs away from white workers. Angry white rioters killed many African Americans and destroyed their homes. Such violence prompted many African Americans to flee New York City during the draft riots. They feared for their lives.

In an effort to control riots and curb criticism of the war, the Lincoln administration suspended the writ of *habeas corpus*, or the right of an arrested person to be brought before a judge before going

to jail. More than 14,000 people were jailed after being accused of disloyalty to the Union. As a result of the riots, some New York men with families who had no other means of financial support received exemptions from the draft.

## HISTORICAL THINKING

1. **READING CHECK** Why did both the North and the South enact military drafts?
2. **ANALYZE LANGUAGE USE** How did Jasper Collins describe the Civil War, and why?
3. **COMPARE AND CONTRAST** In what ways were the Confederate and Union drafts similar, and in what ways were they different?



In this photo still from the 2016 film *Free State of Jones*, Newton Knight, center, and his fellow soldiers fight off Confederate troops trying to put down their rebellion. What do you notice about the men in the photo?

## Open Rebellion in Mississippi

Newton Knight of Mississippi enlisted in the Confederate Army in July 1861. Angered by the law exempting white men who owned 20 or more slaves, Knight deserted his battalion in October 1862. Back home, he witnessed his fellow southerners suffer abuses at the hands of Confederate soldiers, and he decided to form an opposition group. Other deserting soldiers and escaped slaves joined him, and by late 1863, they had organized into the Jones County Scouts.

The Jones County Scouts eventually numbered more than 1,000. To symbolize their open rebellion, Knight and his men raised the American flag over the Jones County courthouse. They evaded capture by disappearing into the swamps, with local civilians supplying them with weapons, food, and information. Though Confederate officers eventually subdued the rebellion, the Jones County Scouts fought against the Confederacy until it fell.

## 2.2 Paying for War

Raising money to fight a war is difficult. In 1861, the federal government implemented several financial strategies to support the war effort. The Confederate government struggled with hard economic realities as it tried to do the same.

**MAIN IDEA** During the Civil War, both the North and the South had to devise new methods of funding their war efforts.

### FINANCIAL STRATEGIES

War is incredibly expensive. Even though the Union and the Confederacy were both rich by any international standard, neither had ever supported a large army. Thousands of soldiers needed food, shelter, transportation, uniforms, weapons, ammunition, medical care, and a host of other supplies. As the costs increased, leaders on both sides discovered they had only a few choices: loans, new taxes, and the creation of paper money.

In the North, the federal government issued \$2 billion worth of treasury **bonds**. Bonds are certificates offered for sale to the public with the promise that the government will pay the money back at a later date, usually with interest. In August 1861, Congress passed the first federal income tax in U.S. history. This law required citizens who earned more than \$600 per year to pay a portion of their income to the government to fund the war.

In 1862, Congress passed the **Legal Tender Act**, an act that replaced currencies of individual banks with one national currency. Because the back of the money was colored green, the national notes were soon called "greenbacks." The Union issued \$450 million in greenbacks during the war.

The sudden increase in money in the North had unexpected negative consequences. Greedy manufacturers took advantage of federal funds and urgent demand to produce poorly made and even defective goods. Uniforms sometimes fell apart in the first rain or had no buttons. Some shoemakers produced boots with soles made of cardboard. Not surprisingly, these boots didn't last on long

marches. Some suppliers mixed sawdust in with the gunpowder that filled artillery shells. Dishonest businessmen profited from supplying Union troops with spoiled meat. A new word was invented to describe defective war material: *shoddy*.

### PRINTING MONEY, SEIZING CROPS

As you have read, the North had a distinct industrial advantage over the agrarian South. It also had the support of the federal government. The South's lack of an industrial base and a strong government made it difficult for the Confederacy to raise funds to pay for war. It tried to borrow money from Britain and France, and it raised taxes to meet expenses. The Confederacy also printed money, but unlike in the North, this strategy resulted in severe inflation: prices for goods increased and the purchasing value of money decreased. The Confederate government also issued war bonds, but most southerners were too poor to buy them. Those wealthy enough to afford bonds soon discovered that inflation was rising faster than the rate of interest on their bonds.

In 1863, the Confederacy passed a law requiring all farmers to give 10 percent of all the crops they raised to the government for use in the war effort. In addition, Confederate citizens were subjected to impressment, a practice that allowed military officers to take anything they thought might be useful to the war effort, including slaves.

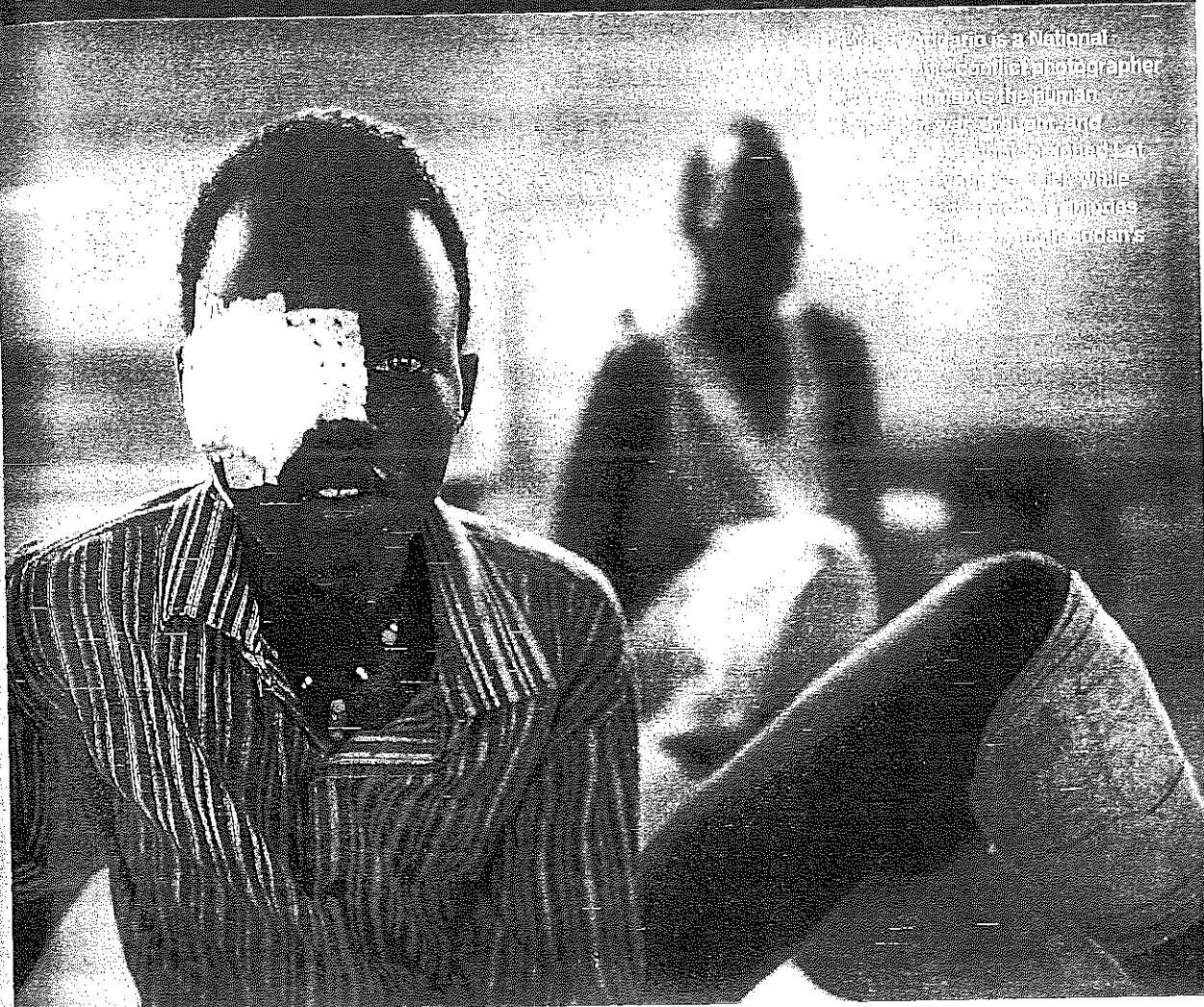
Thousands of African Americans were forced to leave their families to perform forced labor for the Confederate military. Many of them rebelled and escaped to the Union lines where they offered their





**GLOBAL PERSPECTIVE** No matter when or where they are fought, civil wars have devastating consequences for ordinary people. Financial resources of nations are diverted away from supporting citizens in order to pay for war. Young men, and sometimes boys, are forced into military service. Day-to-day lives are disrupted, people are displaced from their homes and countries, and economies are damaged. These characteristics all apply to the civil war that took place after the African country of South Sudan achieved independence in 2011.

During that civil war, government spending on weapons took priority over other responsibilities, thousands of people were killed, and more than 1 million people fled the country. The military limited the movements of those who remained, which meant farmers could not plant crops, trade harvests, or tend livestock. The result was massive starvation and famine by 2016. How might the experience of South Sudanese like the young man shown below be similar to what families in the United States experienced during the Civil War?



labor to the Union. Southern farms and plantations no longer had the labor necessary to grow food and cash crops.

Meanwhile, many southerners watched helplessly as armies stripped their farms of food and livestock. Some farmers grew cotton because it stored well and they thought it would fetch a high price after the war. As a result, the Confederacy devoted land and labor to growing cotton instead of growing food for its hungry citizens.

## HISTORICAL THINKING

1. **READING CHECK** What methods did the North and the South use to raise money for the war?
2. **DESCRIBE** In what ways were civilians in the North and the South affected by the war?
3. **COMPARE AND CONTRAST** In terms of its economy and government, what advantages did the North have over the South?

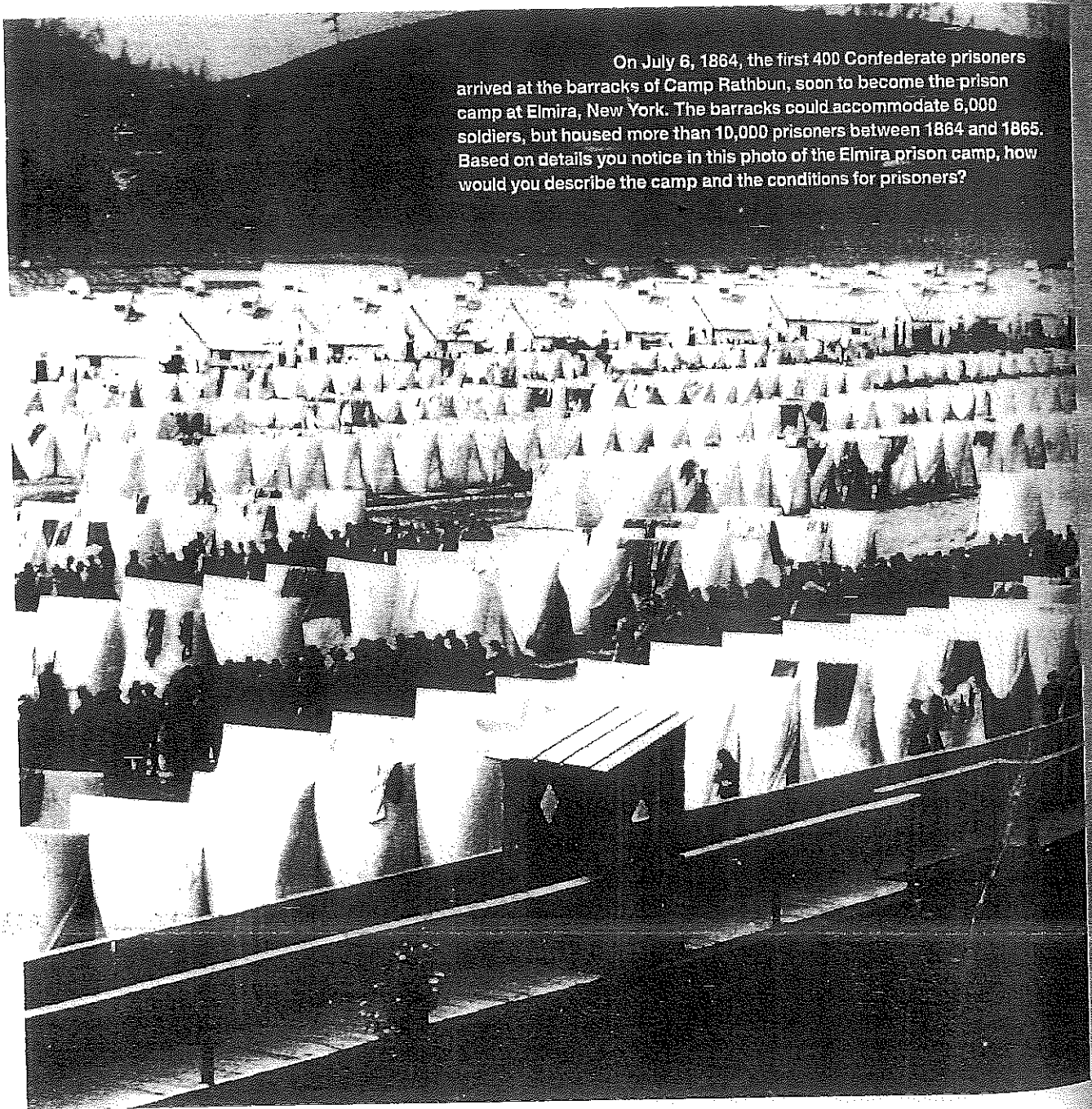
**8.10.5** Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments; **8.10.6** Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox; **8.10.7** Explain how the war affected combatants, civilians, the physical environment, and future warfare.

## 2.3 Wartime Prison Camps

In war, there are always unintended consequences. During the Civil War, neither side was prepared to provide shelter and food for thousands of war prisoners. For those unfortunate enough to be captured, imprisonment could be worse than death.

**MAIN IDEA** Thousands of soldiers on both sides of the conflict died from exposure and disease in Civil War prison camps.

On July 6, 1864, the first 400 Confederate prisoners arrived at the barracks of Camp Rathbun, soon to become the prison camp at Elmira, New York. The barracks could accommodate 6,000 soldiers, but housed more than 10,000 prisoners between 1864 and 1865. Based on details you notice in this photo of the Elmira prison camp, how would you describe the camp and the conditions for prisoners?



## PRISONERS IN THE NORTH

In the early years of the Civil War, the Union and the Confederacy exchanged prisoners of war rather than maintaining prisons. Cooperation soon broke down between the two sides, however, and captured soldiers were confined in military prison camps on both sides.

**Camp Douglas** in Illinois received its first prisoners—approximately 5,500—in February 1862. It would house more than 26,000 Confederate prisoners by the end of the war. Many prisoners were already sick or wounded when they arrived at the camp, and many died while there due to lack of medical care. Poor sanitation, harsh weather conditions, and reduced **rations**, or supplied food, weakened the remaining prisoners. These circumstances left the prisoners susceptible to infectious diseases such as pneumonia and smallpox. Still others died from **scurvy**, a disease linked to malnutrition and a diet lacking in fruits and vegetables. The total death toll has been estimated to be as many as 6,129 men, the greatest mortality statistic of any Union prison.

**Alton** was another Illinois prison camp. Originally the first state penitentiary built in Illinois, it closed in 1860, but then reopened in 1862 to relieve overcrowding in other Union prisons. Soon Alton became overcrowded as well. When smallpox swept through the camp in 1862 and 1863, authorities built a hospital on an island in the Mississippi River to **quarantine** infected prisoners, or keep them away from those who had not yet contracted the disease.

**Elmira** prison camp in New York operated from July 6, 1864, until July 11, 1865. Even though it was set up for 6,000 men, more than 10,000 arrived. Because of overflow, some prisoners camped along the nearby Chemung River.

## CAMPS IN THE SOUTH

The largest and most notorious Confederate military prison camp was **Andersonville**, located in Georgia. A creek that flowed through the 16-acre compound provided water for the prisoners, but it quickly became polluted with human waste, making it a perfect breeding ground for contagious diseases. The camp, built for 10,000 men, soon held 33,000 prisoners.

Situated on a 54-acre island in the James River near Richmond, Virginia, Belle Isle prison camp operated from 1862 to 1865, housing more than 30,000 men. In 1864, Surgeon De Witt Peters described the horrific conditions experienced by Union prisoners at Belle Isle.

### PRIMARY SOURCE

Laboring under such diseases as chronic diarrhea, . . . scurvy, frost bites, general debility, caused by starvation, neglect, and exposure. Many of [the prisoners] had partially lost their reason. They were filthy in the extreme, covered in vermin. . . . nearly all were extremely emaciated [very thin]; so much so that they had to be cared for even like infants.

—from testimony to the U.S. Sanitary Commission, by De Witt Peters, 1864

Approximately 13,000 of the 45,000 Union prisoners eventually held at Andersonville died because of exposure, starvation, and brutality. Northerners were enraged when they heard about the conditions at the military prison. After the war, Andersonville's commander, Captain **Henry Wirz**, was executed for war crimes.

Overall, between 12 and 16 percent of southern and northern prisoners died in military prison camps during the war. The deplorable prison camp conditions, both in the North and in the South, led to prison reform efforts after the war to build safer, more sanitary, and more humane prisons in the United States.

## HISTORICAL THINKING

1. **READING CHECK** What were the general conditions of most Civil War prison camps? Provide evidence to support your answer.
2. **ANALYZE LANGUAGE USE** What words did De Witt Peters use to describe Belle Isle prison camp, and why might he have chosen those words?
3. **ANALYZE CAUSE AND EFFECT** What effect did wartime deaths at prison camps have on the U.S. prison system after the war?



# 3.1 Battles of Vicksburg and Gettysburg

Sometimes you can recall the exact moment when things suddenly change and get either much better or much worse. For Civil War generals, two battles in particular dramatically shifted the war's direction.

**MAIN IDEA** The battles of Vicksburg and Gettysburg were the key turning points in the Union's eventual victory in the Civil War.

## SPLITTING THE CONFEDERACY

In the first months of 1863, the war was not going well for Union generals. In January, after a disastrous defeat at Fredericksburg, Lincoln replaced General Ambrose Burnside with General Joseph Hooker as commander of the Army of the Potomac. Then in May, Lee's army defeated Hooker's forces near Chancellorsville, Virginia. Hooker resigned after the loss and was replaced by General George Meade. Lee lost his own most capable commander when Stonewall Jackson was accidentally shot by one of his own soldiers. However, Lee's victory at Chancellorsville is widely considered his greatest of the entire war.

The battle that ensued further south, in Vicksburg, Mississippi, began to change the course of the war for the Union. By 1863, Vicksburg had been a Confederate stronghold for more than a year. Its position allowed the Confederacy to control a wide part of the region from bluffs, or cliffs, 200 feet above the Mississippi River. Capturing the city and silencing Confederate guns became a strategic necessity for the Union.

During the early spring of 1863, Union forces commanded by General Grant tried to find a way to take the city from their vantage point on the western bank of the river. But Confederate troops commanded by General John C. Pemberton turned them back. Then in early May, Admiral David Porter, under Grant's orders, ran a flotilla, or small fleet, of gunboats and barges past

Confederate forces at Vicksburg under cover of night. Porter used these vessels to ferry Grant's troops across the river south of the city.

From there, Grant's troops marched northeastward before doubling back toward Vicksburg and cutting the city off from the east. In only three weeks, Grant's men marched 180 miles, won 5 battles, and captured 6,000 prisoners. Vicksburg was now surrounded and under siege. Food ran out and the residents began to starve. Pemberton surrendered on July 4, 1863. The Union victory at the Battle of Vicksburg gave the Union control of the Mississippi Valley and split the Confederacy in half. It also convinced President Lincoln of Grant's outstanding military ability.

## THE TIDE TURNS AT GETTYSBURG

Despite his victory at Chancellorsville, Lee realized that the North's manpower advantage might be wearing down Confederate troops and that a victory on the attack would boost Confederate morale. He decided that his most effective move was to invade the North again. In late June 1863, Lee's troops advanced into Pennsylvania, where they met Meade's troops at the Battle of Gettysburg. At first, Lee succeeded in sending the Union troops into retreat. Then, on July 1, reinforcements arrived for both sides, bringing troop numbers to approximately 90,000 for the Union and about 75,000 for the Confederates. Union forces stopped retreating and stationed themselves on Cemetery Hill, where the high vantage point gave them a defensive edge.

8.10.4 Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865); 8.10.5 Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.

**CRITICAL VIEWING** Photography played a new and important role in the Civil War. This iconic photo, captured by Timothy O'Sullivan in July 1863, shows about 20 of the more than 3,100 fallen Union soldiers after the Battle of Gettysburg. What effect do you think this photo might have had on Americans who saw it in 1863?



On Friday, July 3, hoping to outflank Union forces on Cemetery Hill, Lee ordered Major General **George Pickett** and about 15,000 of his men to attack the Union troops on a plain just below the hill. Lee's strategy proved disastrous. The Union repelled Pickett's charge, killing or wounding more than half of Pickett's troops. The next day, Lee retreated, eventually crossing the Potomac River to Virginia. This retreat marked a turning point in the war. It put the Confederacy on the defensive and the Union in a favorable position for victory.

On November 19, 1863, President Lincoln delivered the **Gettysburg Address** at the battle site to commemorate the loss of so many men and to dedicate a military cemetery there. Throughout his speech, Lincoln referred to the Declaration of

Independence directly and to its ideas. His address reinforced the Declaration's principles of equality and freedom for which the war was fought and for which so many died, and were still dying.

## HISTORICAL THINKING

1. **READING CHECK** How did the battles of Vicksburg and Gettysburg affect the Civil War?
2. **IDENTIFY PROBLEMS AND SOLUTIONS**  
What challenges did Grant and his troops face, and how were they eventually able to capture the city of Vicksburg?
3. **EVALUATE** How did the Union's position on Cemetery Hill contribute to its victory at Gettysburg?

## 3.2 Sherman's March and Grant's Victory

Can you think of someone you know who, when challenged by what looks like impossible odds, simply refuses to give up? Historians attribute this kind of persistence to General Grant, especially in the last year of the Civil War.

**MAIN IDEA** Grant and his generals brought the full power of the Union Army down on the South in their campaign to capture the Confederate capital.

### MARCHING THROUGH GEORGIA

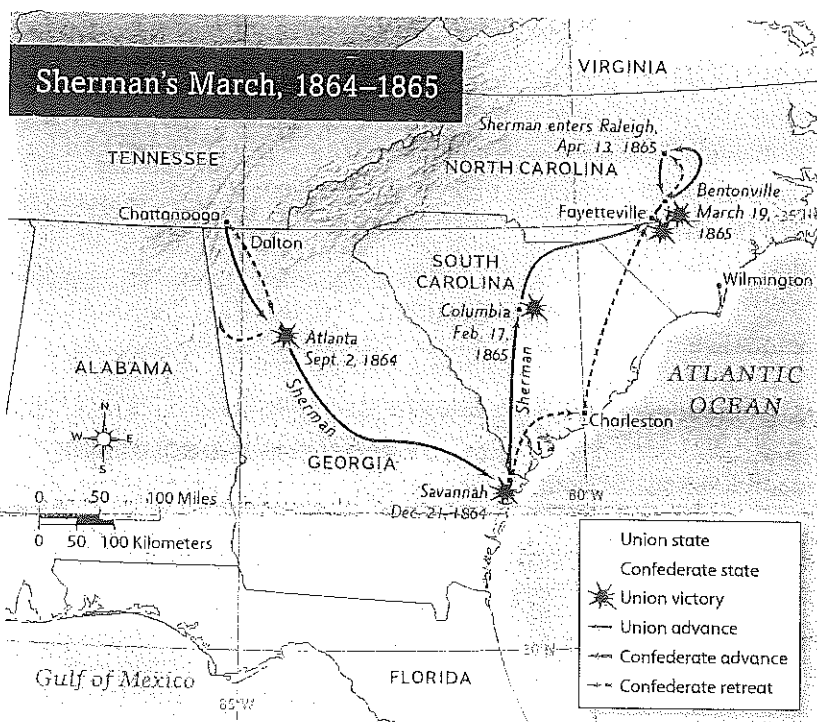
In March 1864, President Lincoln named Ulysses S. Grant, the victor of Vicksburg, as commanding general of the Union Army. Grant immediately put a plan in place to wear down the Confederacy with a series of widespread and relentless attacks. Following a Union victory at Chattanooga, Tennessee, in 1864, Grant sent General William T. Sherman to deliver destruction to the heart of the Confederacy—Atlanta, Georgia, which Sherman captured in September 1864. This was an important feat because Atlanta was a railroad hub and the industrial center of the Confederacy.

The city was also a symbol of Confederate pride and strength. Its fall made even the most loyal southerners doubt that they could win the war. "Since Atlanta," South Carolinian Mary Chesnut wrote in her diary, "I have felt as if . . . we are going to be wiped off the earth."

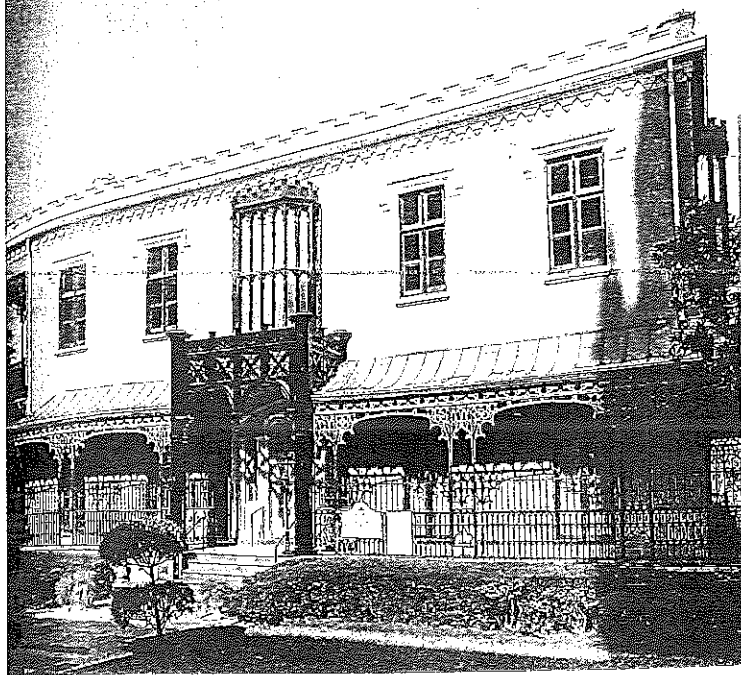
From Atlanta, Sherman marched 62,000 Union troops through Georgia to Savannah, located on the Atlantic shore. His goal was to destroy southern property, crops, and other supplies. Early in 1865, Sherman and his men left Savannah, burning their way northward to Columbia,

South Carolina. From there, they marched into North Carolina, battling Confederate troops before destroying the Fayetteville arsenal. In Bentonville, the Confederacy challenged Sherman for three days, but his troops gained the upper hand.

A total war is one in which all rules and laws of war are ignored and all resources are poured into defeating the enemy no matter what the cost. Sherman waged total war against the Confederacy, and his strategy was brutal and destructive. But it did what it was meant to do. It was a blow to southern morale and fighting







### AMERICAN PLACES Savannah Historic District Savannah, Georgia

The Savannah Historic District is a National Historic Landmark. James Oglethorpe founded the city in 1733 when Georgia was a British colony. Savannah's distinctive 18th- and 19th-century architecture is reflected in its numerous historic homes, gardens, and monuments. General Sherman used the Greene-Meldrum House, shown here, as a base of operations between 1864 and 1865. The house was built in 1853 in the Gothic Revival architectural style.

capacity. It led to a feeling in the North that the Union was winning the war and so helped with President Lincoln's reelection in November 1864.

Sherman and his troops spared the city of Savannah instead of burning it as they did Atlanta. Why? There are a number of theories, some more plausible than others. One is that Sherman found Savannah too beautiful to burn. Another is that he was lenient because city leaders surrendered before he could enter the city, agreeing they would not put up a fight if he spared life and property. Perhaps the strongest theory is that Savannah had a large port that could prove very useful to the Union.

#### GRANT FACES LEE

General Grant was pleased with Sherman's success in the South, and he became even more determined to capture Richmond, Virginia, the Confederate capital. The first large battle of Grant's campaign was the **Battle of the Wilderness**, fought in a heavily wooded area west of Fredericksburg and north of Richmond. The armies engaged in battle for two days with heavy casualties, especially on the Union side. Grant refused to retreat. Instead, he moved his army farther south. Lee followed him. On May 8, 1864, Grant attacked Lee's troops near **Spotsylvania**, beginning a battle that raged for 12 days. The Union's Army of the Potomac lost 18,000 men at the Battle of Spotsylvania; the Confederates lost

12,000. In less than three weeks, Grant had lost 33,000 men. On May 31, Lee and Grant collided again at **Cold Harbor**, where Grant's forces were defeated with heavy losses. The Union lost about 13,000 troops; the Confederates lost only 2,500 or fewer.

In 1865, Grant's forces broke through the last line of Richmond's defenses, and the city fell on April 3. Confederate troops and government officials fled Richmond, setting fire to parts of the city as they left to prevent Union troops from using it for shelter and supplies. The Union took control of what was left of the city. The Confederate capital was captured. President Lincoln traveled to Richmond a few days later to see the evidence of this significant Union victory for himself.

#### HISTORICAL THINKING

1. **READING CHECK** What was Grant's strategy in the South?
2. **ANALYZE LANGUAGE USE** Mary Chesnut used a figurative expression to describe how she felt about the fall of Atlanta. How did she articulate how she felt about the war? Use evidence from the text to support your answer.
3. **MAKE PREDICTIONS** What effect could you predict the Union capture of Richmond would have on the Civil War's outcome?

### 3.3

#### DOCUMENT-BASED QUESTION

## Lincoln's Vision

Politicians and public officials use speeches to express their views on public policy. During his political career, Abraham Lincoln delivered a number of speeches, several of which became some of the most formative speeches in U.S. history.

For nearly 100 years, historians believed that no photos existed of Lincoln delivering the Gettysburg Address. But in 1952, National Archives employee Josephine Cobb was examining a crowd shot taken by photographer Mathew Brady at Gettysburg on November 19, 1863. She had the photo enlarged and examined where she thought Lincoln might have been standing in that crowd. And right there, in the middle of the crowd, she identified the out-of-focus—but unmistakable image—of Abraham Lincoln delivering the Gettysburg Address. You can see this rare photo below.

Lincoln was not known as a speaker gifted with a captivating voice or dramatic delivery. Rather, the force

of his speeches came from the words themselves. For example, the Gettysburg Address is just 272 words long, and it took only around three minutes for Lincoln to deliver it. But in this succinct address, Lincoln reminded Americans of the foundation on which the United States was built and on which it still rested. Quite intentionally, he framed his words around the principles of liberty and equality as set forth in the Declaration of Independence.

**CRITICAL VIEWING** Locate Abraham Lincoln in the photograph below. What do you notice about Lincoln's position in the crowd and how it differs from the ways in which the president is protected in public today?



## DOCUMENT ONE

Primary Source: Speech  
The Gettysburg Address, by Abraham Lincoln,  
November 19, 1863

As president, Lincoln used the opportunity of a battle site dedication to appeal to his fellow citizens to take up “unfinished work” of those who had died. He begins by situating his words in time by using the phrase “fourscore and seven” as a way of expressing the number 87. The word *score* means 20, so *fourscore* equals 80. By referring to 87 years ago, Lincoln asks his listeners to remember the American Revolution and the nation’s founding principles of liberty and equality.

### CONSTRUCTED RESPONSES

What did Lincoln mean by “testing whether that nation or any nation so conceived and so dedicated can long endure”?

What action did Lincoln propose as the best way to honor those who had died at Gettysburg?

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war: We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here.

It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather 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 government of the people, by the people, for the people shall not perish from the earth.

## DOCUMENT TWO

Primary Source: Speech  
from Second Inaugural Address, by Abraham Lincoln,  
March 4, 1865

When Lincoln delivered this speech in March 1865, the North was close to victory. Lincoln did not speak of happiness, nor did he gloat about the South’s impending defeat. Instead, he spoke about his sadness over the loss of life during the war. Just over a month later, the president who had saved the Union would be assassinated.

**CONSTRUCTED RESPONSE** What was Lincoln referring to when he called on Americans “to bind up the nation’s wounds”?

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

## SYNTHESIZE & WRITE

- 1. REVIEW** Review what you have learned about the events leading up to Lincoln’s address at Gettysburg and his Second Inaugural Address.
- 2. RECALL** On your own paper, write the main themes that emerge from the Gettysburg Address and this excerpt from Lincoln’s Second Inaugural Address.
- 3. CONSTRUCT** Construct a topic sentence that answers this question: What was President Lincoln’s vision for the United States after the Civil War, and how did he try to persuade Americans to support that vision?
- 4. WRITE** Using evidence from this chapter and the documents, write a persuasive paragraph that supports your topic sentence in Step 3.





## 3.4 Appomattox

Forgiving a sibling or a friend after a fight is hard to do. Generals Grant and Lee had a difficult task in front of them when they met to end the war. Grant wondered: Was it better to forgive former enemies, or punish them further?

**MAIN IDEA** The Civil War ended with the surrender of the Confederacy at a simple ceremony in Virginia.

### SURRENDER AT LAST

By the beginning of 1865, war had nearly completely devastated the South. Sherman continued to march through the Carolinas, burning homes, barns, and crops. Knowing the end was near, Confederate president Jefferson Davis sent his vice president, **Alexander Stephens**, to meet with Lincoln on February 3, 1865. His goal was to negotiate peace and bring the war to an end. Not interested in negotiating, Lincoln demanded that the Confederacy surrender completely. Stephens refused, and the war continued.

Meanwhile, General Lee finally had to abandon his defense of Richmond after the Confederate government fled and Union troops marched in to take over the city. But Lee still had hopes of turning the situation around. He tried to move his forces south in order to join other Confederate forces in North Carolina. Lee's army never reached that goal. Union cavalry surrounded Lee and his troops near the Virginia town of **Appomattox Court House**, halting his progress. Following a brief battle, Lee agreed to surrender.

On April 9, 1865, Lee met Grant in the front room of Wilmer McLean's home in Appomattox Court House. Grant arrived in his muddy field uniform, while Lee wore his full dress uniform. Lee accepted Grant's terms of surrender. All Confederate officers and soldiers were pardoned. They could keep their private property, including their horses, which they would need for spring planting. Confederate officers were also allowed to keep their side arms. Grant made sure that Lee's

men, many of whom were starving, would receive Union rations. Grant told his officers: "The war is over. The Rebels are our countrymen again."

The Confederacy had fought with courage and endured almost unimaginable hardships. But courage was not enough to defeat the resources and manpower of the far more powerful industrial North. The Union prevailed.

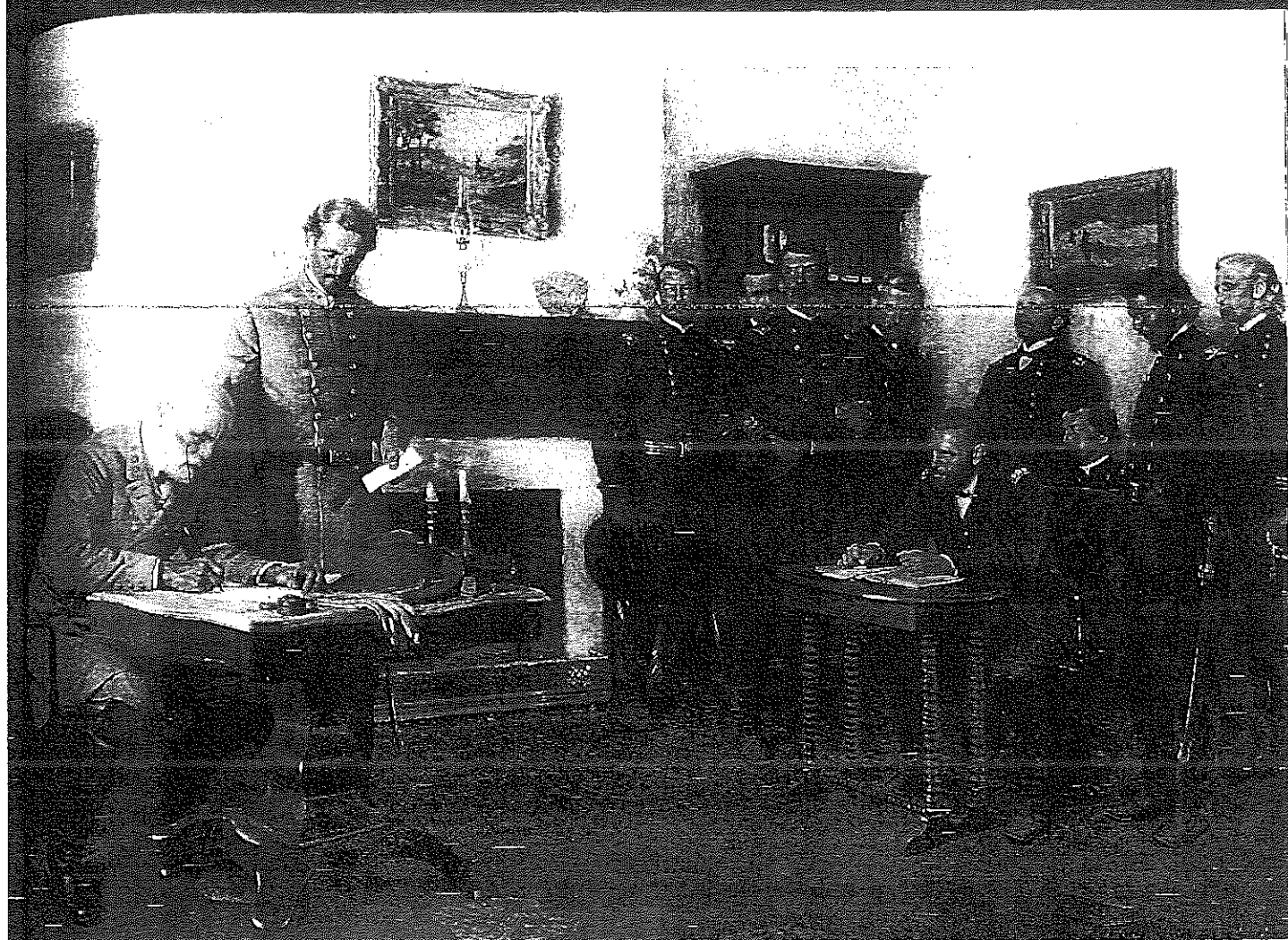
### COSTS OF THE WAR

In dollars and cents, the Union spent more than \$3 billion on the war; the Confederacy spent about \$1 billion. But these amounts of money for military expenditures barely compared to the massive loss of life. Roughly 620,000 men had died: 360,000 Union soldiers and 260,000 Confederate soldiers, the most American lives lost in any conflict to date.

Two out of every three deaths occurred not from battle, but from disease. The most common diseases in army camps were typhoid fever, smallpox, measles, diarrhea, pneumonia, malaria, and tuberculosis. Army surgeons relieved the pain of sick and wounded soldiers by prescribing millions of doses of a highly addictive medication called **morphine**. Morphine worked well to ease wounded soldiers' pain, but many Civil War **veterans**, or people who had served in the military, became addicted to it.

The war had direct economic consequences for American families. The loss of fathers or sons often meant the loss of family breadwinners. Countless wounded veterans were unable to work, and families fell into poverty. Many homes, farms,





**CRITICAL VIEWING** To commemorate the centennial anniversary of the end of the Civil War, the National Geographic Society commissioned Tom Lovell to paint *Surrender at Appomattox*. Lee, dressed in gray, signs the surrender terms while Grant and his officers look on. Their meeting was somber, but friendly. Upon signing, Lee is reported to have said, "This will have a very happy effect on my army." Based on details you notice in the painting, how did Grant treat Lee during the signing?

and businesses, particularly in the South, had been destroyed. Lives, careers, and communities had to be rebuilt.

Even after financial costs were recovered, the emotional toll of such intense loss persisted for generations. The war itself became the subject or backdrop for art and literature. In 1863, Louisa May Alcott published *Hospital Sketches*, a collection of stories crafted from her letters home while she served as a nurse in Washington, D.C., during the war. Thirty-two years later Stephen Crane published *The Red Badge of Courage*, a novel based on the life of Private Henry Fleming. Crane was not yet born when the war broke out, but his novel captured the horrific details of battlefield experiences nonetheless. That Crane's novel still resonated with American readers three decades after the war ended speaks to the profound effect the Civil War had on the country.

## HISTORICAL THINKING

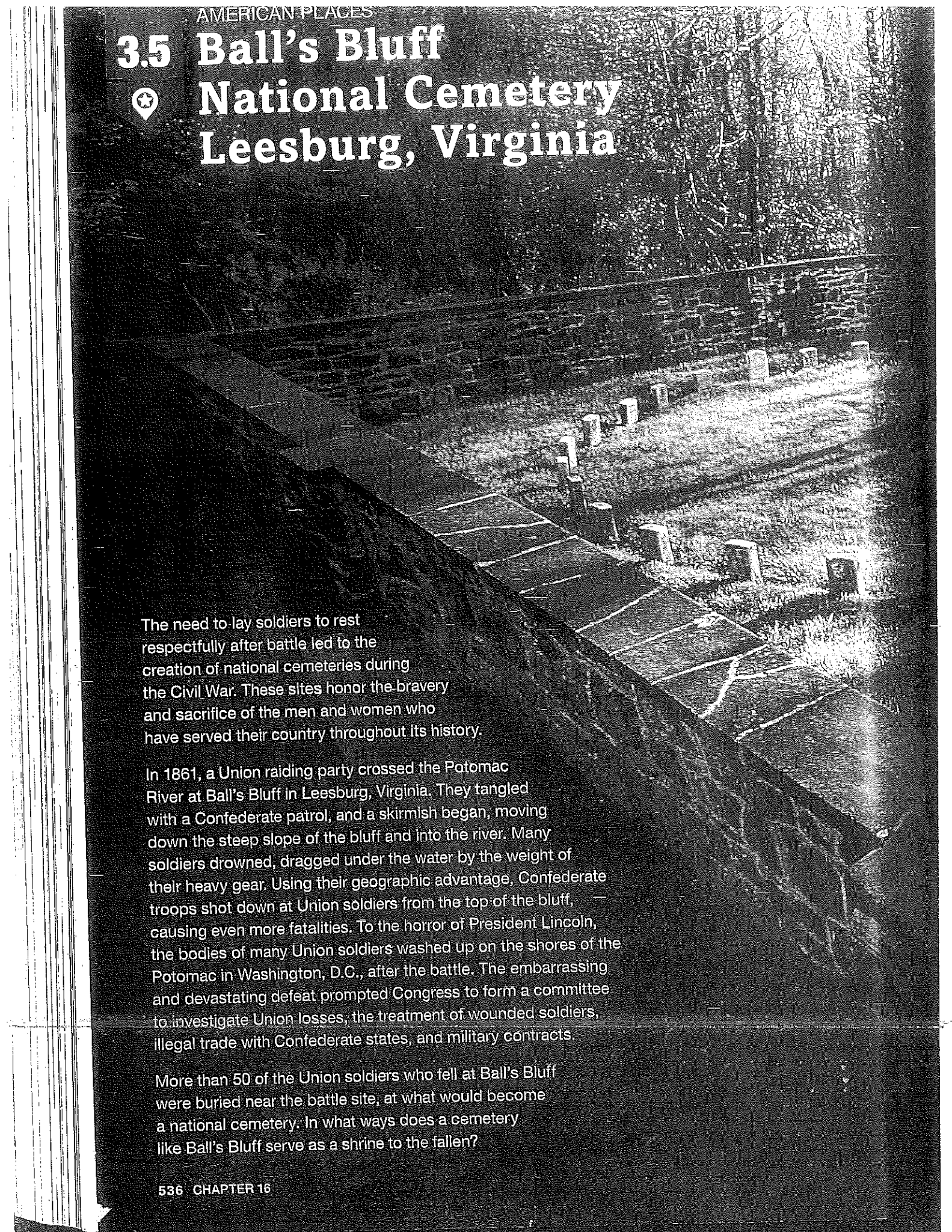
- 1. READING CHECK** What were the terms of surrender that Grant delivered to Lee?
- 2. ANALYZE LANGUAGE USE** What do you think Grant was saying about what it means to be an American when he stated, "The war is over. The Rebels are our countrymen again"?
- 3. FORM AND SUPPORT OPINIONS** Explain whether you think the financial losses or personal losses of the war were greater, and support your opinion with information from the text.

**8.10.5** Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments; **8.10.6** Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox; **8.10.7** Explain how the war affected combatants, civilians, the physical environment, and future warfare.



# 3.5 Ball's Bluff

## 📍 National Cemetery Leesburg, Virginia

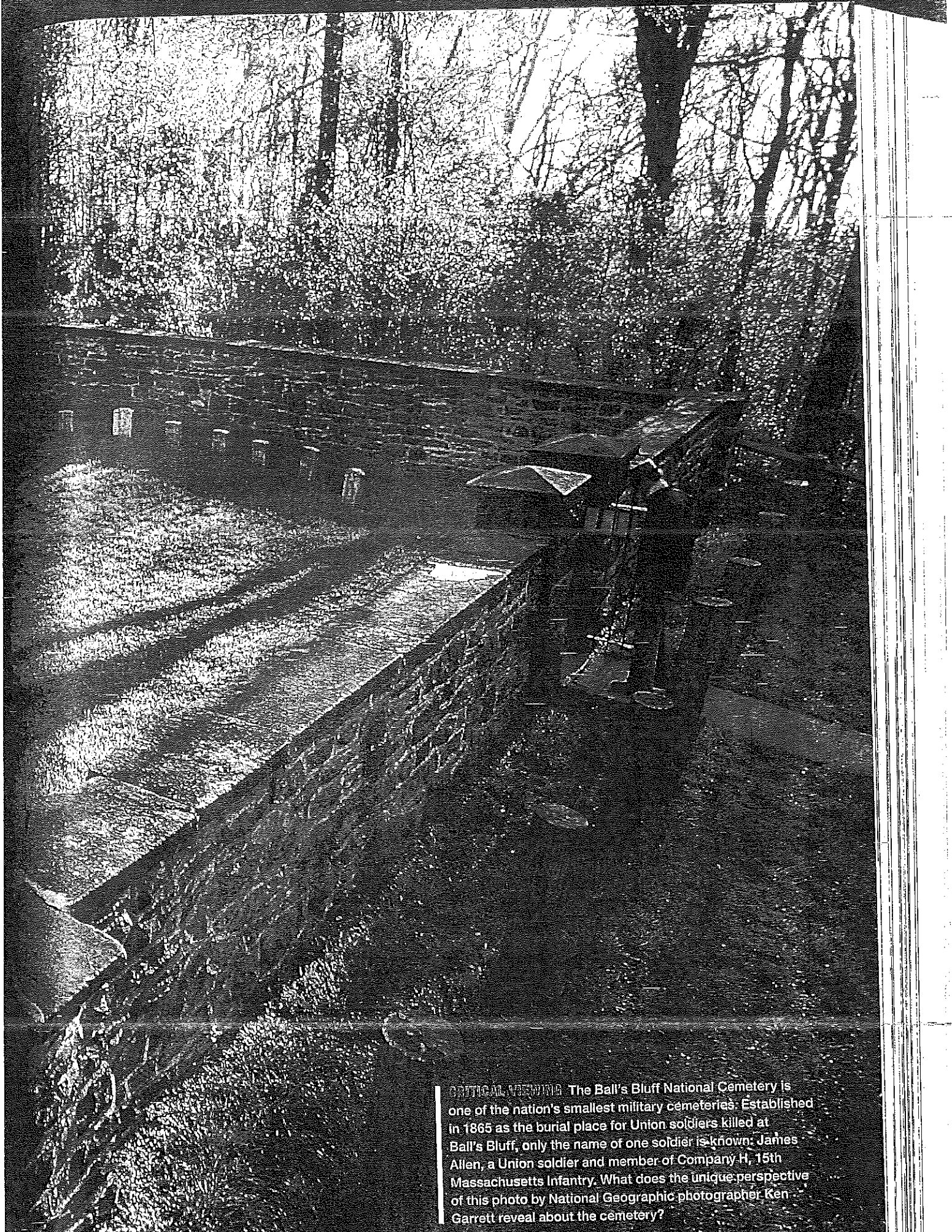


The need to lay soldiers to rest respectfully after battle led to the creation of national cemeteries during the Civil War. These sites honor the bravery and sacrifice of the men and women who have served their country throughout its history.

In 1861, a Union raiding party crossed the Potomac River at Ball's Bluff in Leesburg, Virginia. They tangled with a Confederate patrol, and a skirmish began, moving down the steep slope of the bluff and into the river. Many soldiers drowned, dragged under the water by the weight of their heavy gear. Using their geographic advantage, Confederate troops shot down at Union soldiers from the top of the bluff, causing even more fatalities. To the horror of President Lincoln, the bodies of many Union soldiers washed up on the shores of the Potomac in Washington, D.C., after the battle. The embarrassing and devastating defeat prompted Congress to form a committee to investigate Union losses, the treatment of wounded soldiers, illegal trade with Confederate states, and military contracts.

More than 50 of the Union soldiers who fell at Ball's Bluff were buried near the battle site, at what would become a national cemetery. In what ways does a cemetery like Ball's Bluff serve as a shrine to the fallen?





**CRITICAL VIEWING** The Ball's Bluff National Cemetery is one of the nation's smallest military cemeteries. Established in 1865 as the burial place for Union soldiers killed at Ball's Bluff, only the name of one soldier is known: James Allen, a Union soldier and member of Company H, 15th Massachusetts Infantry. What does the unique perspective of this photo by National Geographic photographer Ken Garrett reveal about the cemetery?

## 4.1 Landmark Amendments and Terrible Loss

The end of slavery was a great moral victory for the nation. But it became a source of rage for some—rage that triggered violence and terrible loss.

**MAIN IDEA** Abraham Lincoln planned to rebuild the South and restore the Union, but others would have to follow through for him.

### SLAVERY IS ABOLISHED

In January 1865, three months before Lee would surrender, Congress passed the **13th Amendment**, which prohibited slavery in the United States. As with all amendments, it was sent to the states for ratification. By December 1865, three-quarters of the states had approved it, and the 13th Amendment was added to the Constitution.

Slavery was over. Georgia, a former Confederate state, provided the final vote needed for ratification. The amendment states, "Neither slavery nor involuntary **servitude** [being enslaved] . . . shall exist within the United States, or any place subject to their **jurisdiction** [the authority to enforce laws within a given area]." The 13th Amendment abolished slavery, but African Americans were not guaranteed full equality under the law until 1868, with the ratification of the **14th Amendment**. African-American men received voting rights when the **15th Amendment** was ratified in 1870.

Outlawing the practice of slavery was a giant step toward equality and justice. However, discrimination and racism did not magically disappear with the passage of the 13th, 14th, and 15th Amendments. African Americans were frequent victims of violence at the hands of whites. With few options for employment, many southern African Americans went back to work on plantations, where they earned poverty-level wages. Further, African Americans could not depend on a legal system that still favored whites.

### LINCOLN'S ASSASSINATION

After the Civil War ended, Lincoln's primary goal was, once again, reuniting the nation. He recognized that integrating newly freed African Americans into society and rebuilding the physical and social structures of the South would be a delicate operation. He planned to implement measures to remedy the injustices of slavery, bring the former Confederate states back into the Union, and rebuild the South.

These plans became known as **Reconstruction**. Lincoln knew he would have to act with careful diplomacy in order to carry out these measures without inflaming already volatile racial and sectional tensions. However, he realized some issues would cause an uproar, no matter the diplomacy used in proposing them. For example, on April 11, 1865, he suggested that some African American men should have the right to vote. As you have read, that right would not be guaranteed for another five years.

Just three days later on April 14, 1865, John Wilkes Booth, an actor and Confederate sympathizer, fatally shot Lincoln at Ford's Theatre in Washington, D.C., as the president watched a play. Audience members rushed the president from Ford's Theatre to the Petersen House, a boarding house across the street. Lincoln never regained consciousness, and he died the next morning. For the first time in U.S. history, a sitting president had been **assassinated**, or murdered for political reasons.






On April 21, Lincoln's funeral train began a somber journey to Springfield, Illinois, where he had lived before becoming president. Thousands of Americans lined the train's route to mourn. Lincoln was buried on May 4, 1865.

Vice President Andrew Johnson succeeded Lincoln as president. Johnson favored Lincoln's Reconstruction policies, but he lacked Lincoln's leadership skills. Also, Republican congressmen distrusted him because he was a former Democrat and former slaveholder.

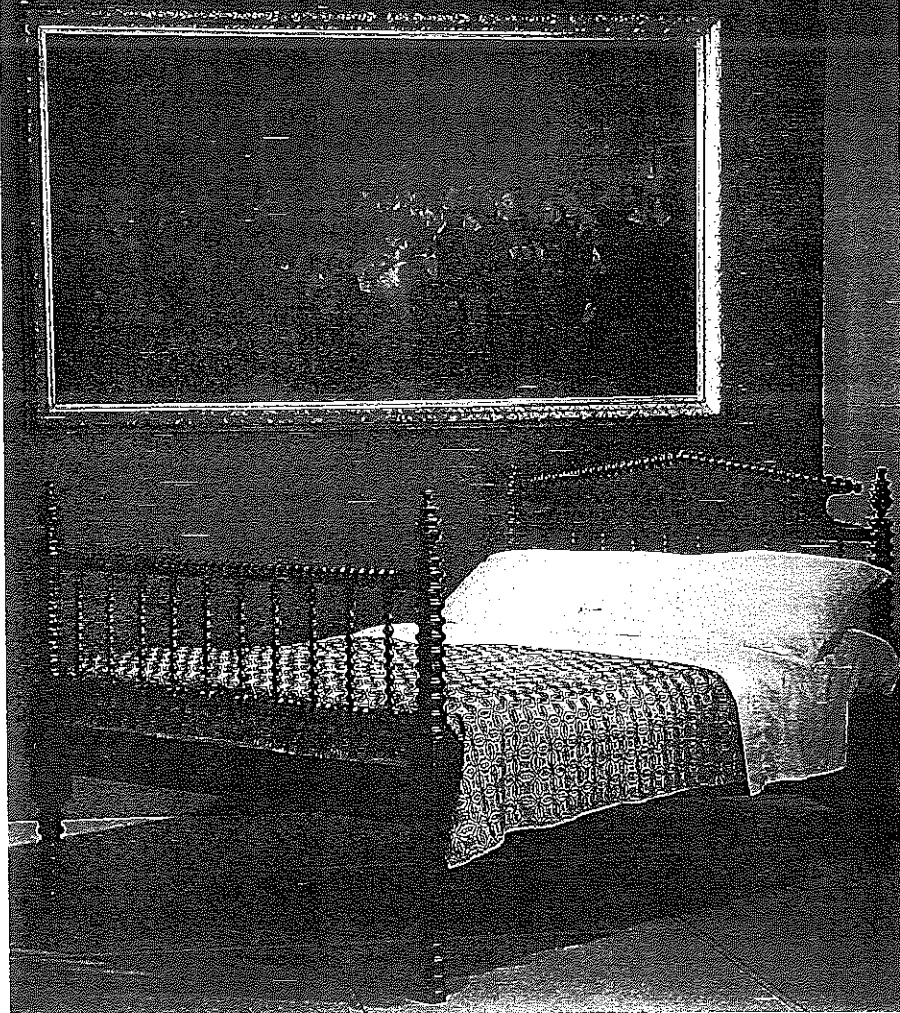
Johnson could not stop Congress from enacting harsh penalties on the southern states. In particular, the Radical Republicans believed the former Confederacy should be punished for secession and war. Their treatment of the South caused long-standing resentment and discontent among many southerners.

Lincoln's steady leadership had brought an end to the Civil War. Following his death, the nation struggled to regain a true sense of unity as it rebuilt without the leader who had saved it. The far-reaching consequences of his loss were yet to be realized. The morning he died, Lincoln's Secretary of War, Edwin M. Stanton, is reported to have said either, "Now he belongs to the ages" or "Now he belongs to the angels." For Americans in 1865, both statements rang true.

 8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare; 8.11.1 List the original aims of Reconstruction and describe its effects on the political and social structures of different regions; 8.11.5 Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

## Chicago History Museum

After Lincoln was shot, he was taken to a small bedroom in the Petersen House and laid in this bed, diagonally, because he was so tall. Today, you can see Lincoln's death bed at the Chicago History Museum. *The Last Hours of Abraham Lincoln*, painted by Alonzo Chappel in 1868, hangs above the bed. It dramatizes Lincoln's last hours, features Mary Todd Lincoln weeping on his chest, and includes many of the people who visited Lincoln before he died.



### HISTORICAL THINKING

1. **READING CHECK** How did Lincoln plan to reunite and heal the nation after the Civil War?
2. **ANALYZE LANGUAGE USE** What do you think is meant by the phrase "or any place subject to their jurisdiction" in the 13th Amendment?
3. **EVALUATE** In what ways did Lincoln's assassination affect Reconstruction and attitudes in the South?



## 4.2 The Legacy of the War

The Civil War was one of the most formative events in American history. Four years of battle and loss resulted in both positive and negative consequences.

**MAIN IDEA** The Civil War left a legacy of unresolved economic and political issues that would have long-lasting effects on the United States.

### REBUILDING THE NATION

Conditions in the North and the South after the Civil War contrasted dramatically. The devastated South struggled to recover from the financial and physical destruction it suffered during the war. Its economy had been based on growing and exporting crops for cash. Invading armies had burned down farms and destroyed crops and fields, and, at least initially, few resources existed to rebuild them. The North's naval blockade of southern exports resulted in plantation owners' financial ruin.

The biggest economic blow, however, was the abolition of slavery and the resulting loss of "free" labor. Southern plantation owners would have to find other ways to profit from agriculture as the South rebuilt.

Although the North had suffered some destruction and hundreds of thousands of **casualties**, or dead or injured men, it emerged from the war more prosperous than ever. The war effort had led to a rapid growth of the North's industrial economy. Manufacturing had expanded because of the need to build products necessary to fight the war, from guns to railroad cars to uniforms and shoes. Many northern business owners grew rich on wartime profits and the industrial boom that followed. Even northern agriculture prospered during and after the war, as the Union's farms began using more farm machinery to grow and harvest crops with fewer farmers in the fields. In fewer than 50 years after the Civil War, the expansion of primarily northern manufacturing, mining, and transportation made the United States the world's leading industrial nation.

### LAND GRANTS AND HOMESTEADS

The Civil War achieved two significant goals: the preservation of the Union and the abolition of slavery. The United States banned slavery later than some other countries. Great Britain had outlawed slavery throughout its empire, including the British West Indies, with the 1833 **Slavery Abolition Act**. In the Western Hemisphere, many South American countries had already abolished slavery as well, though Brazil didn't outlaw the institution until 1888.

Another result of the war was the greatly expanded power and size of the federal government. The balance of power shifted from individual states and regions to Washington, D.C. The federal government was quick to use its power, and one of its goals was to encourage the settlement and development of the West. The government had already begun to put some of its planned programs in motion even before the end of the Civil War.

The **Morrill Act**, signed into law by President Lincoln on July 2, 1862, provided each state with 30,000 acres of federal land grants for each member of its congressional delegation. The land was then sold to the states, and the proceeds were used to fund public colleges that focused on agriculture and the mechanical arts. These land grants funded 69 colleges, including Cornell University, the Massachusetts Institute of Technology, and the University of Wisconsin at Madison.



8.7.2 Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey); 8.10.4 Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his 'House Divided' speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).

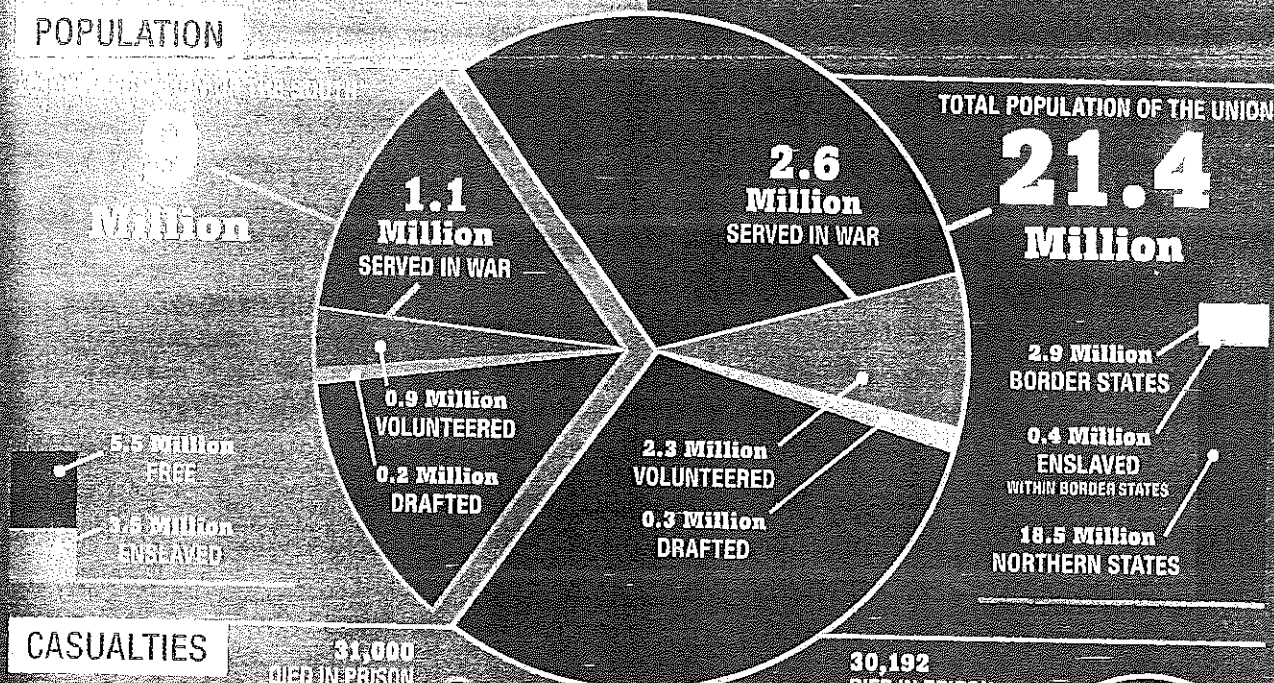
# CONFEDERACY

VS

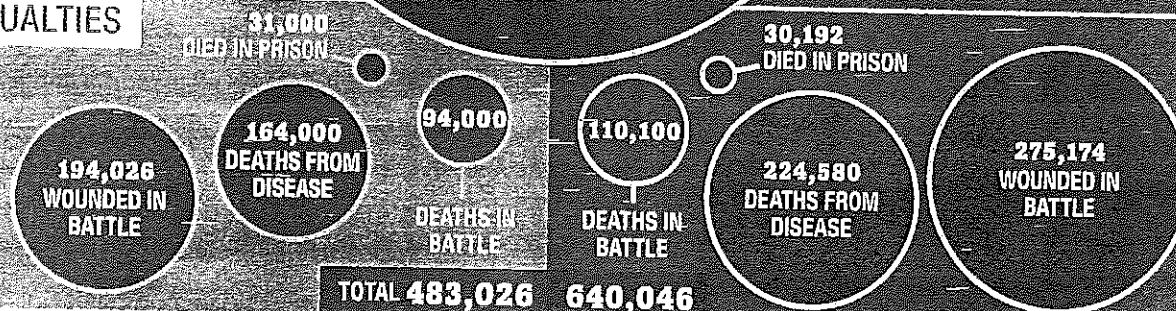
# UNION

Sources:  
National Park Service;  
U.S. Census Bureau;  
Congressional Research  
Service

## POPULATION



## CASUALTIES



## COST



The **Homestead Act**, signed into law on May 20, 1862, set in motion a program of public land grants to small farmers. It provided that any adult citizen who headed a family could qualify for a grant of 160 acres of public land by paying a small registration fee and living on the land continuously for five years.

The main task of the country's political leaders, however, was, in Lincoln's words, "to bind up the nation's wounds." Many years would pass before the nation would recover politically, economically, and socially. This struggle would be especially difficult for the South.

## HISTORICAL THINKING

1. **READING CHECK** What were the major economic and political impacts of the Civil War on American life?
2. **COMPARE AND CONTRAST** How did the aftermath of the Civil War affect the southern agricultural economy and northern industrial economy differently?
3. **SYNTHESIZE** Consider how land grants affected education and farming. Then use the Financial Literacy handbook to conduct a cost-benefit analysis of one of the land grants.

8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare; 8.12.3 Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies; HI 6 Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.