

The Civil War

1861–1865

- 1 The Conflict Takes Shape
- 2 No Easy Victory
- 3 A Promise of Freedom
- 4 Hardships of War
- 5 The War Ends



The Battle of Bull Run

1861

The first major battle of the war takes place at Bull Run on July 21.

1862

Union gunboats capture New Orleans and Memphis.

1863

The Battle of Gettysburg ends the Confederate drive into the North.

AMERICAN EVENTS

Presidential Terms:

Abraham Lincoln 1861–1865

1861

1862

1863

WORLD EVENTS



▲ 1861

The Russian czar frees the serfs.

▲ 1862

Great Britain refuses to recognize the Confederacy.

Choosing Sides

In April 1861, eight slave states were still in the Union. These states would have to decide whether to remain in the Union or join the Confederacy.



The Emancipation Proclamation



The surrender at Appomattox Court House

1863

Abraham Lincoln issues the Emancipation Proclamation.

1864

General Grant becomes commander of the Union Army.

1865

General Lee surrenders at Appomattox Court House.

1863

▲ 1863
The first Red Cross societies are established in Europe.

1864

▲ 1864
Archduke Maximilian of Austria becomes emperor of Mexico.

1865

1 The Conflict Takes Shape

BEFORE YOU READ

Reading Focus

- What issues divided the nation when the war began?
- What were the primary strengths and weaknesses of the North and the South at the beginning of the war?
- Who were the leaders of each side in the war?

Key Terms

border state
martial law

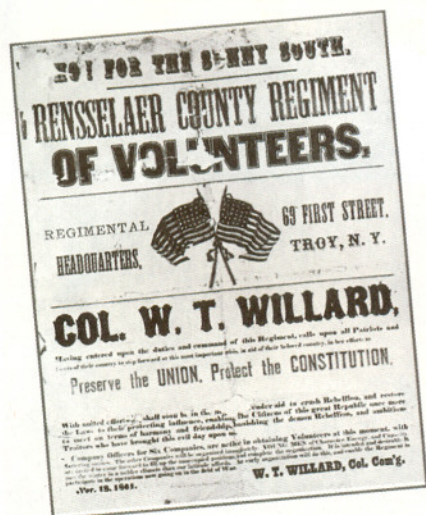
Taking Notes

Copy the table below. As you read the section, fill in the table with the strengths of the North and the South at the start of the war and their reasons for fighting. Add as many entries as you need.

NORTH	SOUTH
Strengths	Strengths
•	•
•	•
Reasons for fighting	Reasons for fighting
•	•
•	•



Main Idea Although both sides believed that their cause was just, the North had important advantages at the start of the war.



AS YOU READ

A poster calling for volunteers

Draw Inferences Why would volunteers be eager to enlist?

Setting the Scene

President Abraham Lincoln called for 75,000 volunteers to serve as soldiers in a campaign against the South. The term of enlistment was only 90 days—most northerners believed that the war would be over quickly. In the words of one confident Union supporter, “We shall crush out this rebellion as an elephant would trample on a mouse.”

Southerners were just as convinced that a Confederate victory would be quick. A Confederate in North Carolina predicted, “Just throw three or four [bomb]shells among those blue-bellied Yankees and they’ll scatter like sheep.”

With flags held high, both northerners and southerners marched off to war. Most felt certain that a single, gallant battle would bring a quick end to the conflict. Few suspected that the Civil War would last four terrible years. By the time the fighting was over, every part of American society would be affected by the Civil War.

A Nation Divided

When the war began, each side was convinced that its cause was just. Southerners believed that they had the right to leave the Union. In fact, they called the conflict the War for Southern Independence. Southerners wanted independence so that they could keep their traditional way of life—including the institution of slavery.

Northerners, meanwhile, believed that they had to fight to save the Union. At the outset of the war, abolishing slavery was not an official goal of the North. In fact, many northerners, guided by feelings of racism, approved of slavery. Racism is the belief that one race is by nature superior to another.

In April 1861, eight slave states were still in the Union. As the war began, they had to make the difficult decision of which side to join. Their decision would greatly affect the outcome of the war. These states had more than half of the South’s population and food

crops. In addition, many of the South's factories were in these states.

Four of these states—Virginia,* North Carolina, Tennessee, and Arkansas—quickly joined the Confederacy. However, after some wavering between the North and South, the four **border states**—Kentucky, Missouri, Maryland, and Delaware—decided to remain in the Union. Maryland was especially critical to the Union cause since it bordered the nation's capital at Washington, D.C.

Still, there were some citizens of the border states who supported the South. In April 1861, pro-Confederate mobs attacked Union troops in Baltimore, Maryland. In response, President Lincoln declared **martial law**, or rule by the army instead of the elected government. Many people who sided with the South were arrested.

Strengths and Weaknesses

Both sides in the conflict had strengths and weaknesses as the war began. The South had the strong advantage of fighting a defensive war. "We seek no conquest," said Confederate President Jefferson Davis. "All we ask is to be let alone." If the North did not move its forces into the South, the Confederacy would remain a separate country.

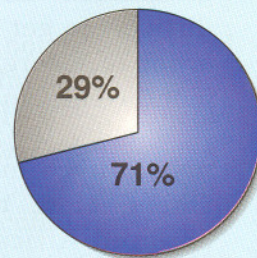
The South White southerners believed that they were fighting a war for independence, similar to the American Revolution. Defending their homeland and their way of life gave them a strong reason to fight. "Our men must prevail in combat," one Confederate said, "or they will lose their property, country, freedom—in short, everything."

Confederate soldiers also enjoyed an advantage because they knew the southern countryside better. Friendly civilians often guided soldiers along obscure roads that did not appear on maps. Much of the South was wooded, too. Confederate forces used the woods for cover as they defended themselves against invading Union troops.

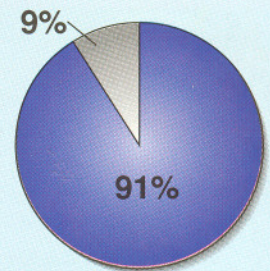
The South, however, had serious economic weaknesses. It had few factories to produce weapons and other vital supplies. It also had few railroads to move troops and supplies. The railroads that it did have often did not connect to one another. Tracks simply ran between two points and then stopped.

*In western Virginia, where there were few slave owners, many people supported the Union. When Virginia seceded, westerners formed their own government. West Virginia became a state of the Union in 1863.

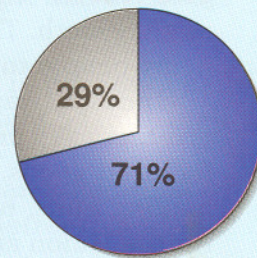
Resources of the North and South, 1861



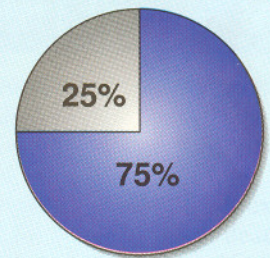
Total Population



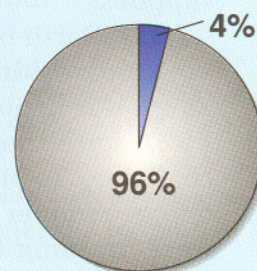
Factory Production



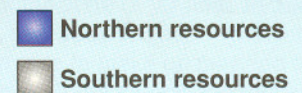
Railroad Mileage



Farmland



Cotton Production



Source: *The Times Atlas of World History*

CHART Skills

As the Civil War began, the North had a number of economic advantages over the South.

- 1. Comprehension** (a) How much farmland did each side have? (b) What percentage of the nation's factories did the South have?
- 2. Critical Thinking Making Predictions** (a) Which side had more railroad track? (b) How would this affect the war?

Economics

The South also had political problems. The Confederate constitution favored states' rights and limited the authority of the central government. As a result, the Confederate government often found it difficult to get things done. On one occasion, for example, the governor of Georgia insisted that only Georgian officers should command Georgian troops.

Finally, the South had a small population. Only about 9 million people lived in the Confederacy, compared with 22 million in the Union. More than one third of the southern population were enslaved African Americans. As a result, the South did not have enough people to serve as soldiers and to support the war effort.

The North The North had almost four times as many free citizens as the South. Thus, it had a large source of volunteers. It also had many people to grow food and to work in factories making supplies.

Industry was the North's greatest resource. Before the war, northern factories produced more than 90 percent of the nation's manufactured goods. Once the war began, these factories quickly began making guns, bullets, cannons, boots, uniforms, and other supplies for the Union army. In addition, the North had more than 70 percent of the nation's rail lines, which it used to transport both troops and supplies.

The North benefited from a strong navy and a large fleet of trading ships. With few warships and only a small merchant fleet, the South was unable to compete with the North at sea.

Despite these advantages, the North faced a difficult military challenge. To bring the South back into the Union, northern soldiers had to conquer a huge area. Instead of defending their homes, they were invading unfamiliar land. As Union armies marched into the South, their lines of supply would be much longer than those of the Confederates and thus more open to attack.

The War's Leaders

Leadership was a crucial factor in the Civil War. President Jefferson Davis of the Confederacy, President Abraham Lincoln of the Union, and military leaders on both sides played key roles in determining the war's outcome.

President Jefferson Davis Many people thought that Davis was a stronger leader than Lincoln. Davis's experience prepared him for the position. However, he did not want it. As one observer stated:

“Mr. Davis's military instincts still predominate, and his eager wish was to have joined the army instead of being elected President.”

—Arthur James Freemantle, from *The Freemantle Diary*

Davis had attended the United States Military Academy at West Point. He had served as an officer in the Mexican War. Later, he served as Secretary of War under President Franklin Pierce. Furthermore, Davis was widely respected for his honesty and courage.

Davis, however, did not like to turn over to others the details of military planning. As a result, he spent much time worrying about small matters and arguing with his advisers.

President Abraham Lincoln At first, some northerners had doubts about Abraham Lincoln's ability to lead. He did not have much experience in national politics or military matters. However, Lincoln proved to be a patient but strong leader and a fine war planner.

Day by day, Lincoln gained the respect of those around him. Many liked his sense of humor. They noted that Lincoln even accepted criticism with a smile. When Secretary of War Edwin Stanton called Lincoln a fool, Lincoln commented, "Did Stanton say I was a fool? Then I must be one, for Stanton is generally right and he always says what he means."

Military Leaders As the war began, army officers in the South had to decide whether to stay in the Union army and fight against their home states, or join the Confederate forces.

Robert E. Lee of Virginia faced this dilemma when Lincoln asked him to command the Union army. He explains in a letter to a friend:

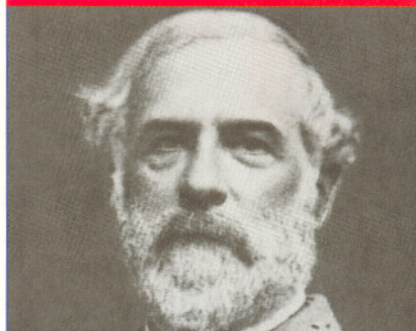
“If Virginia stands by the old Union, so will I. But if she secedes . . . , then I will still follow my native State with my sword and, if need be, with my life.”

—Robert E. Lee, quoted in Carl Sandburg, *Abraham Lincoln*

Virginia did secede and Lee refused Lincoln's offer. Later, Lee became commander of the Confederate army.

Many of the army's best officers served the Confederacy. As a result, President Lincoln had trouble finding generals to match those of the South.

An American Profile



Robert E. Lee 1807–1870

Robert E. Lee came from a distinguished Virginia family. After graduating with honors from West Point, he served in the Army Corps of Engineers. During the Mexican War, his superior officer described him as "the very best soldier I ever saw in the field." Despite that, Lee hated the horror of war.

When the Civil War broke out, Lee was torn between the Union and his home state of Virginia. In the end, he chose Virginia. "I have not been able to make up my mind to raise my hand against my relatives, my children, my home," he said.

Why did Lee choose to side with the Confederacy?

AFTER
YOU
READ

Section 1 Assessment

Recall

1. **Identify** Explain the significance of (a) Abraham Lincoln, (b) Jefferson Davis, (c) Robert E. Lee.
2. **Define** (a) border state, (b) martial law.

Comprehension

3. What were the goals of each side as the war began?
4. Describe two advantages that the North had over the South at the start of the Civil War.
5. Describe one strength and one weakness of (a) President Abraham Lincoln, (b) President Jefferson Davis.

Critical Thinking and Writing

6. **Exploring the Main Idea** Review the Main Idea statement at the beginning of this section. Then, list five statements from the section that support the main idea.
7. **Making Decisions** Imagine that you are an army officer from the South at the beginning of the war. Would you side with the Union or with the Confederacy? Give at least two reasons for your decision.

ACTIVITY

Analyzing a Chart

Study the chart on page 487. Then, use the information on the chart to write a report analyzing the strengths and weaknesses of each side at the start of the Civil War. Based on your analysis, which side do you think will win the war? Explain.

2 No Easy Victory

BEFORE
YOU
READ

Reading Focus

- What strategies did each side adopt to win the war?
- How did early encounters dispel hopes for a quick end to the war?
- What victories did the Confederates achieve?
- What victories did the Union achieve?

Key Terms

Battle of Bull Run
Virginia
Monitor
Battle of Antietam
Battle of Fredericksburg
Battle of Chancellorsville
Battle of Shiloh

Taking Notes

As you read, prepare an outline of the section. Use roman numerals to indicate major headings, capital letters for subheadings, and numbers for supporting details. The sample below will help you get started.

I. Strategies for Victory
A. Union plans
1.
2.
3.
B. Confederate plans
1.
2.
II. Early Encounters



Main Idea Despite hopes for a quick victory, both northerners and southerners soon learned that they were in for a long, difficult struggle.



AS YOU
READ

Bullet caught in a shoulder plate

Predict What effect would improved weapons have on the war?

Setting the Scene

At first, the armies of the North and the South marched proudly off to war. Each side expected a quick and painless victory. The reality of war soon shattered this expectation. Over and over, soldiers wrote home describing the awful face of battle:

“ I never saw so many broken down and exhausted men in all my life. I was sick as a horse, and as wet with blood and sweat as I could be. . . . Our tongues were parched and cracked for water, and our faces blackened with powder and smoke. ”

—quoted by Shelby Foote in *The Civil War: A Narrative*

It soon became clear that there would be no quick end to the struggle. Both sides began to dig in for a long, difficult war.

Strategies for Victory

The North and South had different strategies for victory. The Union planned an aggressive campaign against the South. The South, meanwhile, planned to hold tight until the North lost the will to fight.

Union Plans First, the Union planned to use its navy to blockade southern ports. This would cut off the South's supply of manufactured goods from Europe.

In the East, Union generals aimed to seize Richmond, Virginia, the Confederate capital. They thought that they might end the war quickly by capturing the Confederate government.

In the West, the Union planned to seize control of the Mississippi River. This would prevent the South from using the river to supply its troops. It would also separate Arkansas, Texas, and Louisiana from the rest of the Confederacy.

Confederate Plans The South's strategy was simpler: The Confederate army would fight a defensive war until northerners tired of fighting. If the war became unpopular in the North, President Lincoln would have to stop the war and recognize the South's independence.

The Confederacy counted on European money and supplies to help fight the war. Southern cotton was important to the textile mills of England and other countries. Southerners were confident that Europeans would recognize the Confederacy as an independent nation and continue to buy southern cotton for their factories.

Early Encounters

“Forward to Richmond! Forward to Richmond!” Every day for more than a month, the influential *New York Tribune* blazed this war cry across its front page. At last, responding to popular pressure, President Lincoln ordered an attack.

Battle of Bull Run On July 21, 1861, Union troops set out from Washington, D.C., for Richmond, about 100 miles away. Hundreds of Washingtonians, in a festive mood, rode out along with them to watch the battle.

The Union troops had not gone far when they met up with Confederate soldiers. A battle quickly followed. It took place near a small Virginia stream known as Bull Run.

At first, Union forces succeeded in breaking up Confederate battle lines. “The war is over!” yelled some soldiers from Massachusetts. But General Thomas Jackson rallied the Virginia troops on a nearby hill. “Look!” cried a Confederate officer to his men, “There is Jackson standing like a stone wall! Rally behind the Virginians!” From that day on, the general was known as “Stonewall” Jackson.

In the end, it was the Union troops who panicked and ran. “Off they went,” reported one observer, “across fields, toward the woods, anywhere, everywhere, to escape.” For most of the soldiers, the retreat did not stop until they reached Washington, D.C.

The **Battle of Bull Run** showed both the Union and the Confederacy that their soldiers needed training. It also showed that the war would be long and bloody.

Caution, Delay, and Retreat After the shocking disaster at Bull Run, President Lincoln appointed General George McClellan as commander of the Union army of the East, known as the Army of the Potomac. McClellan, a superb organizer, transformed inexperienced recruits into an army of trained soldiers prepared for battle.

GEOGRAPHY Skills

Early in the war, Union armies were unsuccessful in their attempts to capture Richmond, the Confederate capital.

- 1. Location** On the map, locate (a) Washington, D.C., (b) Richmond, (c) Bull Run, (d) Chancellorsville.
- 2. Movement** Describe the route that General McClellan took when he tried to capture Richmond in 1862.
- 3. Critical Thinking Making Decisions** Do you think that the Confederacy made a wise decision in locating its capital at Richmond? Explain.

The Civil War in the East



McClellan, however, was very cautious. He delayed leading his troops into battle. Newspapers reported “all quiet along the Potomac” so often that the phrase became a national joke. Finally, President Lincoln lost patience. “If General McClellan does not want to use the army,” the President snapped, “I would like to borrow it.”

At last, in March 1862, McClellan and most of his troops left Washington and sailed down the Potomac River. After landing south of Richmond, McClellan began inching slowly toward the Confederate capital.

Learning of the Union approach, General Robert E. Lee launched a series of counterattacks. At the same time, Lee sent General Stonewall Jackson north to threaten Washington. As a result, Lincoln was prevented from sending the rest of the Union army to help McClellan. Cautious as usual, McClellan abandoned the attack and retreated.



Draw Inferences Before you read this section, think about why the Union wanted to blockade southern ports. Then, read to find the reason.

Naval Action Early in the war, Union ships blockaded southern ports. At first, some small, fast ships slipped through the blockade. These “blockade runners” brought everything from matches to guns to the Confederacy.

In time, however, the blockade became more effective. Trade through southern ports dropped by more than 90 percent. The South desperately needed a way to break the Union blockade. One method it tried was the ironclad ship.

Confederates took over an abandoned Union warship, the USS *Merrimack*. They covered it with iron plates and renamed it the *Virginia*. On its first day out in March 1862, the *Virginia* destroyed two Union ships and drove three more aground. Union cannonballs bounced harmlessly off the *Virginia*’s metal skin.

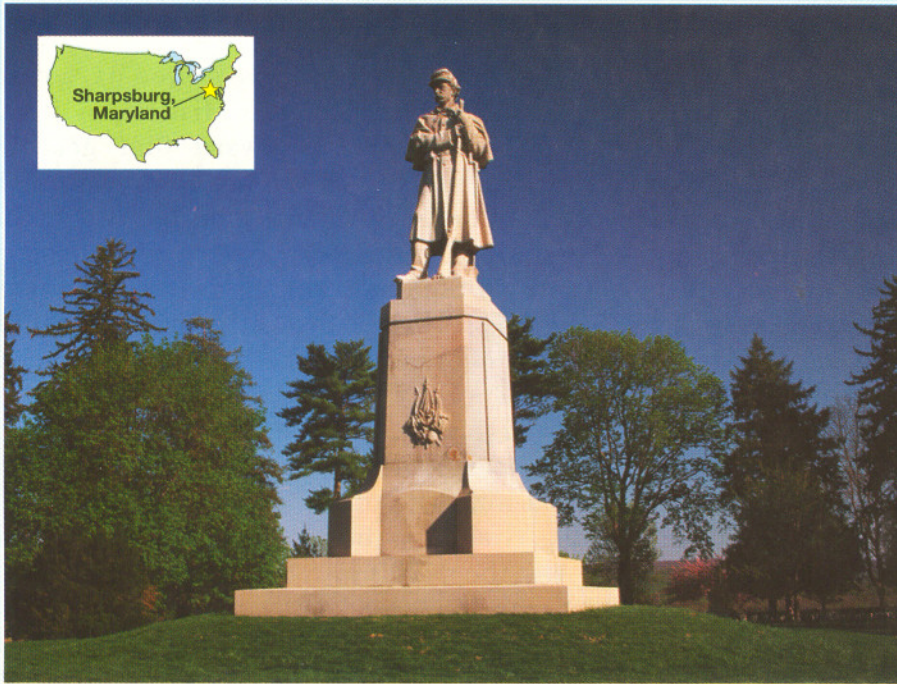
The Union countered with its own ironclad, the *Monitor*. The two ships clashed in the waters off Hampton Roads, Virginia. Despite an exhausting battle, neither vessel seriously damaged the other, and both withdrew. Two months later Confederates had to sink the *Virginia* when the Union captured Norfolk. The Union eventually built more than 50 ironclads.

Ironclad ships changed naval warfare. However, the South was never again able to mount a serious attack against the Union navy. The Union blockade held throughout the war.

Antietam In September 1862, General Lee took the offensive and marched his troops north into Maryland. He believed that a southern victory on northern soil would be a great blow to northern morale.

Luck was against Lee, however. At an abandoned Confederate campsite, a Union officer found a copy of Lee’s battle plan. It was wrapped around three cigars, left behind by a careless general. General McClellan was overjoyed to have the information. “If I cannot whip ‘Bobbie Lee,’ I will be willing to go home,” he boasted.

However, McClellan was slow to act. Finally, after a few days, he attacked Lee’s main force at Antietam (an TEE tuhm) on September 17. In the day-long battle that followed, more than 23,000 Union and Confederate soldiers were killed or wounded.



Antietam National Battlefield

On September 17, 1862, Union and Confederate troops faced one another at Antietam Creek near Sharpsburg, Maryland.

Today, 103 monuments at Antietam honor those who fought there. Most of the monuments were built by Civil War veterans. The barrels of 500 cannons, which were used in the Civil War, are on the battlefield. These mark the location of artillery during the battle.



Take It to the NET

Virtual Field Trip For an interactive look at the Antietam battle site, visit *The American Nation* section of www.phschool.com.

On the night of September 18, Lee ordered his troops to slip back into Virginia. The Confederates breathed a sigh of relief when they saw that McClellan was not pursuing them.

Neither side was a clear winner at the **Battle of Antietam**. The North was able to claim victory, though, because Lee had ordered his forces to withdraw. As a result, northern morale increased. Still, President Lincoln was keenly disappointed. General McClellan had failed to follow up his victory by pursuing the Confederates. In November, Lincoln appointed General Ambrose Burnside to replace McClellan as commander of the Army of the Potomac.

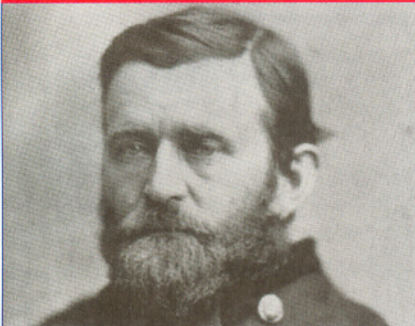
Confederate Victories in the East

Two stunning victories for the Confederacy came in late 1862 and 1863. In December 1862, Union forces set out once again toward Richmond.

Meeting Burnside's army outside Fredericksburg, Virginia, Lee's forces dug into the crest of a hill. There, in a strong defensive position, Confederate guns mowed down wave after wave of charging Union troops. The **Battle of Fredericksburg** was one of the Union's worst defeats. (See page 495.)

Half a year later, in May 1863, Lee, aided by Stonewall Jackson, again outmaneuvered Union forces. The **Battle of Chancellorsville** took place on thickly wooded ground near Chancellorsville, Virginia. Lee and Jackson defeated the Union troops in three days. Victory came at a high price for the South, however. During the battle, nervous

An American Profile



Ulysses S. Grant 1822–1885

General Ulysses S. Grant's troops had the Confederates surrounded at Fort Donelson. Confederate General Simon Bolivar Buckner wanted to discuss terms of surrender.

Grant's response was to the point: "No terms except an unconditional and immediate surrender can be accepted." Buckner immediately surrendered the fort. Grant's victory caused great celebration in the North. It also earned him the nickname "Unconditional Surrender" Grant.

What characteristics did Grant reveal by his actions at Fort Donelson?

Confederate sentries fired at what they thought was an approaching Union soldier. The "Union soldier" was General Stonewall Jackson. Several days later, Jackson died as a result of his injuries.

Union Victories in the West

In the West, Union forces met with better success. As you have read, the Union strategy was to seize control of the Mississippi River. General Ulysses S. Grant began moving toward that goal. In February 1862, Grant attacked and captured Fort Henry and Fort Donelson in Tennessee. These Confederate forts guarded two important tributaries of the Mississippi.

Grant now pushed south to Shiloh, a village on the Tennessee River. There, on April 6, he was surprised by Confederate forces. By the end of the day, the Confederates had driven the Union troops back toward the river.

Grant now showed the toughness and determination that would enable him to win many battles in the future. That night, one of Grant's soldiers approached him. The officer thought Union forces should retreat. But, seeing Grant's stubborn face, the officer only said, "Well, Grant, we've had the devil's own day, haven't we?"

"Yes," Grant replied. "Lick 'em tomorrow, though."

And they did. With the aid of reinforcements, Grant beat back the Confederates and won the **Battle of Shiloh**. It was, however, one of the bloodiest encounters of the Civil War.

While Grant was fighting at Shiloh, the Union navy moved to gain control of the Mississippi River. In April 1862, Union gunboats captured New Orleans. Other ships seized Memphis, Tennessee. By capturing these two cities, the Union controlled both ends of the Mississippi. The South could no longer use the river as a supply line.

**AFTER
YOU
READ**

Section 2 Assessment

Recall

1. **Identify** Explain the significance of (a) Stonewall Jackson, (b) Battle of Bull Run, (c) George McClellan, (d) *Virginia*, (e) *Monitor*, (f) Battle of Antietam, (g) Battle of Fredericksburg, (h) Battle of Chancellorsville, (i) Ulysses S. Grant, (j) Battle of Shiloh.

Comprehension

2. Describe (a) the North's three-part plan for defeating the South, (b) the South's plan to defeat the North.
3. What did both sides learn from the Battle of Bull Run?

4. Why was the Confederate victory at Fredericksburg critical?
5. How did Union victories at New Orleans and Memphis affect the South?

Critical Thinking and Writing

6. **Exploring the Main Idea** Review the Main Idea statement at the beginning of this section. Make a list of five events and their results during the first two years of the war.
7. **Analyzing Ideas** Analyze the meaning of this statement: "The South could win the war by not losing, but the North could win only by winning."

ACTIVITY

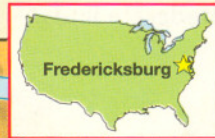
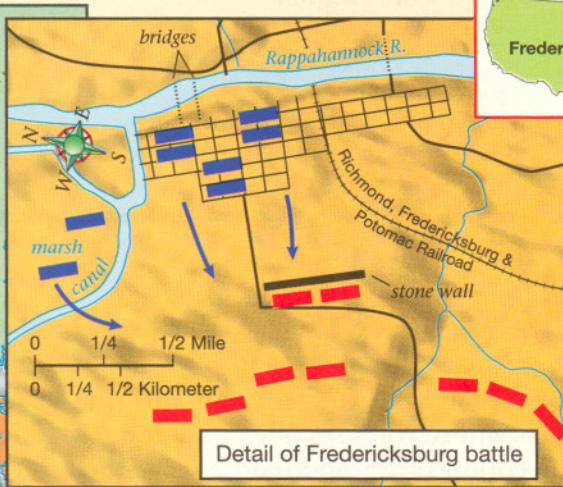


Take It to the NET
Connecting to Today

Both the Union and Confederate navies developed ironclad ships during the Civil War. Use the Internet to research technological advances in modern naval vessels. Prepare an oral class presentation including pictures. Visit *The American Nation* section of www.phschool.com for help in completing the activity.

The Battle of Fredericksburg

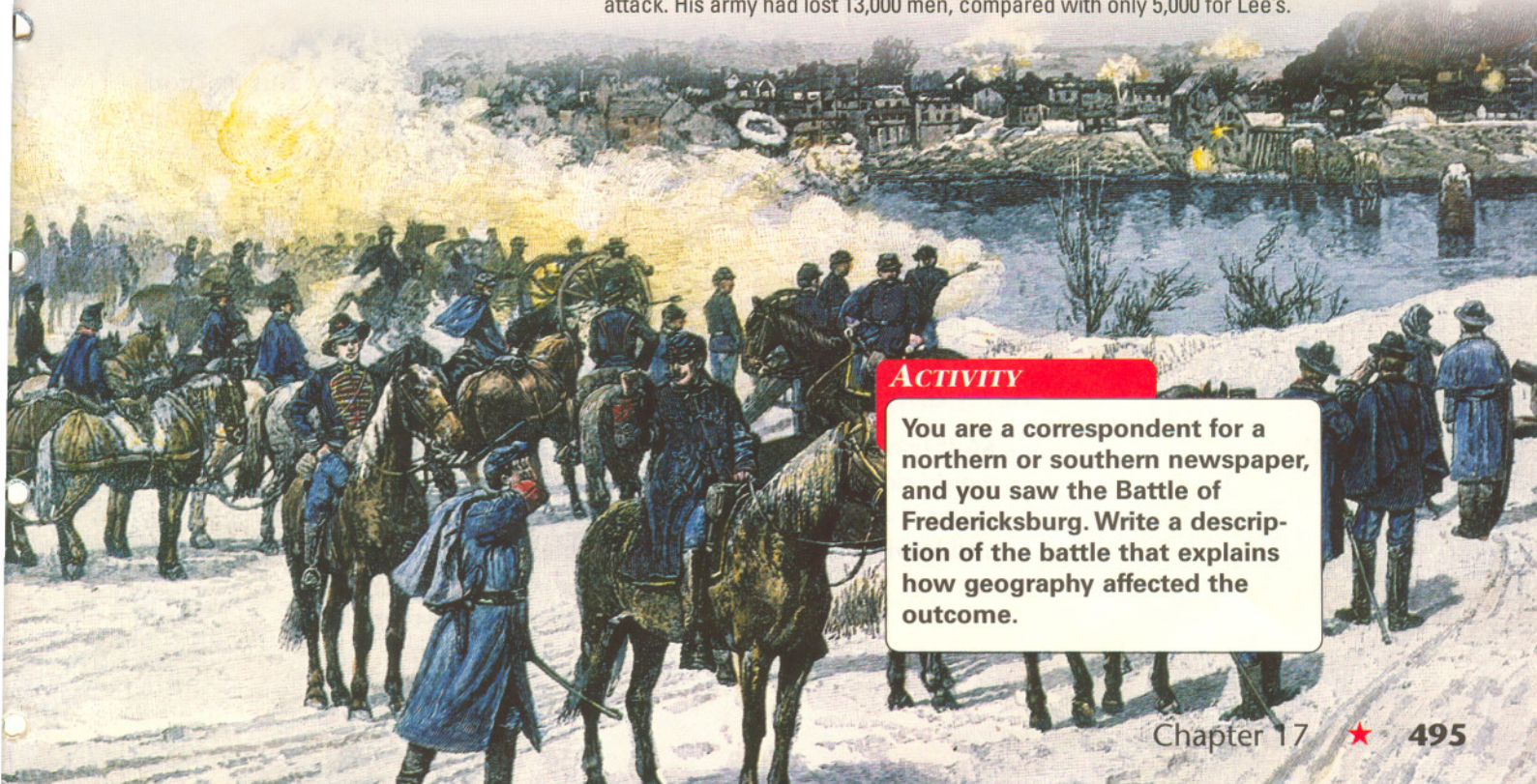
Fredericksburg, Virginia, was located between Washington, D.C., and Richmond, the Confederate capital. Taking Fredericksburg was a step toward capturing Richmond.



In the fall of 1862, General Ambrose Burnside began moving his Union army toward Fredericksburg. They were stopped by the Rappahannock River. While the Union troops waited for engineers to bridge the river, General Robert E. Lee's Confederate forces occupied the city and the high ground behind it. They took up a strong position, overlooking a large, open field.

At last, Union bridge builders set to work, but Confederate snipers peppered them with gunfire. Finally, though, the Union army got across the river and, on December 13, launched an attack. The terrain was against them. Some troops had to cross 400 yards of open ground in the face of withering fire. Others, running into a canal and a marsh, were forced to attack the Confederate line at its strongest point—the top of a hill.

The battle was a disaster for the Union army. For hours, soldiers marched up the hill only to be mowed down by gunfire. Finally, Burnside halted the attack. His army had lost 13,000 men, compared with only 5,000 for Lee's.



ACTIVITY

You are a correspondent for a northern or southern newspaper, and you saw the Battle of Fredericksburg. Write a description of the battle that explains how geography affected the outcome.

3 A Promise of Freedom

BEFORE YOU READ

Reading Focus

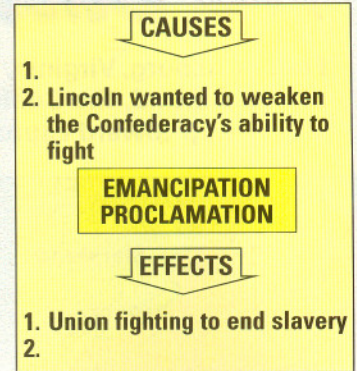
- What was Lincoln’s primary goal in the war?
- What were the effects of the Emancipation Proclamation?
- How did African Americans contribute to the war effort both in the Union army and behind Confederate lines?

Key Terms

- emancipate
- Emancipation Proclamation
- 54th Massachusetts Regiment
- Fort Wagner

Taking Notes

Copy the chart. As you read, complete the chart to show the causes and effects of the Emancipation Proclamation. Add as many entries as you need.



Main Idea By issuing the Emancipation Proclamation, Lincoln expanded the goals of the war to include the ending of slavery.



Setting the Scene John Finnelly heard the news first thing in the morning: Ten slaves had run off the night before. Finnelly, a twelve-year-old slave on a plantation in Alabama, had a pretty good idea where the escapees had gone. Most certainly, they had headed for Union troops camped a few miles to the north—and freedom.

Finnelly, too, began to “think and think ‘bout gittin’ freedom.” At last, with a mixture of hope and fear, he decided to make the break:

“ I makes up my mind to go and I leaves with a chunk of meat and cornbread . . . half skeert to death. I sure have my eyes open and my ears forward, watchin’ for the [Confederate slave patrols]. I step off the road in the night, at the sight of anything, and in the day I take to the woods. ”

—John Finnelly, quoted in *Remembering Slavery*

At first, the Civil War was not a war against slavery. But as thousands of slaves like John Finnelly rushed into the arms of Union troops with the hope of freedom, some northerners began to rethink the aims of the war.

Lincoln’s Goal

The Civil War began as a war to restore the Union, not to end slavery. President Lincoln made this point clear in a letter that was widely distributed:

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

—Abraham Lincoln, August 22, 1862, quoted in Carl Sandburg, *Abraham Lincoln*

AS YOU READ **African American soldier**

Draw Inferences Why were the Union lines a symbol of freedom to the enslaved African Americans?

Lincoln had a reason for handling the slavery issue cautiously. As you have read, four slave states remained in the Union. The President did not want to do anything that might cause these states to shift their loyalty to the Confederacy. The resources of the border states might allow the South to turn the tide of the war.

The Emancipation Proclamation

By mid-1862, Lincoln came to believe that he could save the Union only by broadening the goals of the war. He decided to **emancipate**, or free, enslaved African Americans living in the Confederacy. In the four loyal slave states, however, slaves would not be freed. Nor would slaves be freed in Confederate lands that had already been captured by the Union, such as the city of New Orleans.

Motives and Timing Lincoln had practical reasons for his emancipation plan. At the start of the Civil War, more than 3 million slaves labored for the Confederacy. They helped grow the food that fed Confederate soldiers. They also worked in iron and lead mines that were vital to the South's war effort. Some served as nurses and cooks for the army. Lincoln knew that emancipation would weaken the Confederacy's ability to carry on the war.

However, Lincoln did not want to anger slave owners in the Union. Also, he knew that many northerners opposed freedom for enslaved African Americans. Lincoln hoped to introduce the idea of emancipation slowly, by limiting it to territory controlled by the Confederacy.

The President had another motive. As you read in Chapter 16, Lincoln believed that slavery was wrong. When he felt that he could act to free slaves without threatening the Union, he did so.

Lincoln was concerned about the timing of his announcement. The war was not going well for the Union. He did not want Americans to think he was freeing slaves as a desperate effort to save a losing cause. He waited for a victory to announce his plan.

On September 22, 1862, following the Union victory at Antietam, Lincoln issued a preliminary proclamation. He issued the formal **Emancipation Proclamation** on January 1, 1863.

Impact of the Proclamation Because the rebelling states were not under Union control, no slaves actually gained their freedom on January 1, 1863. Still, the Emancipation Proclamation changed the purpose of the war. Now, Union troops were fighting to end slavery as well as to save the Union.

The opponents of slavery greeted the proclamation with joy. In Boston, African American abolitionist Frederick Douglass witnessed one of the many emotional celebrations that took place:

“ The effect of this announcement was startling . . . and the scene was wild and grand. . . . My old friend Rue, a Negro preacher, . . . expressed the heartfelt emotion of the hour, when he led all voices in the anthem, ‘Sound the loud timbrel o’er Egypt’s dark sea, Jehovah hath triumphed, his people are free!’ ”

—Frederick Douglass, *Life and Times of Frederick Douglass*

Primary Source

The Emancipation Proclamation

On January 1, 1863, President Lincoln issued the Emancipation Proclamation. The document declared the following:

“On the 1st day of January, in the year of our Lord 1863, all persons held as slaves within any state or . . . part of a state [whose] people . . . shall then be in rebellion against the United States, shall be then, thenceforward, and forever free.”

Analyzing Primary Sources
Were all enslaved African Americans freed? Explain.



Visualize Form a mental picture of how slaves would have reacted to hearing about the Emancipation Proclamation.



Viewing History

Assault on Fort Wagner



In this painting by Tom Lovell, African American soldiers of the 54th Massachusetts Regiment charge Confederate troops at Fort Wagner. Nearly half the regiment died in the failed attack, including the regiment's commander, Colonel Robert Gould Shaw. **Applying Information** *Why did African Americans have their own regiments?*

In the South, Lincoln's proclamation was seen as a "fiend's act" that destroyed expensive property. The proclamation won the sympathy of Europeans, especially workers. As a result, it became less likely that Britain or any other European country would come to the aid of the South.

African American Contributions

When the war began, thousands of free blacks volunteered to fight for the Union. At first, federal law forbade African Americans to serve as soldiers. When Congress repealed that law in 1862, however, both free African Americans and escaped slaves enlisted in the Union army.

In the Union Army The army assigned African American volunteers to all-black units, commanded by white officers. At first, the black troops served only as laborers. They performed noncombat duties such as building roads and guarding supplies. Black troops received only half the pay of white soldiers.

African American soldiers protested against this policy of discrimination that denied them the same treatment as other soldiers. Gradually, conditions changed. By 1863, African American troops were fighting in major battles against the Confederates. In 1864, the United States War Department announced that all soldiers would

receive equal pay. By the end of the war, about 200,000 African Americans had fought for the Union. Nearly 40,000 lost their lives.

Acts of Bravery One of the most famous African American units in the Union army was the **54th Massachusetts Regiment**. The 54th accepted African Americans from all across the North. Frederick Douglass helped recruit troops for the regiment, and two of his sons served in it.

On July 18, 1863, the 54th Massachusetts Regiment led an attack on **Fort Wagner** near Charleston, South Carolina. Under heavy fire, troops fought their way into the fort before being forced to withdraw. In the desperate fighting, almost half the regiment was killed.

The courage of the 54th Massachusetts and other regiments helped to win respect for African American soldiers. Sergeant William Carney of the 54th Massachusetts was the first of 16 African American soldiers to win the Medal of Honor in the Civil War. Such soldiers had “proved themselves among the bravest of the brave,” Secretary of War Edwin Stanton told Lincoln.

Behind Confederate Lines Despite the Emancipation Proclamation, African Americans still worked in the South as slaves on plantations. However, many slaves slowed down their work or refused to work at all. In this way, they hoped to weaken the South’s war effort. They knew that when victorious Union troops arrived in their area, they would be free.

Thousands of enslaved African Americans took direct action to free themselves. Whenever a Union army appeared, slaves from all over the area would flee their former masters. They crossed the Union lines to freedom. By the end of the war, about one fourth of the South’s enslaved population had escaped to freedom.



Section 3 Assessment

Recall

- Identify** Explain the significance of (a) Emancipation Proclamation, (b) 54th Massachusetts Regiment, (c) Fort Wagner.
- Define** emancipate.

Comprehension

- Why was President Lincoln cautious about making the abolition of slavery a goal of the war?
- How did the Emancipation Proclamation affect the status of enslaved African Americans?
- How did enslaved African Americans help to hurt the Confederate war effort?

Critical Thinking and Writing

- Exploring the Main Idea**
Review the Main Idea statement at the beginning of this section. Write a newspaper article explaining why Lincoln issued the Emancipation Proclamation.
- Analyzing Primary Sources**
In 1861, Frederick Douglass said, “This is no time to fight with one hand when both hands are needed. This is no time to fight with only your white hand, and allow your black hand to remain tied!” (a) What did Douglass mean by this statement? (b) Did the United States Congress agree with Douglass? Explain.

ACTIVITY

Writing a Poem A monument is being built to honor the courageous African American soldiers of the Civil War. Write a poem to be inscribed on the monument, mentioning some of the facts you learned in this section.

4 Hardships of War

BEFORE YOU READ

Reading Focus

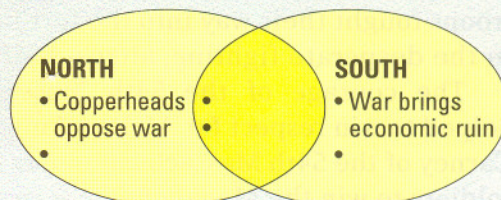
- What was life like for Confederate and Union soldiers?
- What problems did each side face at home?
- How did the war affect the economy of the North and the South?
- What role did women play in the war?

Key Terms

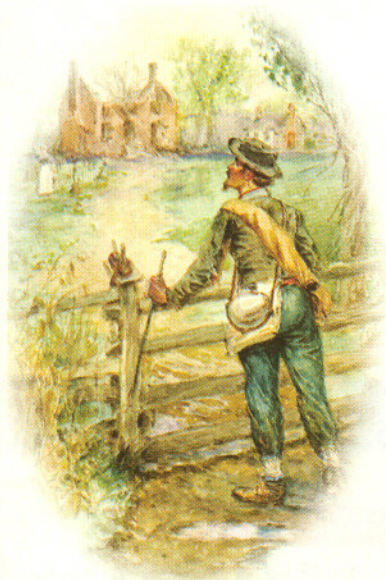
- Copperhead
- draft
- habeas corpus
- income tax
- inflation
- profiteer

Taking Notes

Copy this incomplete Venn diagram. As you read, fill in key facts about conditions in the North and South during the Civil War. Write common characteristics in the overlapping section.



Main Idea The demands of the war hurt civilians as well as soldiers on both sides, but the problems were worse in the Confederate States.



Setting the Scene John Jones knew that he was not alone in the hardships he experienced. All he had to do was look around in the Confederate capital of Richmond. Some of the city’s residents, he noted, looked “like vagabonds . . . gaunt and pale with hunger.” As for his own family:

“My daughter’s cat is staggering today, for want of animal food. Sometimes I fancy I stagger myself. We do not average two ounces of meat daily; and some do not get any for several days together.”

—John B. Jones, *A Rebel War Clerk’s Diary*

The Civil War caused hardships not only for soldiers but for people at home as well. Southerners were especially hard hit, because most of the fighting took place in the South. But for both North and South, the war affected every area of life.

AS YOU READ

Homecoming

Summarize Why did the war cause more damage in the South?

The Hard Life of Soldiers

On both sides, most soldiers were under the age of 21. War, however, quickly turned gentle boys into tough men. Soldiers drilled and marched for long hours. They slept on the ground even in rain and snow. In combat, boys of 18 learned to stand firm as cannon blasts shook the earth and bullets whizzed past their ears.

As the death toll rose, the age restrictions for soldiers were relaxed. The South drafted boys as young as 17 and men as old as 50.

New technology added to the horror of war. Cone-shaped bullets made rifles twice as accurate. Improved cannons hurled exploding shells several miles. The new weapons had deadly results. In most battles, one fourth or more of the soldiers were killed or wounded.

Sick and wounded soldiers faced other horrors. Medical care on the battlefield was crude. Surgeons routinely amputated injured arms and legs. At the time, doctors did not know how germs cause infection and disease. As a result, minor wounds often became infected. In addition, poor sanitary conditions in the army camps allowed diseases to spread rapidly. Diseases such as pneumonia and malaria killed more men than guns or cannons did.

On both sides, prisoners of war faced horrifying conditions. At Andersonville, a prison camp in Georgia, many Union prisoners died of disease or starvation.

The difficult life of soldiers led many to desert. One out of every seven Union soldiers and one out of every nine Confederate soldiers deserted.

Opposition to War in the North

Some northerners opposed using force to keep the South in the Union. Supporters of the war called these people **Copperheads**, after the poisonous snake. Other northerners supported the war but opposed the way Lincoln was conducting it.

The Draft Law As the war dragged on, public support dwindled. When the war began, the North offered men money to enlist. However, some men abused the system. They would sign up, collect the money, and then desert. Soon, however, there was a shortage of volunteers to serve in the Union army.

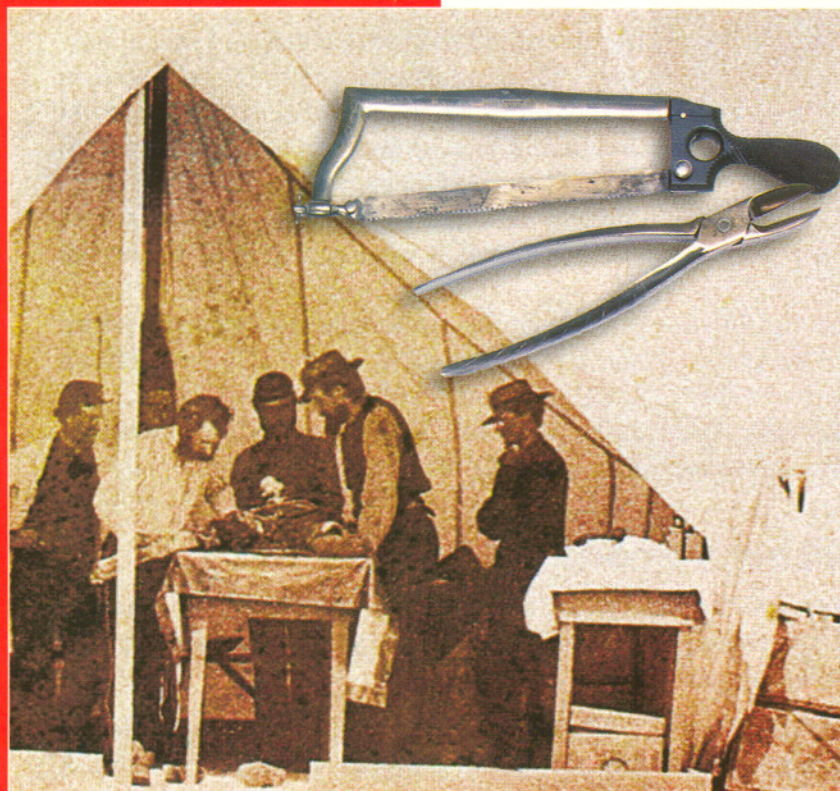
Viewing History

Battlefield Medicine

Improved weapons during the Civil War made the injuries suffered by soldiers worse. Soldiers hit with the Minié ball suffered severe bone damage. Shown at left are the tools used by surgeons to amputate the limb. Unlike today, surgeons at that time worked without gloves, antiseptic, or masks. Now, there are better ways to care for wounds and, as shown at right, improved surgical procedures. **Drawing Conclusions** How has technology been an advantage and a disadvantage in war?



LINKING PAST AND PRESENT



▲ Past



▲ Present

Congress passed a **draft** law in 1863. It required all able-bodied males between the ages of 20 and 45 to serve in the military if they were called. Under the law, a man could avoid the draft by paying the government \$300 or by hiring someone to serve in his place. This angered many people, who began to see the Civil War as “a rich man’s war and a poor man’s fight.”

Riots in the Cities Opposition to the draft law led to riots in several northern cities. The law had gone into effect soon after Lincoln issued the Emancipation Proclamation. Some white northerners, especially recent immigrants in the cities, believed that they were being forced to fight to end slavery. They also worried that they would have to compete with free African Americans for jobs.

The worst riot took place in New York City during July 1863. For four days, white workers attacked free blacks. Rioters also attacked rich New Yorkers who had paid to avoid serving in the army. At least 74 people were killed during the riot.

President Lincoln moved to stop the riots and other “disloyal practices.” Several times, he suspended **habeas corpus** (HAY bee uhs KOR puhs), the right to be charged or have a hearing before being jailed. Lincoln argued that the Constitution allowed him to deny people their rights “when in the cases of rebellion or invasion, the public safety may require it.” The President also said that those arrested could be tried under the stricter rules of a military court. Eventually, nearly 14,000 people were arrested. However, most were never charged with a specific crime or brought to trial.

Problems in the South

President Davis, meanwhile, struggled to create a strong federal government for the Confederacy. Many southerners firmly believed in states’ rights. They resisted paying taxes to a central government. At one point, Georgia even threatened to secede from the Confederacy!

Like the North, the South was forced to pass a draft law to fill its army. However, men who owned or supervised more than 20 slaves did not have to serve. Southern farmers who had few or no slaves resented this law.

Near the end of the war, the South no longer had enough white men to fill the ranks. Robert E. Lee urged that enslaved African Americans be allowed to serve as soldiers. Desperate, the Confederate congress finally agreed. The war ended, however, before any enslaved people put on Confederate uniforms.

The Northern Economy

The Civil War cost far more than any previous war. The Union had to use several strategies to raise money. In some ways, however, war helped the North’s economy.

Taxation and Inflation To pay for the war, Congress established the nation’s first **income tax**, or tax on people’s earnings, in 1861. A new agency, the Internal Revenue Bureau, oversaw the collection process. The Union also issued bonds worth millions of dollars. Still,

AS YOU
READ

Summarize Write two or three sentences summarizing how the Civil War affected the northern economy.

taxes and bonds did not raise enough money. To get the funds it needed, the North printed more than \$400 million in paper money.

As the money supply increased, each dollar was worth less. In response, businesses charged more for their goods. The North was experiencing **inflation**, a rise in prices and a decrease in the value of money. During the war, prices for goods nearly doubled in the North.

Economic Benefits The war helped the North's economy in several ways. Since many farmers went off to fight, there was a greater need for machines to plant and harvest crops. The purchase of reapers rose to nearly 165,000 during the war. As a result, farm production actually went up during the war.

The wartime demand for clothing, shoes, guns, and other goods helped many northern industries. Some manufacturers made fortunes by profiteering. **Profiteers** charged excessive prices for goods that the government desperately needed for the war.

The Southern Economy

For the South, war brought economic ruin. The South had to struggle with the cost of the war, the loss of the cotton trade, and severe shortages brought on by the Union blockade.

The Economy Suffers To raise money, the Confederacy imposed an income tax and a tax-in-kind. The tax-in-kind required farmers to turn over one tenth of their crops to the government. The government took crops because it knew that southern farmers had little money.

Like the North, the South printed paper money. It printed so much that wild inflation set in. By 1865, one Confederate dollar was worth only two cents in gold. Prices were especially high in Richmond, where a barrel of flour was \$275 in early 1864, potatoes were \$25 a bushel, and butter was \$15 a pound.

The war did serious damage to the cotton trade, the South's main source of income. Early in the war, President Davis halted cotton shipments to Britain. He hoped to force Britain to side with the South in return for renewed shipments of cotton. The tactic backfired. Britain simply bought more cotton from Egypt and India. Davis succeeded only in cutting the South's income.

Effects of the Blockade The Union blockade created severe shortages in the South. Confederate armies sometimes had to wait weeks for supplies of food and clothing. With few factories of its own, the South bought many of its weapons in Europe. However, the

Cause and Effect

Causes

- Issue of slavery in the territories divides the North and South
- Abolitionists want slavery to end
- South fears it will lose power in the national government
- Southern states secede after Lincoln's election
- Confederates bombard Fort Sumter

THE CIVIL WAR

Effects

- Lincoln issues the Emancipation Proclamation
- Northern economy booms
- South loses its cotton trade with Britain
- Total war destroys the South's economy
- Hundreds of thousands of Americans killed

Effects Today

- Disagreements over states' rights persist
- African Americans have equal protection under the Constitution
- Millions of Americans visit Civil War battlefields each year

GRAPHIC ORGANIZER

Skills

The Civil War was a major turning point in the history of the United States.

1. Comprehension

How did the war affect the northern and southern economies?

2. Critical Thinking
Identifying Causes and Effects Describe another cause or effect that could be added to this chart.

blockade cut off most deliveries from across the Atlantic. To acquire goods, the government began building and running factories. Private manufacturers were offered contracts and draft exemptions for their workers if they started making war goods.

For civilians, the blockade brought food shortages. The production of food became critical to the economy. Many plantations switched from growing cotton to raising grain and livestock, or animals raised for food. In some states, cotton production was limited.

Women in the War

Women of both the North and the South played vital roles during the war. As men left for the battlefields, women took jobs in industry and on farms.

Women's aid societies helped supply the troops with food, bedding, clothing, and medicine. Throughout the North, women held fairs and other fundraising events to pay for supplies.

Nursing the Wounded Women on both sides worked as nurses. At first, doctors were unwilling to permit even trained nurses to work in military hospitals. When wounded men began to swamp army hospitals, however, this attitude soon changed. In fact, women performed so well that nursing became an accepted occupation for women after the war.

Dorothea Dix, famous for her work reforming prisons and mental hospitals, and Clara Barton, who later founded the American Red Cross, both became nurses for the Union army. Sojourner Truth, the African American antislavery leader, worked in Union hospitals and in camps for freed slaves. In the South, Sally Tompkins set up a hospital in Richmond, Virginia.

AFTER
YOU
READ

Section 4 Assessment

Recall

1. **Identify** Explain the significance of (a) Copperhead, (b) Dorothea Dix, (c) Clara Barton, (d) Sojourner Truth, (e) Sally Tompkins.
2. **Define** (a) draft, (b) habeas corpus, (c) income tax, (d) inflation, (e) profiteer.

Comprehension

3. Describe three hardships faced by soldiers during the Civil War.
4. (a) Why did some northerners oppose the war? (b) How did the blockade affect the southern economy?

5. Describe three ways in which women contributed to the war effort.

Critical Thinking and Writing

6. **Exploring the Main Idea** Review the Main Idea statement at the beginning of this section. Then, write a diary entry describing conditions in the South during the later days of the Civil War.
7. **Linking Past and Present** (a) What advances in technology made Civil War battles deadly? (b) In what ways would war today be even more deadly?

ACTIVITY



Take It to the NET Writing a Report

Use the Internet to find out more about Civil War medicine. Among the topics you might research are nurses, surgeons, field hospitals, battle wounds, and disease. Then, use what you find to write a report about battlefield medicine during the Civil War. Visit *The American Nation* section of www.phschool.com for help in completing the activity.

5 The War Ends

BEFORE YOU READ

Reading Focus

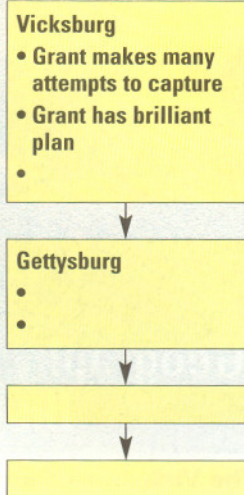
- Why were the Union victories at Vicksburg and Gettysburg important?
- What plan did Grant have for ending the war with the South?
- After his reelection, what hopes did Lincoln have for the Union?
- Why was the Civil War a major turning point in American history?

Key Terms

- siege
- Battle of Gettysburg
- Pickett's Charge
- Gettysburg Address
- total war
- Appomattox Court House

Taking Notes

Copy the flowchart. As you read the section, fill in the boxes with information about the conclusion of the war. Add as many boxes and bullets as you need.



Main Idea Under the leadership of General Ulysses S. Grant, Union armies used their resources and manpower to defeat the Confederacy.

Setting the Scene

To General Ulysses S. Grant, every problem had a solution. For example, he needed telegraph lines to coordinate the march of his Union troops into the South. So, he had them strung as his troops advanced. Some of Grant's operators even learned to receive messages without a telegraph station. Touching the ends of the bare wires to their tongues, these resourceful men picked up the faint spark of the Morse Code signals.

In 1864, President Lincoln had appointed Ulysses S. Grant commander in chief of the Union army. "The art of war is simple," Grant said. "Find out where your enemy is, get at him as soon as you can and strike him as hard as you can, and keep moving on." It seemed the President had finally found the general who could lead the Union to victory.

The Fall of Vicksburg

As you have read, Confederate armies won major battles at Fredericksburg in December 1862 and at Chancellorsville in May 1863. These were gloomy days for the North. Then, in July 1863, the tide of war turned against the South as Union forces won major victories in both the East and the West.

In the West, Union triumph came along the Mississippi River. The Union, which had captured New Orleans and Memphis, already controlled both ends of the Mississippi River. Still, the Confederates held Vicksburg, Mississippi. Vicksburg sat on a cliff high above the river.

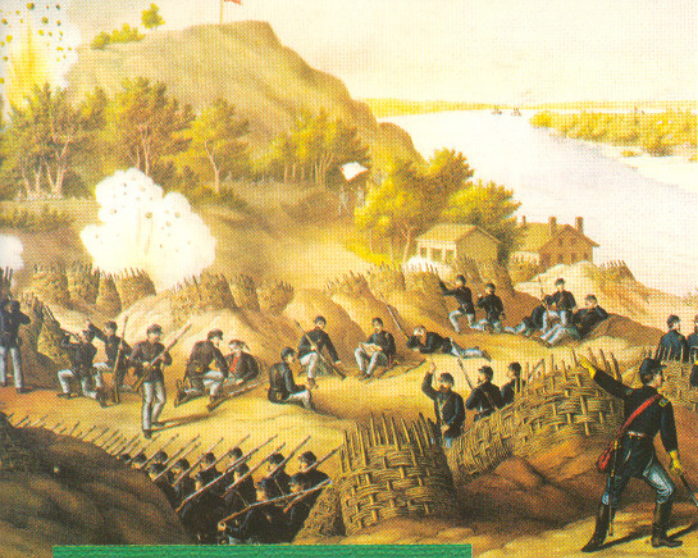
Early in 1863, Grant's forces tried again and again to seize Vicksburg. The Confederates held out bravely. At last, Grant devised a brilliant plan. Marching his troops inland, he launched a surprise attack on Jackson, Mississippi. Then, he turned west and attacked Vicksburg from the rear. (See the map on page 507.)



AS YOU READ

Civil War soldier on a telegraph pole

Summarize How was the telegraph used in the war?



Geography and History

The Vicksburg Campaign

Set on high bluffs overlooking the Mississippi River, Vicksburg was a major strategic target during the Civil War. If Union forces captured Vicksburg, they would control the river and split the Confederacy into two parts. "Vicksburg is the key!" said President Lincoln.

The swamps, rivers, and bluffs around Vicksburg made a direct attack almost impossible. At the same time, Confederate artillery, perched high above the Mississippi, could easily blast Union ships attempting to sail past the city.

In the end, General Grant determined that the only way to subdue Vicksburg was to lay siege to the city. After 48 days of being cut off from all supplies and of constant hammering by cannon fire, the Confederates finally surrendered.



Analyze the effect of geography on the Battle of Vicksburg.

For more than six weeks, Grant's forces lay siege to Vicksburg. A **siege** is a military encirclement of an enemy position and blockading or bombarding it in order to force it to surrender. Finally, on July 4, 1863, the Confederates surrendered Vicksburg.

On July 9, Union forces also captured Port Hudson, Louisiana. The entire Mississippi was now under Union control. The Confederacy was split into two parts. Texas, Arkansas, and Louisiana were cut off from the rest of the Confederate states.

Union Victory at Gettysburg

Meanwhile, in the East, after his victory at Chancellorsville, General Lee moved his army north into Pennsylvania. He hoped to take the Yankees by surprise. If he succeeded in Pennsylvania, Lee planned to swing south and capture Washington, D.C.

On June 30, 1863, a Union force under General George C. Meade met part of Lee's army at the small town of Gettysburg, Pennsylvania. Both sides quickly sent in reinforcements. The three-day **Battle of Gettysburg** that followed was one of the most important battles of the Civil War.

On the first day of battle, July 1, the Confederates drove the Union forces out of Gettysburg. The Yankees, however, took up strong positions on Cemetery Ridge, overlooking the town.

The next day, Lee ordered an attack on both ends of the Union line. Southern troops fought hard, but the Union army was well prepared for Lee's offensive. At the end of a day of savage fighting, Lee's forces had suffered heavy casualties but failed to dislodge the Union army from its strong position.

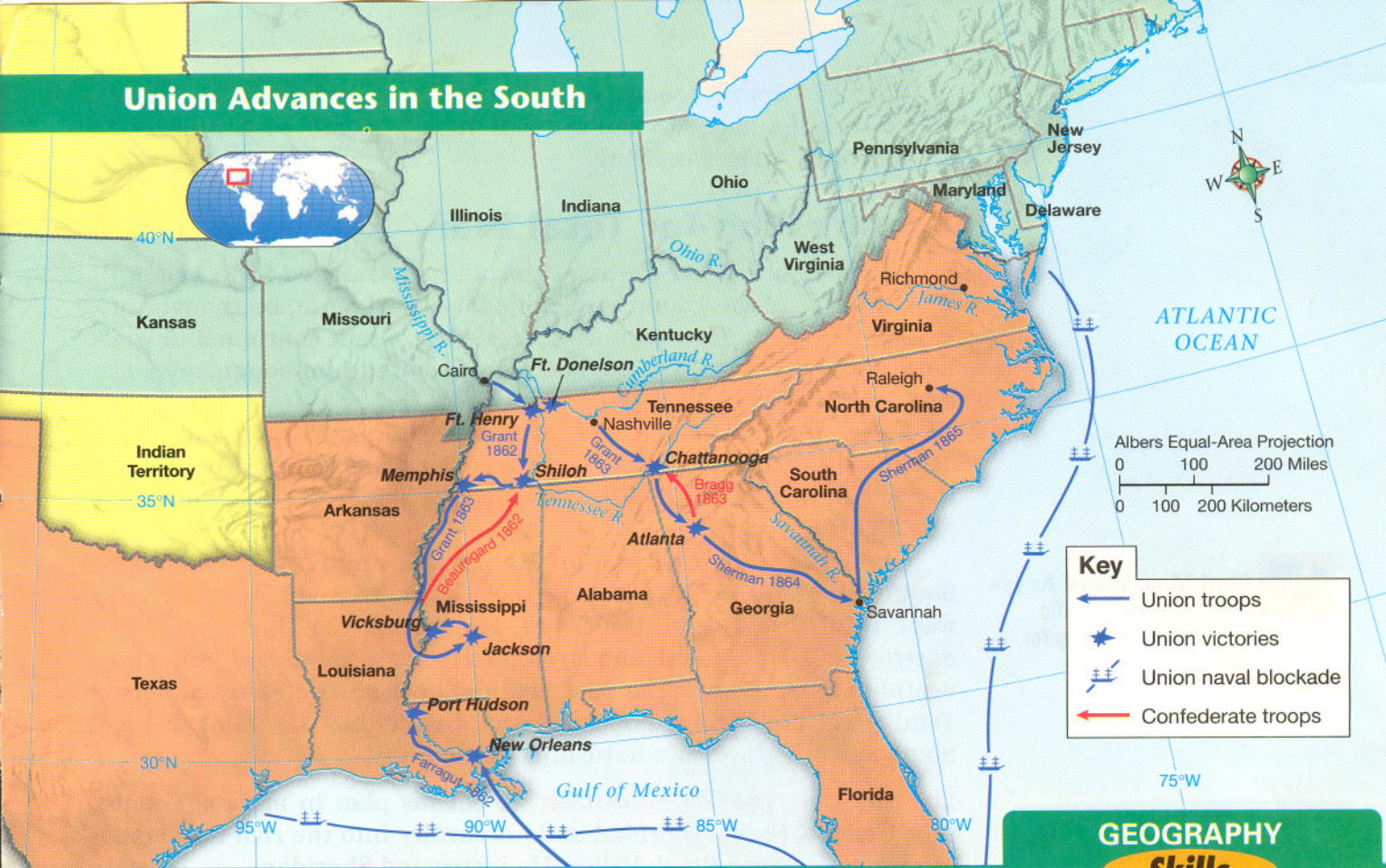
Pickett's Charge Despite his losses, Lee decided to attack again. He wanted to "create a panic and virtually destroy the [Union] army." On July 3, he ordered General George Pickett to lead 15,000 men in a daring charge against the center of the Union line. To reach their target, Pickett's men would have to march 1,000 yards across open ground and climb up a steep slope within clear view of the enemy.

This last attack led by Pickett is known as **Pickett's Charge**. Pickett gave the order to charge. As the men rushed forward, Union guns opened fire. Row after row of soldiers fell to the ground, dead. The battle noise, one soldier recalled, was "strange and terrible, a sound that came from thousands of human throats . . . like a vast mournful roar."

Pickett's Charge failed. The steady barrage of bullets and shells kept all but a few Confederate soldiers from reaching the Union lines. The next day, a Union officer trying to ride over the battlefield could not because "the dead and wounded lay too thick to guide a horse through them."

As the survivors limped back, Lee rode among them. "It's all my fault," he admitted humbly. Lee had no choice but to retreat. After they were defeated at Gettysburg, the Confederates would never invade the North again.

Union Advances in the South



GEOGRAPHY Skills

General Meade was proud of the victory. Lincoln, however, was disappointed. He felt that the Union army had once again allowed the Confederate troops to get away.

The Union victories at Vicksburg and Gettysburg marked the turning point of the Civil War. It seemed just a matter of time before the Confederacy would fall. However, the South was still determined to fight. The war would last another two years.

The Gettysburg Address

The Battle of Gettysburg left more than 50,000 dead or wounded. On November 19, 1863, there was a ceremony to dedicate a cemetery to the memory of those soldiers who died in the battle. President Lincoln attended the ceremony. He delivered a speech now known as the **Gettysburg Address**. Lincoln said that the Civil War was a test of whether or not a democratic nation could survive. He reminded Americans that their nation was founded on the belief that “all men are created equal.” Lincoln told the audience:

“ 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. ”

—Abraham Lincoln, Gettysburg Address, November 19, 1863

As the Civil War dragged on, Union armies advanced deeper and deeper into the South. General Sherman marched his troops through Georgia and the Carolinas.

- 1. Location** On the map, locate (a) Vicksburg, (b) Atlanta, (c) Savannah.
- 2. Place** What three Confederate states were cut from the rest of the Confederacy after Union forces gained control of the Mississippi River?
- 3. Critical Thinking Applying Information** Based on the map, why would the South suffer more damage than the North—no matter who won the war?

Lincoln's entire speech was only ten sentences long and took about three minutes to deliver, but it is honored as a profound statement of American ideals.

Grant's Plan for Total War

Since the beginning of the war, Lincoln had searched for a general who could lead the Union to victory. More and more, he thought of Ulysses S. Grant. After capturing Vicksburg, Grant continued to win battles in the West. In 1864, Lincoln appointed him commander of the Union forces.

Some questioned the choice, but President Lincoln felt that "Unconditional Surrender" Grant was the general who would end the war in the Union's favor. "I can't spare this man," Lincoln said. "He fights."

Grant had a plan for ending the war. He wanted to destroy the South's ability to fight. To achieve this, Grant ordered his generals to wage **total war** against the South. He wanted the Union army to destroy food, equipment, and anything else they found that might be useful to the enemy. In the past, war had been restricted to soldiers. Total war, however, did not make any distinctions. Civilians in the South suffered the same hardships as the army.

Sheridan in the Shenandoah To set his plan in motion, Grant sent General Philip Sheridan and his cavalry into the rich farmland of Virginia's Shenandoah Valley. He instructed Sheridan:

“Leave nothing to invite the enemy to return. Destroy whatever cannot be consumed. Let the valley be left so that crows flying over it will have to carry their rations along with them.”

—Ulysses S. Grant, quoted in Bruce Catton, *Grant Takes Command*

Sheridan obeyed. In the summer and fall of 1864, he marched through the valley, destroying farms and livestock. During the campaign, Sheridan's troops burned 2,000 barns filled with grain. There was nothing left for Lee's troops or for southern civilians.

Sherman's March to the Sea Grant also ordered General William Tecumseh Sherman to capture Atlanta, Georgia, and then march to the Atlantic coast. Like Sheridan, Sherman had orders to destroy everything useful to the South.

Sherman's troops captured Atlanta in September 1864. They began their campaign by turning the people of Atlanta out of their homes and burning a large part of the city. Then, Sherman began his "march to the sea."

As they marched through Georgia, Sherman's troops ripped up railroad tracks, built bonfires from the ties, then heated and twisted the rails. They killed livestock and tore up fields. They burned barns, homes, bridges, and factories.

Lincoln Is Reelected

Lincoln ran for reelection in 1864. At first, his defeat seemed, in his own words, "exceedingly probable." Before the capture of Atlanta,

AS YOU
READ

Find Main Ideas As you read, look for specific examples of Grant's strategy for waging total war.

Union chances for victory looked bleak. Lincoln knew that many northerners were unhappy with his handling of the war. He thought that this might cost him the election.

The Democrats nominated General George McClellan to oppose Lincoln. They adopted a resolution demanding the immediate “cessation of hostilities” against the South. Although he had commanded the Union army, McClellan was willing to compromise with the Confederacy. If peace could be achieved, he was ready to restore slavery.

Then, in September, Sherman took Atlanta, and the North rallied around Lincoln. Sheridan’s smashing victories in the Shenandoah Valley in October further increased Lincoln’s popular support. In the election in November, the vote was close, but Lincoln remained President.

In his second Inaugural Address, Lincoln looked forward to the coming of peace:

“With malice toward none, with charity for all . . . let us strive . . . to bind up the nation’s wounds . . . to do all which may achieve a just and a lasting peace among ourselves and with all nations.”

—Abraham Lincoln, Second Inaugural Address

The Final Battles



GEOGRAPHY Skills

The final battles of the Civil War pitted Grant against Lee in Virginia. Finally, on April 9, 1865, Lee surrendered at Appomattox Court House.

- 1. Location** On the map, locate (a) Richmond, (b) Petersburg, (c) Appomattox Court House.
- 2. Place** Where did Grant lay siege to Lee’s forces for nine months?
- 3. Critical Thinking Applying Information** Which battle took place first: Cold Harbor or Spotsylvania? Explain.

The Civil War Ends

Grant had begun a drive to capture Richmond in May 1864. Throughout the spring and summer, he and Lee fought a series of costly battles.

Northerners read with horror that 60,000 men were killed or wounded in a single month at the battles of the Wilderness, Spotsylvania, and Cold Harbor. Still, Grant pressed on. He knew that the Union could replace men and supplies. The South could not.

Lee dug in at Petersburg, near Richmond. Here, Grant kept Lee under siege for nine months. At last, with a fresh supply of troops, Grant took Petersburg on April 2, 1865. The same day, Richmond fell.

Lee and his army withdrew to a small Virginia town called **Appomattox Court House**. There, a week later, they were trapped by Union troops. Lee knew that his men would be slaughtered if he kept fighting. On April 9, 1865, Lee surrendered.

At Appomattox Court House, Grant offered generous terms of surrender to the defeated Confederate army. Soldiers were required to turn over their rifles, but officers were allowed to keep their pistols. Soldiers who had horses could keep them. Grant knew that southerners would need the animals for spring plowing. Finally, ordered Grant, “each officer and man will be allowed to return to his home, not to be disturbed by the United States authorities.”

As the Confederates surrendered, Union soldiers began to cheer. Grant ordered them to be silent. “The war is over,” he said. “The rebels are our countrymen again.”

A Turning Point in American History

The toll of the Civil War was immense. More than 360,000 Union soldiers and 250,000 Confederate soldiers lost their lives. No war has ever resulted in more American deaths. In dollars, the war’s cost was about 20 billion. That was more than 11 times the entire amount spent by the federal government between 1789 and 1861!

The Civil War was a major turning point in American history. The balance of power was changed. The Democratic party lost its influence and the Republicans were in a commanding position. No longer would Americans speak of the nation as a confederation of states. Before the war, Americans referred to “*these* United States.” After, they began speaking of “*the* United States.” The idea that each state might secede, if it chose, was dead. As a result, the power of the federal government grew.

The war also put an end to slavery in the United States. For years, Americans had debated whether slavery could exist in a nation dedicated to the ideals of liberty and equality. By the war’s end, millions of African Americans had gained their freedom. Millions more Americans, both North and South, began to think about what it meant to be free and equal.

To be sure, a long and difficult struggle for equality lay ahead. Yet, Lincoln’s words at Gettysburg were prophetic: “We here highly resolve . . . that this nation, under God, shall have a new birth of freedom.” From out of a cruel, bitter, often heart-rending war, the United States did indeed emerge a stronger, freer nation.

**AFTER
YOU
READ**

Section 5 Assessment

Recall

1. **Identify** Explain the significance of (a) Battle of Gettysburg, (b) Pickett’s Charge, (c) Gettysburg Address, (d) Ulysses S. Grant, (e) William Tecumseh Sherman, (f) Appomattox Court House.
2. **Define** (a) siege, (b) total war.

Comprehension

3. Which Union victories were a turning point?
4. What was Grant’s plan for ending the war?
5. What ideals did Lincoln express in the Gettysburg Address and his Second Inaugural Address?
6. How did the Civil War change the United States?

Critical Thinking and Writing

7. **Exploring the Main Idea** Review the Main Idea statement at the beginning of this section. Then, make a list of the major events of the years 1863–1865 of the Civil War. Indicate the importance of each.
8. **Supporting a Point of View** Some people believe that Grant’s decision to wage total war on the South was wrong because it caused great suffering among civilians. Do you agree or disagree? Explain.

ACTIVITY

Writing a Speech

Suppose that you are President of the United States at the end of the Civil War. Write a speech summarizing the important events of the war and explaining what you believe the Union victory accomplished.



Analyzing Photographs

When the Civil War began, photography was just beginning. Pioneer photographers shouldered their bulky cameras and followed armies into battle. The result was the first detailed photographic record of a war.

These Civil War photographs, like all photographs, are valuable primary source documents. Just as with other primary sources, however, we must learn to evaluate them for accuracy and bias.

In this photograph, a family gathers at a Union Army camp in 1862.



Learn the Skill To analyze a photograph, use the following steps:

- 1. Identify the subject.** What does the photograph show?
- 2. Look for details.** What evidence does the photograph include about people, daily life, the weather, events, or the environment?
- 3. Analyze the photographer's intent.** Why did the photographer take this picture? How did the photographer feel about the subject?
- 4. Draw conclusions.** What can you learn from this photograph? How does it add to your understanding of history?

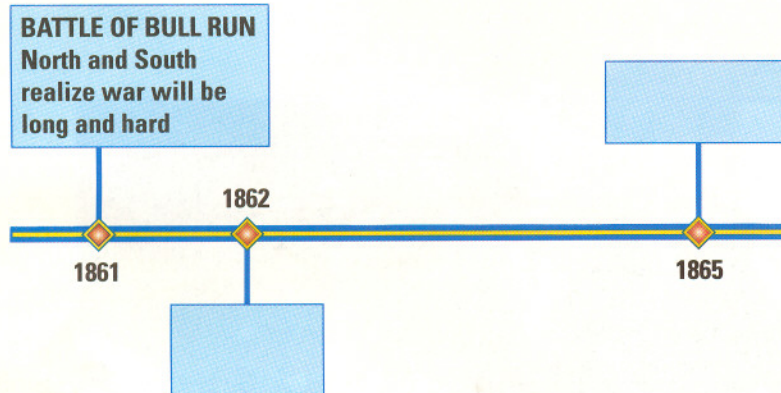
Practice the Skill Answer the following questions about the photograph above:

- 1. (a)** Who are the people in the photograph? **(b)** Where are they?
- 2. (a)** What tools, utensils, and furniture do you see? **(b)** Where are the people living? **(c)** What other details do you see?
- 3. (a)** Why do you think the photographer took this picture? **(b)** How do you think the photographer felt about families and war?
- 4.** What did you learn from this photograph?

Apply the Skill See the Chapter Review and Assessment.

CREATING A CHAPTER SUMMARY

Copy the timeline below. As you read, add information about the events and issues of the Civil War. Add as many entries as you need.



For additional review and enrichment activities, see the interactive version of *The American Nation*, available on the Web and on CD-ROM.

**Take It to the NET**

Chapter Self-Test For practice test questions for Chapter 17, visit *The American Nation* section of www.phschool.com.

Building Vocabulary

Review the meaning of the vocabulary words listed below. Then, write a sentence for each word in which you define the word and describe its relationship to the Civil War.

- | | |
|-----------------|------------------|
| 1. border state | 5. habeas corpus |
| 2. martial law | 6. inflation |
| 3. emancipate | 7. profiteer |
| 4. draft | 8. total war |

Reviewing Key Facts

- Why did each side go to war? (Section 1)
- Why was President Lincoln unhappy with General McClellan? (Section 2)
- (a) What did the Emancipation Proclamation provide? (b) How did it change the nature of the war? (Section 3)
- (a) Why did some northerners object to the draft law? (b) What was the response to the draft law in the South? (Section 4)
- How did the Union wage total war on the South in 1864 and 1865? (Section 5)

Critical Thinking and Writing

- Making Generalizations** Make a generalization about the strengths and weaknesses of the North and South at the start of the war. List three facts to support your generalization.
- Summarizing** Write one or two sentences summarizing Lincoln's attitudes toward slavery and the war.
- Making Comparisons** How did the North's General Grant and the South's General Lee compare as military leaders?
- Connecting to Geography: Movement** Describe the effects of the Union blockade of southern ports.
- Synthesizing Information** Review the excerpt from Lincoln's Second Inaugural Address on page 509. How did Grant's treatment of the defeated Confederate army at Appomattox Court House reflect the ideas in the Inaugural Address?



SKILLS ASSESSMENT

Analyzing Primary Sources

The Union blockade caused great difficulty for southern families. Dr. Paul Barringer recalls how his family managed. Read the excerpt, then answer the questions that follow:

“Almost at once we began to feel the pinch of war. White sugar disappeared immediately; not only were there no more lumps for gun-shy horses, but there was no sugar for the table. There was, however, an unlimited quantity of sorghum syrup, and around the barrels of sorghum, a thick crust of brown sugar often formed. This was carefully scraped off to be served with coffee and berries, the fluid product going to the slaves.”

—Dr. Paul B. Barringer, *The Natural Bent: The Memories of Dr. Paul Barringer*

19. According to Barringer, how soon were southerners affected by the blockade?
20. How was sugar used?
21. What substitute was used for sugar?
22. How did southerners meet the challenges posed by the blockade?

APPLYING YOUR SKILLS

Analyzing Photographs



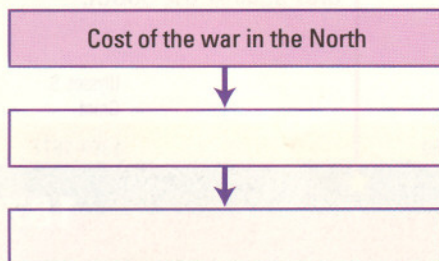
Mathew Brady took this picture of Abraham Lincoln and his son, Tad, in 1864. Look at the picture. Then, answer the questions that follow.

23. What details are emphasized in the photograph?
 - A Lincoln's position in the chair.
 - B His son's lack of interest in the book.
 - C The concentration of Lincoln and his son.
 - D Tad's hand resting on his father's chair.
24. What can you learn about Lincoln from this photograph?

ACTIVITIES

Connecting With . . . Economics

Making a Chart You are the graphic illustrator for an economics magazine. Create a flowchart to illustrate how the high cost of the Civil War led to inflation.



Take It to the NET

Connecting to Today

Planning a TV Documentary The Civil War ended slavery for African Americans. Use the Internet to find out how African Americans fight for equality today. Choose a leader in the civil rights movement. Use what you learn to write an outline for a TV documentary on the person of your choice. For help in starting this activity, visit *The American Nation* section of www.phschool.com.

Researching Civil War Photos

Creating a Photo Essay Photographers like Mathew Brady took thousands of pictures documenting the Civil War. Use the Internet to find photographs taken of the war. Then, download selected pictures to create a photo essay of the war. Write a caption for each photograph that you include. For help in starting this activity, visit *The American Nation* section of www.phschool.com.