

The Civil War



California Standards

History–Social Science

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

Analysis Skills

HR 4 Students assess the credibility of primary and secondary sources.

English–Language Arts

Writing 8.2.0 Students write narratives, expository, persuasive, and descriptive essays.

FOCUS ON WRITING

Writing a Newspaper Article For most of this nation's history, newspapers have been an important way for citizens to learn about what is happening in the United States. In this chapter you will read about the main events of the Civil War. Then you will choose one of these events and write a newspaper article about it.



1861 Confederate guns open fire on Fort Sumter on April 12. Confederates win the first battle of the Civil War on July 21 at Bull Run in Virginia.



1861 Great Britain and France decide to buy cotton from Egypt instead of from the Confederacy.



HOLT

History's Impact

▶ **video series**

Watch the video to understand the impact of the Civil War.



What You Will Learn...

In this chapter you will learn how the resources of the North enabled it to defeat the South in the Civil War. Among those who marched off to war were these drummer boys of the Union army.

1862 The *Monitor* fights the *Virginia* on March 9.

1863 The Emancipation Proclamation is issued on January 1.



1865 General Robert E. Lee surrenders to General Ulysses S. Grant on April 9.



1862

1863

1864

1865

1862 An imperial decree expels foreigners from Japan.

1864 With the support of French troops, Archduke Maximilian of Austria becomes emperor of Mexico.



1864 The Taiping Rebellion in China ends after the capture of Nanjing in July.

Economics

Geography

Politics

Religion

Society
and Culture

Science and
Technology

Focus on Themes As you read this chapter about the Civil War, you will see that this was a time in our history dominated by two major concerns: **politics** and **society and culture**. You will not only read about the political decisions made during

this war, but will see how the war affected all of American society. You will read about the causes and the key events during the war and the many consequences of this war. This chapter tells of one of the most important events in our history.

Supporting Facts and Details

Focus on Reading Main ideas and big ideas are just that, ideas. How do we know what those ideas really mean?

Understanding Ideas and Their Support A main idea or big idea may be a kind of summary statement, or it may be a statement of the author's opinion. Either way, a good reader looks to see what support—facts and various kinds of details—the writer provides. If the writer doesn't provide good support, the ideas may not be trustworthy.

Notice how the passage below uses facts and details to support the main idea.

Civil War armies fought in the ancient battlefield formation that produced massive casualties. Endless rows of troops fired directly at one another, with cannonballs landing amid them. When the order was given, soldiers would attach bayonets to their guns and rush toward their enemy. Men died to gain every inch of ground.

Despite the huge battlefield losses, the biggest killer in the Civil War was not the fighting. It was diseases such as typhoid, pneumonia, and tuberculosis. Nearly twice as many soldiers died of illnesses as died in combat.

From Chapter 15, pp. 495–496

The main idea is stated first.

These sentences provide details about the challenges soldiers faced.

The writer concludes with some facts as support.

Additional reading support can be found in the



Writers support propositions with . . .

1. **Facts and statistics**—Facts are statements that can be proved. Statistics are facts in number form.
2. **Examples**—specific instances that illustrate the facts
3. **Anecdotes**—brief stories that help explain the facts
4. **Definitions**—explain unusual terms or words
5. **Comments from the experts or eyewitnesses**—help support the reasons



ELA Reading 8.2.2 Analyze text that uses proposition and support patterns.

Key Terms and People

You Try It!

The following passage is from the chapter you are about to read. As you read it, look for the writer’s main idea and support.

In February 1862, Grant let an assault force into Tennessee. With help from navy gunboats, Grant’s Army of Tennessee took two outposts on key rivers in the west. On February 6, he captured Fort Henry on the Tennessee River. Several days later he took Fort Donelson on the Cumberland River.

*From
Chapter 15,
p. 484*

Fort Donelson’s commander asked for the terms of surrender. Grant replied, “No terms except an unconditional and immediate surrender can be accepted.” The fort surrendered. The North gave a new name to Grant’s initials: “Unconditional Surrender” Grant.

After you read the passage, answer the following questions.

- Which sentence best states the writer’s main idea?
 - The fort surrendered.
 - In February 1862, Grant led an assault force into Tennessee.
 - Fort Donelson’s commander asked for the terms of surrender.
- Which method of support is not used to support the main idea?
 - Facts
 - Comments from experts or eyewitnesses
 - Anecdotes
- Which sentence in this passage provides a comment from an expert or eyewitness?

As you read Chapter 15, pay attention to the details that the writers have chosen to support their main ideas.

Chapter 15

Section 1

Fort Sumter (p. 472)
border states (p. 474)
Winfield Scott (p. 475)
cotton diplomacy (p. 475)

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Thomas “Stonewall” Jackson (p. 478)
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Gettysburg Address (p. 500)
Wilderness Campaign (p. 500)
William Tecumseh Sherman (p. 501)
total war (p. 502)
Appomattox Courthouse (p. 502)

Academic Vocabulary

In this chapter, you will learn the following academic words:

innovation (p. 482)
execute (p. 500)

The War Begins

What You Will Learn...

Main Ideas

1. Following the outbreak of war at Fort Sumter, Americans chose sides.
2. The Union and the Confederacy prepared for war.

The Big Idea

Civil war broke out between the North and the South in 1861.

Key Terms and People

Fort Sumter, p. 473

border states, p. 474

Winfield Scott, p. 475

cotton diplomacy, p. 475



HSS 8.10.3 Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

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.

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

If YOU were there...

You are a college student in Charleston in early 1861. Seven southern states have left the Union and formed their own government. One of the forts in Charleston's bay, Fort Sumter, is being claimed by both sides, and all-out war seems unavoidable. Your friends have begun to volunteer for either the Union or the Confederate forces. You are torn between loyalty to your home state and to the United States.

Would you join the Union or the Confederate army?

BUILDING BACKGROUND The divisions within the United States reached a breaking point with the election of Abraham Lincoln in 1860. Several southern states angrily left the Union to form a new confederation. In border states such as Virginia and Kentucky, people were divided. The question now was whether the United States could survive as a disunified country.

Americans Choose Sides

Abraham Lincoln became president on the eve of a four-year national nightmare. Furious at Lincoln's election and fearing a federal invasion, seven southern states had seceded. The new commander in chief tried desperately to save the Union.

In his inaugural address, Lincoln promised not to end slavery where it existed. The federal government "will not assail [attack] you. You can have no conflict without being yourselves the aggressors," he said, trying to calm southerners' fears. However, Lincoln also stated his intention to preserve the Union. He refused to recognize secession, declaring the Union to be "unbroken."

In fact, after decades of painful compromises, the Union was badly broken. From the lower South, a battle cry was arising, born out of fear, rage—and excitement. Confederate officials began seizing branches of the federal mint, arsenals, and military outposts. In the highly charged atmosphere, it would take only a spark to unleash the heat of war.

In 1861, that spark occurred at **Fort Sumter**, a federal outpost in Charleston, South Carolina, that was attacked by Confederate troops, beginning the Civil War. Determined to seize the fortress—which controlled the entrance to Charleston harbor—the Confederates ringed the harbor with heavy guns. Instead of surrendering the fort, Lincoln decided to send in ships to provide badly needed supplies to defend the fort. Confederate officials demanded that the federal troops evacuate. The fort’s commander, Major Robert Anderson, refused.

Before sunrise on April 12, 1861, Confederate guns opened fire on Fort Sumter. A witness wrote that the first shots brought “every soldier in the harbor to his feet, and every man, woman, and child in the city of Charleston from their beds.” The Civil War had begun.

The fort, although massive, stood little chance. Its heavy guns faced the Atlantic Ocean, not the shore. After 34 hours of cannon blasts, Fort Sumter surrendered. “The last ray of hope for preserving the Union has expired at the assault upon Fort Sumter . . .” Lincoln wrote.

Fort Sumter

The first shots of the Civil War were fired at Fort Sumter, South Carolina. Although no one was killed there, what would become the bloodiest war in the country’s history had begun.

Reaction to Lincoln’s Call

The fall of Fort Sumter stunned the North. Lincoln declared the South to be in a state of rebellion and asked state governors for 75,000 militiamen to put down the rebellion. States now had to choose: Would they secede, or would they stay in the Union? Democratic Senator Stephen Douglas, speaking in support of Lincoln’s call for troops, declared, “There can be no neutrals in this war, *only patriots—or traitors.*”



GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Location** Where is Fort Sumter located?
- 2. Human-Environment Interaction** Why did Charleston make a good location for a city?



states printed their own money, too. This led to financial chaos.

The Confederacy had advantages as well. With its strong military tradition, the South put many brilliant officers into battle. Southern farms provided food for its armies. The South's best advantage, however, was strategic. It needed only to defend itself until the North grew tired of fighting. Southern soldiers fought mostly on their home soil, while the North had to occupy large areas of enemy territory.

Taking advantage of the Union's strengths, General **Winfield Scott** developed a two-part strategy: (1) destroy the South's economy with a naval blockade of southern ports; (2) gain control of the Mississippi River to divide the South. Other leaders urged an attack on Richmond, Virginia, the Confederate capital.

The South hoped to wear down the North and to capture Washington, D.C. Confederate president Jefferson Davis also tried to win foreign allies through **cotton diplomacy**. This was the idea that Great Britain would support the Confederacy because it needed the South's raw cotton to supply its booming textile industry. Cotton diplomacy did not work as the South had hoped. Britain had large supplies of cotton, and it got more from India and Egypt.

READING CHECK **Comparing** What advantages did the North and South have leading up to the war?

Preparing for War

The North and the South now rushed to war. Neither side was prepared for it.

Volunteer Armies

Volunteer militias had sparked the revolution that created the United States. Now they would battle for its future. At the start of the war, the Union army had only 16,000 soldiers. Within months that number had swelled to a half million. Southern men rose

Union and Confederate Soldiers

Early in the war, uniforms differed greatly, especially in the Confederate army. Uniforms became simpler and more standard as the war dragged on.

The soldiers carried food, extra ammunition, and other items in their haversacks.

Each soldier was armed with a bayonet, a knife that can be attached to the barrel of a rifle. The bayonets were stored in scabbards on their belts.

Both soldiers were also armed with single-shot, muzzle-loading rifles.



ANALYSIS SKILL

ANALYZING VISUALS

How are the Union and Confederate uniforms and equipment similar and different?

up to defend their land and their ways of life. Virginian Thomas Webber came to fight “against the invading foe [enemy] who now pollute the sacred soil of my beloved native state.” When Union soldiers asked one captured rebel why he was fighting, he replied, “I’m fighting because you’re down here.”

Helping the Troops

Civilians on both sides helped those in uniform. They raised money, provided aid for soldiers and their families, and ran emergency hospitals. In the Union, tens of thousands of volunteers worked with the U.S. Sanitary Commission to send bandages, medicines, and food to Union army camps and hospitals. Some 3,000 women served as nurses in the Union army.

Training the Soldiers

Both the Union and Confederate armies faced shortages of clothing, food, and even rifles. Most troops lacked standard uniforms and simply wore their own clothes. Eventually, each side chose a color for their uniforms. The Union chose blue. The Confederates wore gray.

The problem with volunteers was that many of them had no idea how to fight.

Schoolteachers, farmers, and laborers all had to learn the combat basics of marching, shooting, and using bayonets.

In a letter to a friend, a Union soldier described life in the training camp.

“We have been wading through mud knee deep all winter ... For the last two weeks we have been drilled almost to death. Squad drill from 6 to 7 A.M. Company drill from 9 to 11 A.M. Battalion Drill from 2 to 4 1/2 P.M. Dress Parade from 5 to 5 1/2 P.M. and non-commissioned officers’ school from 7 to 8 in the evening. If we don’t soon become a well drilled Regiment, we ought to.”

—David R.P. Shoemaker, 1862

With visions of glory and action, many young soldiers were eager to fight. They would not have to wait long.

READING CHECK Summarizing How did soldiers and civilians prepare for war?

SUMMARY AND PREVIEW As citizens chose sides in the Civil War, civilians became involved in the war effort. In the next section you will learn about some early battles in the war.

Section 1 Assessment

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Online Quiz

KEYWORD: SS8 HP15

Reviewing Ideas, Terms, and People **HSS** 8.10.3, 8.10.4, 8.10.6, 8.10.7

- Identify** What event triggered the war between the Union and the Confederacy?
 - Contrast** How did the Union’s strategy differ from that of the Confederacy?
 - Evaluate** Which side do you believe was best prepared for war? Explain your answer.
- Describe** How did women take part in the war?
 - Summarize** In what ways were the armies of the North and South unprepared for war?
 - Elaborate** Why did men volunteer to fight in the war?

Critical Thinking

- Summarizing** Copy the chart below. Use it to identify the strengths and weaknesses of the North and South at the start of the war.

	Union	Confederacy
Strengths		
Weaknesses		

FOCUS ON WRITING

- Taking Notes on the War’s Beginning** As you read this section, take notes on the crisis at Fort Sumter and on the recruiting and training of the armies. Be sure to answer the following questions: Who? Where? When? Why? and How?

Abraham Lincoln

What would you do to save the struggling Union?

When did he live? 1809–1865

Where did he live? Abraham Lincoln was born in a log cabin to a poor family in Kentucky. Growing up in Kentucky and Illinois, Lincoln went to school for less than a year. He taught himself law and settled in Springfield, where he practiced law and politics. As president he lived in Washington, D.C. There, at age 56, his life was cut short by an assassin, John Wilkes Booth.

What did he do? The issue of slavery defined Lincoln’s political career. He was not an abolitionist, but he strongly opposed extending slavery into the territories. In a series of famous debates against Senator Stephen Douglas of Illinois, Lincoln championed his views on slavery and made a brilliant defense of democracy and the Union. As president, Lincoln led the nation through the Civil War.

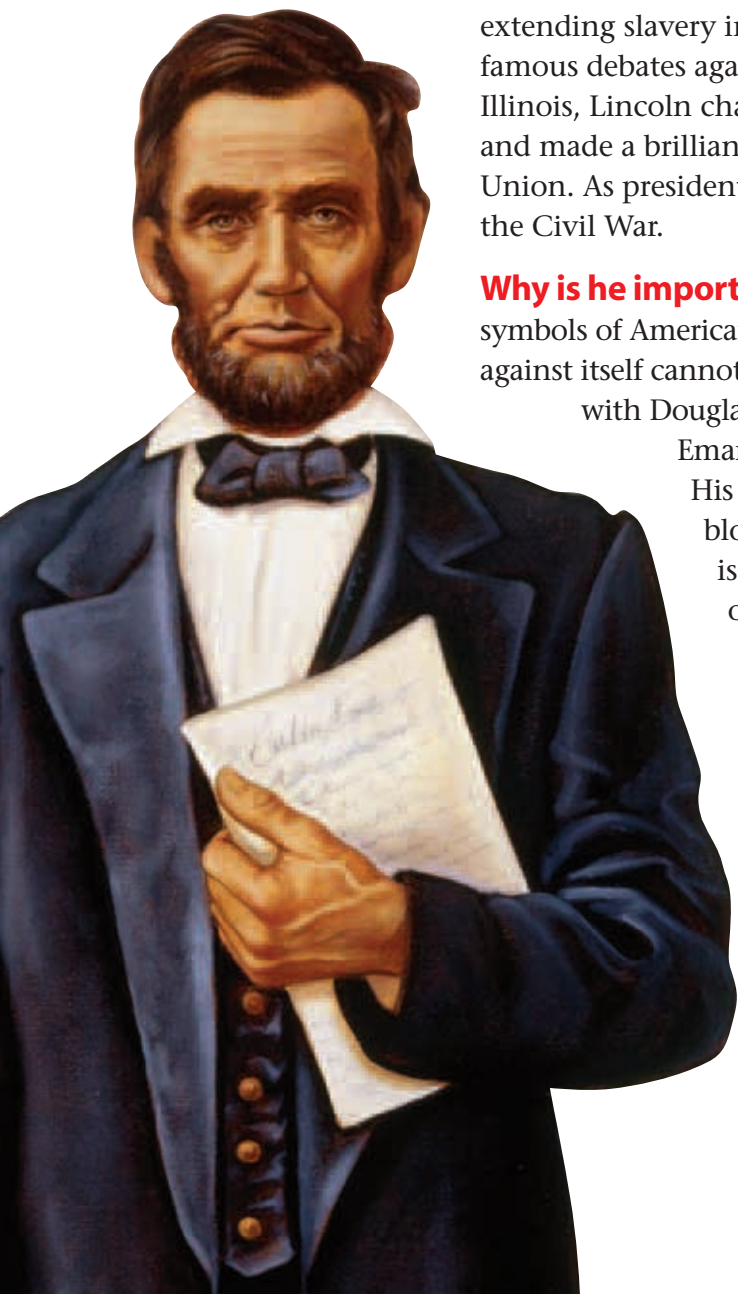
Why is he important? Lincoln is one of the great symbols of American democracy. “A house divided against itself cannot stand,” he declared in a debate with Douglas. In 1863 Lincoln issued the Emancipation Proclamation. His address to commemorate the bloody battlefield at Gettysburg is widely considered to be one of the best political speeches in American history.

Summarizing Why is Lincoln such an important figure in American history?

Abraham Lincoln led the United States during the Civil War.

KEY EVENTS

- **1834** Elected to the Illinois legislature
- **1842** Marries Mary Todd
- **1858** Holds series of famous debates with U.S. Senator Stephen Douglas
- **1860** Elected president on November 6
- **1863** Issues the Emancipation Proclamation on January 1
- **1863** Gives the Gettysburg Address on November 19
- **1865** Gives second inaugural address on March 4
- **1865** Shot on April 14; dies the next day



The War in the East

What You Will Learn...

Main Ideas

1. Union and Confederate forces fought for control of the war in Virginia.
2. The Battle of Antietam gave the North a slight advantage.
3. The Confederacy attempted to break the Union naval blockade.

The Big Idea

Confederate and Union forces faced off in Virginia and at sea.

Key Terms and People

Thomas “Stonewall” Jackson, *p. 479*

First Battle of Bull Run, *p. 479*

George B. McClellan, *p. 479*

Robert E. Lee, *p. 479*

Seven Days’ Battles, *p. 480*

Second Battle of Bull Run, *p. 480*

Battle of Antietam, *p. 481*

ironclads, *p. 482*



HSS 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.

If YOU were there...

You live in Washington, D.C., in July 1861. You and your friends are on your way to Manassas, near Washington, to watch the battle there. Everyone expects a quick Union victory. Your wagon is loaded with food for a picnic, and people are in a holiday mood. You see some members of Congress riding toward Manassas, too. Maybe this battle will end the war!

Why would you want to watch this battle?

BUILDING BACKGROUND The shots fired at Fort Sumter made the war a reality. Neither the North nor the South was really prepared. Each side had some advantages—more industry and railroads in the North, a military tradition in the South. The war in the East centered in the region around the two capitals: Washington, D.C., and Richmond, Virginia.

War in Virginia

The troops that met in the first major battle of the Civil War found that it was no picnic. In July 1861, Lincoln ordered General Irvin McDowell to lead his 35,000-man army from the Union capital, Washington, to the Confederate capital, Richmond. The soldiers were barely trained. McDowell complained that they “stopped every moment to pick blackberries or get water; they would not keep in the ranks.” The first day’s march covered only five miles.

Bull Run/Manassas

McDowell’s army was headed to Manassas, Virginia, an important railroad junction. If McDowell could seize Manassas, he would control the best route to the Confederate capital. Some 22,000 Confederate troops under the command of General Pierre G. T. Beauregard were waiting for McDowell and his troops along a creek called Bull Run. For two days, Union troops tried to find a way around the Confederates. During that time, Beauregard requested assistance, and

General Joseph E. Johnston headed toward Manassas with another 10,000 Confederate troops. By July 21, 1861, they had all arrived.

That morning, Union troops managed to cross the creek and drive back the left side of the Confederate line. Yet one unit held firmly in place.

“There is Jackson standing like a stone wall!” cried one southern officer. “Rally behind the Virginians!” At that moment, General **Thomas “Stonewall” Jackson** earned his famous nickname.

A steady stream of Virginia volunteers arrived to counter the attack. The Confederates surged forward, letting out their terrifying “rebel yell.” One eyewitness described the awful scene.

“There is smoke, dust, wild talking, shouting; hissings, howlings, explosions. It is a new, strange, unanticipated experience to the soldiers of both armies, far different from what they thought it would be.”

—Charles Coffin,
quoted in *Voices of the Civil War* by Richard Wheeler

The battle raged through the day, with rebel soldiers still arriving. Finally, the weary Union troops gave out. They tried to make an orderly retreat back across the creek, but the roads were clogged with the fancy carriages of panicked spectators. The Union army scattered in the chaos.

The Confederates lacked the strength to push north and capture Washington, D.C. But clearly, the rebels had won the day. **The First Battle of Bull Run** was the first major battle of the Civil War, and the Confederates’ victory. The battle is also known as the first Battle of Manassas. It shattered the North’s hopes of winning the war quickly.

More Battles in Virginia

The shock at Bull Run persuaded Lincoln of the need for a better trained army. He put his hopes in General **George B. McClellan**. The general assembled a highly disciplined force of 100,000 soldiers called the Army of the Potomac. The careful McClellan spent months training. Lincoln grew impatient.

Battles in the East



GEOGRAPHY SKILLS

INTERPRETING MAPS

Interactive Map

KEYWORD: SS8 CH15

- 1. Location** Which battle was fought in Maryland?
- 2. Human-Environment Interaction** How did geography influence the movement of forces?

Against his better judgment, Lincoln finally agreed to McClellan’s plan of attack on Richmond. Instead of marching south for a direct assault, McClellan slowly brought his force through the peninsula between the James and York rivers. More time slipped away.

In June 1862, with McClellan’s force poised outside Richmond, the Confederate army in Virginia came under the command of General **Robert E. Lee**. A graduate of the U.S. Military Academy at West Point, Lee had served in the Mexican War and had led federal troops at Harpers Ferry. Lee was willing to take risks and make unpredictable moves to throw Union forces off balance.

During the summer of 1862, Lee strengthened his positions. **On June 26, he attacked,**

THE IMPACT TODAY

Many Americans continue to be fascinated by the Civil War. Some history buffs regularly stage re-enactments of famous battles, complete with uniforms, guns, and bayonets.

launching a series of clashes known as the **Seven Days' Battles** that forced the Union army to retreat from near Richmond. Confederate General D. H. Hill described one failed attack. "It was not war—it was murder," he said. Lee saved Richmond and forced McClellan to retreat.

A frustrated Lincoln ordered General John Pope to march directly on Richmond from Washington. Pope told his soldiers, "Let us look before us and not behind. Success and glory are in the advance."

Jackson wanted to defeat Pope's army before it could join up with McClellan's larger Army of the Potomac. Jackson's troops met Pope's Union forces on the battlefield in August in 1862. The three-day battle became known as the **Second Battle of Bull Run**, or the Second Battle of Manassas.

The first day's fighting was savage. Captain George Fairfield of the 7th Wisconsin regiment later recalled, "What a slaughter! No one appeared to know the object of the fight, and there we stood for one hour, the

men falling all around." The fighting ended in a stalemate.

On the second day, Pope found Jackson's troops along an unfinished railroad grade. Pope hurled his men against the Confederates. But the attacks were pushed back with heavy casualties on both sides.

On the third day, the Confederates crushed the Union army's assault and forced it to retreat in defeat. The Confederates had won a major victory, and General Robert E. Lee decided it was time to take the war to the North.

READING CHECK **Sequencing** List in order the events that forced Union troops out of Virginia.

Battle of Antietam

Confederate leaders hoped to follow up Lee's successes in Virginia with a major victory on northern soil. On September 4, 1862, some 40,000 Confederate soldiers began crossing into Maryland. Once General Robert E. Lee

Eyewitness at Antietam

James Hope was a professional artist who joined the Union army. Too sick to fight at Antietam, Hope was reassigned to work as a scout and a mapmaker. He sketched scenes from the battle as it happened and later used his sketches to make paintings like this one.



arrived in the town of Frederick, he issued a Proclamation to the People of Maryland, urging them to join the Confederates. However, his words would not be enough to convince Marylanders to abandon the Union. Union soldiers, however, found a copy of Lee's battle plan, which had been left at an abandoned Confederate camp. General McClellan learned that Lee had divided his army in order to attack Harpers Ferry. McClellan planned a counterattack.

The two armies met along Antietam Creek in Maryland on September 17, 1862. The battle lasted for hours. By the end of the day, the Union had suffered more than 12,000 casualties. The Confederates endured more than 13,000 casualties. Union officer A. H. Nickerson later recalled, "It seemed that everybody near me was killed." **The Battle of Antietam, also known as the Battle of Sharpsburg, was the bloodiest single-day battle of the Civil War—and of U.S. history.** More soldiers were killed and wounded at the Battle of Antietam than the deaths of all Americans in

BIOGRAPHY

Robert E. Lee (1807–1870)

Robert E. Lee was born into a wealthy Virginia family in 1807. Lee fought in the Mexican-American War, helping to capture Veracruz. When the Civil War began, President Lincoln asked Lee to lead the Union army. Lee declined and resigned from the U.S. Army to become a general in the Confederate army.

Drawing Conclusions How did Lee's choice reflect the division of the states?



the American Revolution, War of 1812, and Mexican-American War combined. Antietam also was an important victory for the Union. Lee had lost many of his troops, and his northward advance had been stopped.

READING CHECK Analyzing Why was the Battle of Antietam significant?



Mathew Brady was a photographer who worked to document the Civil War on film. This photo of dead Confederate soldiers at Antietam was taken by a photographer from Brady's studio.

ANALYSIS SKILL

ANALYZING VISUALS

How do you think photographs like this one affected the civilians who saw them?

Primary Source

POLITICAL CARTOON Anaconda Plan

This cartoon shows visually the North's plan to cut off supplies to the South through naval blockades, a strategy called the Anaconda Plan.

Why is the snake's head red, white, and blue?

How does the cartoonist show what the snake represents?

ANALYSIS SKILL ANALYZING PRIMARY SOURCES

Why do you think the plan was called the Anaconda Plan?



Breaking the Union's Blockade

While the two armies fought for control of the land, the Union navy controlled the sea. The North had most of the U.S. Navy's small fleet, and many experienced naval officers had remained loyal to the Union. The North also had enough industry to build more ships.

The Union's Naval Strategy

The Union navy quickly mobilized to set up a blockade of southern ports. The blockade largely prevented the South from selling or receiving goods, and it seriously damaged the southern economy.

The blockade was hard to maintain because the Union navy had to patrol thousands of miles of coastline from Virginia to Texas. The South used small, fast ships to out-run the larger Union warships. Most of these blockade runners traveled to the Bahamas or Nassau to buy supplies for the Confederacy. These ships, however, could not make up for

the South's loss of trade. The Union blockade reduced the number of ships entering southern ports from 6,000 to 800 per year.

Clash of the Ironclads

Hoping to take away the Union's advantage at sea, the Confederacy turned to a new type of warship—**ironclads**, or ships heavily armored with iron. The Confederates had captured a Union steamship, the *Merrimack*, and turned it into an ironclad, renamed the *Virginia*. One Union sailor described the **innovation** as “a huge half-submerged crocodile.” In early March 1862, the ironclad sailed into Hampton Roads, Virginia, an important waterway guarded by Union ships. Before nightfall, the *Virginia* easily sank two of the Union's wooden warships, while it received minor damage. A Baltimore reporter predicted doom the next day.

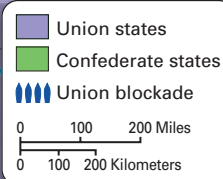
“There appeared no reason why the iron monster might not clear [Hampton] Roads of our fleet, [and] destroy all the stores [supplies] and warehouses on the beach.”

—quoted in *The Rebellion Record*, Vol. 4

ACADEMIC VOCABULARY

innovation a new idea or way of doing something

Union Blockade



Monitor battles Virginia at Hampton Roads.

The Union navy had already built its own ironclad, the *Monitor*, designed by Swedish-born engineer John Ericsson. Ericsson's ship had unusual new features, such as a revolving gun tower. One Confederate soldier called the *Monitor* "a tin can on a shingle!" Although small, the *Monitor* carried powerful guns and had thick plating.

When the *Virginia* returned to Hampton Roads later that month, the *Monitor* was waiting. After several hours of fighting, neither ship was seriously damaged, but the *Monitor* forced the *Virginia* to withdraw. This success saved the Union fleet and continued the blockade. The clash of the ironclads also signaled a revolution in naval warfare. The days of wooden warships powered by wind and sails were drawing to a close.

THE IMPACT TODAY

The *Monitor* sank in North Carolina in the winter of 1862. The shipwreck was located by scientists in 1973, and efforts to save it for further study continue today.

READING CHECK Evaluating How effective was the Union blockade?

GEOGRAPHY SKILLS

INTERPRETING MAPS

Location What major port cities in the South were affected by the blockade?

SUMMARY AND PREVIEW The early battles of the Civil War were centered in the East. In the next section you will read about battles in the West.

Section 2 Assessment

go.hrw.com
Online Quiz

KEYWORD: SS8 HP15

Reviewing Ideas, Terms, and People **HSS** 8.10.5, 8.10.6 **Critical Thinking**

- a. Identify** List the early battles in the East and the outcome of each battle.

b. Elaborate Why do you think the Union lost the **First Battle of Bull Run**?
- a. Describe** What costly mistake did the Confederacy make before the **Battle of Antietam**?

b. Analyze What was the outcome of the **Battle of Antietam**, and what effect did it have on both the North and the South?

c. Elaborate Why do you think General **George B. McClellan** did not finish off General **Robert E. Lee's** troops when he had the chance?
- a. Describe** What was the Union's strategy in the war at sea?

b. Draw Conclusions Why were **ironclads** more successful than older, wooden ships?

- 4. Analyzing** Copy the chart below onto your own sheet of paper. Use it to identify the major battles that took place at the beginning of the war and to explain why each was significant.

Battle	Winner	Significance

FOCUS ON WRITING

- 5. Taking Notes on the War in the East** As you read this section, take notes on the First Battle of Bull Run, the Seven Days' Battles, the Second Battle of Bull Run, and the Battle of Antietam. Be sure to answer the following questions: Who? Where? When? Why? and How?

The War in the West

What You Will Learn...

Main Ideas

1. Union strategy in the West centered on control of the Mississippi River.
2. Confederate and Union troops struggled for dominance in the Far West.

The Big Idea

Fighting in the Civil War spread to the western United States.

Key Terms and People

Ulysses S. Grant, *p. 484*

Battle of Shiloh, *p. 485*

David Farragut, *p. 485*

Siege of Vicksburg, *p. 486*

If YOU were there...

You live in the city of Vicksburg, set on high bluffs above the Mississippi River. Vicksburg is vital to the control of the river, and Confederate defenses are strong. But the Union general is determined to take the town. For weeks, you have been surrounded and besieged. Cannon shells burst overhead, day and night. Some have fallen on nearby homes. Supplies of food are running low.

How would you survive this siege?

BUILDING BACKGROUND The Civil War was fought on many fronts, all across the continent and even at sea. In the East, fighting was at first concentrated in Virginia. In the West, cities and forts along the Mississippi River were the main target of Union forces. Northern control of the river would cut off the western states of the Confederacy.

Union Strategy in the West

While Lincoln fumed over the cautious, hesitant General McClellan, he had no such problems with **Ulysses S. Grant**. Bold and restless, Grant grew impatient when he was asked to lead defensive maneuvers. He wanted to be on the attack. As a commander of forces in the Union's western campaign, he would get his wish.

The western campaign focused on taking control of the Mississippi River. This strategy would cut off the eastern part of the Confederacy from sources of food production in Arkansas, Louisiana, and Texas. From bases on the Mississippi, the Union army could attack southern communication and transportation networks.

In February 1862, Grant led an assault force into Tennessee. With help from navy gunboats, Grant's Army of the Tennessee took two outposts on key rivers in the west. On February 6, he captured Fort Henry on the Tennessee River. Several days later he took Fort Donelson on the Cumberland River.

Fort Donelson's commander asked for the terms of surrender. Grant replied, "No terms except an unconditional and immediate

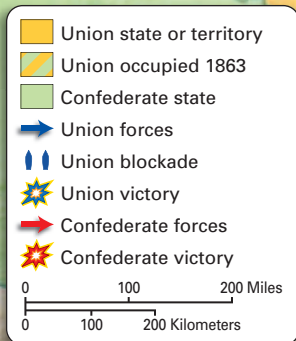
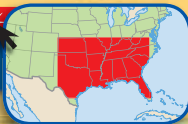


HSS 8.10.5 Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.

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.

The War in the West

Interactive Map



Interactive Map

KEYWORD: SS CH15

GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Location** What river did Union forces fight to control?
- 2. Human-Environment Interaction** Why do you think so many battles took place along rivers?

surrender can be accepted.” The fort surrendered. The North gave a new name to Grant’s initials: “Unconditional Surrender” Grant.

Advancing south in Tennessee, General Grant paused near Shiloh Church to await the arrival of the Army of the Ohio. Grant knew that the large rebel army of General A. S. Johnston was nearby in Corinth, Mississippi, but he did not expect an attack. Instead of setting up defenses, he worked on drilling his new recruits.

In the early morning of April 6, 1862, the rebels sprang on Grant’s sleepy camp. This began the **Battle of Shiloh**, in which the Union army gained greater control of the Mississippi River valley.

During the bloody two-day battle, each side gained and lost ground. Johnston was killed on the first day. The arrival of the Ohio force helped Grant regain territory and push the enemy back into Mississippi. The armies finally gave out, each with about 10,000 casualties. Both sides claimed victory, but, in fact, the victor was Grant.

BIOGRAPHY

David Farragut

(1801–1870)

David Farragut was born in Tennessee to a Spanish father and an American mother. At age seven Farragut was adopted by a family friend who agreed to train the young boy for the navy. Farragut received his first navy position—midshipman at large—at age nine and commanded his first vessel at 12. He spent the rest of his life in the U.S. Navy. Although he lived in the South, when the Civil War broke out, he decided to move his family to the North. Farragut led key attacks on the southern ports of Vicksburg and New Orleans. In 1866 he was named the first admiral of the U.S. navy.

Drawing Inferences How did Farragut help the war effort of the North?

Control of the Mississippi River

As Grant battled his way down the Mississippi, the Union navy prepared to blast its way upriver to meet him. The first obstacle was the port of New Orleans, the largest city in the Confederacy and the gateway to the Mississippi River.



With 18 ships and 700 men, Admiral **David Farragut** approached the two forts that guarded the entrance to New Orleans from the Gulf of Mexico. Unable to destroy the forts, Farragut decided to race past them.

The risky operation would take place at night. Farragut had his wooden ships wrapped in heavy chains to protect them like ironclads. Sailors slapped Mississippi mud on the ships' hulls to make them hard to see. Trees were tied to the masts to make the ships look like the forested shore.

Before dawn on April 24, 1862, the warships made their daring dash. The Confederates fired at Farragut's ships from the shore and from gunboats. They launched burning rafts, one of which scorched Farragut's own ship. But his fleet slipped by the twin forts and made it to New Orleans. The city fell on April 29.

Farragut sailed up the Mississippi River, taking Baton Rouge, Louisiana, and Natchez,

Mississippi. He then approached the city of Vicksburg, Mississippi.

The Siege of Vicksburg

Vicksburg's geography made invasion all but impossible. Perched on 200-foot-high cliffs above the Mississippi River, the city could rain down firepower on enemy ships or on soldiers trying to scale the cliffs. Deep gorges surrounded the city, turning back land assaults. Nevertheless, Farragut ordered Vicksburg to surrender.

“Mississippians don't know, and refuse to learn, how to surrender ... If Commodore Farragut ... can teach them, let [him] come and try.”

—Colonel James L. Autry,
military commander of Vicksburg

Farragut's guns had trouble reaching the city above. It was up to General Grant. His solution was to starve the city into surrender.

General Grant's troops began the **Siege of Vicksburg** in mid-May, 1863, cutting off the city and shelling it repeatedly. As food ran out, residents and soldiers survived by eating horses, dogs, and rats. “We are utterly cut off from the world, surrounded by a circle of fire,” wrote one woman. “People do noth-

Primary Source

SPEECH

Response to Farragut

The mayor of New Orleans considered the surrender of the city to the Union navy:

“We yield to physical force alone and maintain allegiance to the Confederate States; beyond this, a due respect for our dignity, our rights and the flag of our country does not, I think, permit us to go.”

—**Mayor John T. Monroe,**

quoted in *Confederate Military History, Vol. 10*

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

How does Monroe's statement reveal his attitude about surrender?

The Union navy played an important part in the Civil War. Besides blockading and raiding southern ports, the navy joined battles along the Mississippi River, as in this painting of Vicksburg.

ing but eat what they can get, sleep when they can, and dodge the shells.”

The Confederate soldiers were also sick and hungry. In late June a group of soldiers sent their commander a warning.

“The army is now ripe for mutiny [rebellion], unless it can be fed. If you can’t feed us, you’d better surrender us, horrible as the idea is.”

—Confederate soldiers at Vicksburg to General John C. Pemberton, 1863

On July 4, Pemberton surrendered. Grant immediately sent food to the soldiers and civilians. He later claimed that “the fate of the Confederacy was sealed when Vicksburg fell.”

READING CHECK **Summarizing** How did the Union gain control of the Mississippi River?

Struggle for the Far West

Early on in the war, the Union halted several attempts by Confederate armies to control lands west of the Mississippi. In August 1861, a Union detachment from Colorado turned back a Confederate force at Glorieta Pass. Union volunteers also defeated rebel forces at Arizona’s Pichaco Pass.

Confederate attempts to take the border state of Missouri also collapsed. Failing to seize the federal arsenal at St. Louis mid-1861, the rebels fell back to Pea Ridge in northwestern Arkansas. There, in March 1862, they attacked again, aided by some 800 Cherokee. The Indians hoped the Confederates would give them greater freedom. In addition, slavery was legal in Indian Territory, and some Native Americans who were slaveholders supported the Confederacy. Despite being outnumbered, Union forces won the Battle of Pea Ridge. The Union defense of Missouri held.

Pro-Confederate forces remained active in the region throughout the war. They attacked Union forts and raided towns in Missouri and Kansas, forcing Union commanders to keep valuable troops stationed in the area.

READING CHECK **Analyzing** What was the importance of the fighting in the Far West?

SUMMARY AND PREVIEW The North and the South continued their struggle with battles in the West. A number of key battles took place in the Western theatre, and several important Union leaders emerged from these battles. One, Ulysses S. Grant, would soon become even more important to the Union army. In the next section you will learn about the lives of civilians, enslaved Africans, and soldiers during the war.

Section 3 Assessment

go.hrw.com
Online Quiz
KEYWORD: SS8 HP15

Reviewing Ideas, Terms, and People **HSS** 8.10.5, 8.10.6

- a. Identify** What role did **Ulysses S. Grant** play in the war in the West?

b. Explain Why was the **Battle of Shiloh** important?

c. Elaborate Do you think President Lincoln would have approved of Grant’s actions in the West? Why or why not?
- a. Describe** How did the Union take New Orleans, and why was it an important victory?

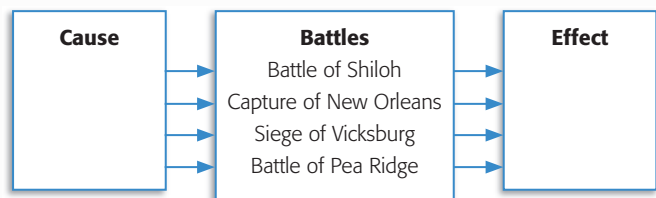
b. Draw Conclusions How were civilians affected by the **Siege of Vicksburg**?

c. Predict What might be some possible results of the Union victory at Vicksburg?
- a. Recall** Where did fighting take place in the Far West?

b. Analyze Why did Native Americans join Confederate forces in the West?

Critical Thinking

- Identifying Cause and Effect** Copy the graphic organizer below onto your own sheet of paper. Use it to identify the causes and effects of the battles listed.



FOCUS ON WRITING

- Taking Notes on the War in the West** As you read this section, take notes on the fight for the Mississippi River and the Siege of Vicksburg. Be sure to answer the following questions: Who? Where? When? Why? and How?

The Vicksburg Strategy

"Vicksburg is the key!"

President Abraham Lincoln declared. "The war can never be brought to a close until that key is in our pocket." Vicksburg was so important because of its location on the Mississippi River, a vital trade route and supply line. Union ships couldn't get past the Confederate guns mounted on the high bluffs of Vicksburg. Capturing Vicksburg would give the Union control the Mississippi, stealing a vital supply line and splitting the Confederacy in two. The task fell to General Ulysses S. Grant.

4 The Siege of Vicksburg Grant now had 30,000 Confederate troops trapped in Vicksburg. After two assaults on the city failed, Grant was forced to lay siege. After six weeks of bombardment, the Confederates surrendered on July 4, 1863. Grant's bold campaign had given the Union control of the Mississippi River.

1 Grant Crosses into Louisiana General Grant planned to attack Vicksburg from the North, but the swampy land made attack from that direction difficult. So, Grant crossed the Mississippi River into Louisiana and marched south.

2 Grant Moves East Grant's troops met up with their supply boats here and crossed back into Mississippi. In a daring gamble, Grant decided to move without a supply line, allowing his army to move quickly.

Port Gibson

Vicksburg



Ironclads

Union ironclads were vital to the Vicksburg campaign. These gunboats protected Grant's troops when they crossed the Mississippi. Later, they bombarded Vicksburg during the siege of the city.

Jackson

3

The Battle of Jackson Grant defeated a Confederate army at Jackson and then moved on to Vicksburg. This prevented Confederate forces from reinforcing Vicksburg.

BIOGRAPHY

Ulysses S. Grant

(1822–1885)

Ulysses S. Grant was born in April 1822 in New York. Grant attended West Point and fought in the Mexican-American War. He resigned in 1854 and worked at various jobs in farming, real estate, and retail. When the Civil War started, he joined the Union army and was quickly promoted to general. After the Civil War, Grant rode a wave of popularity to become president of the United States.



GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Location** Why was Vicksburg's location so important?
- 2. Place** What natural features made Vicksburg difficult to attack?

Daily Life during the War

What You Will Learn...

Main Ideas

1. The Emancipation Proclamation freed slaves in Confederate states.
2. African Americans participated in the war in a variety of ways.
3. President Lincoln faced opposition to the war.
4. Life was difficult for soldiers and civilians alike.

The Big Idea

The lives of many Americans were affected by the Civil War.

Key Terms and People

emancipation, p. 491

Emancipation Proclamation, p. 491

contrabands, p. 493

54th Massachusetts Infantry, p. 493

Copperheads, p. 494

habeas corpus, p. 494

Clara Barton, p. 496



HSS 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.

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

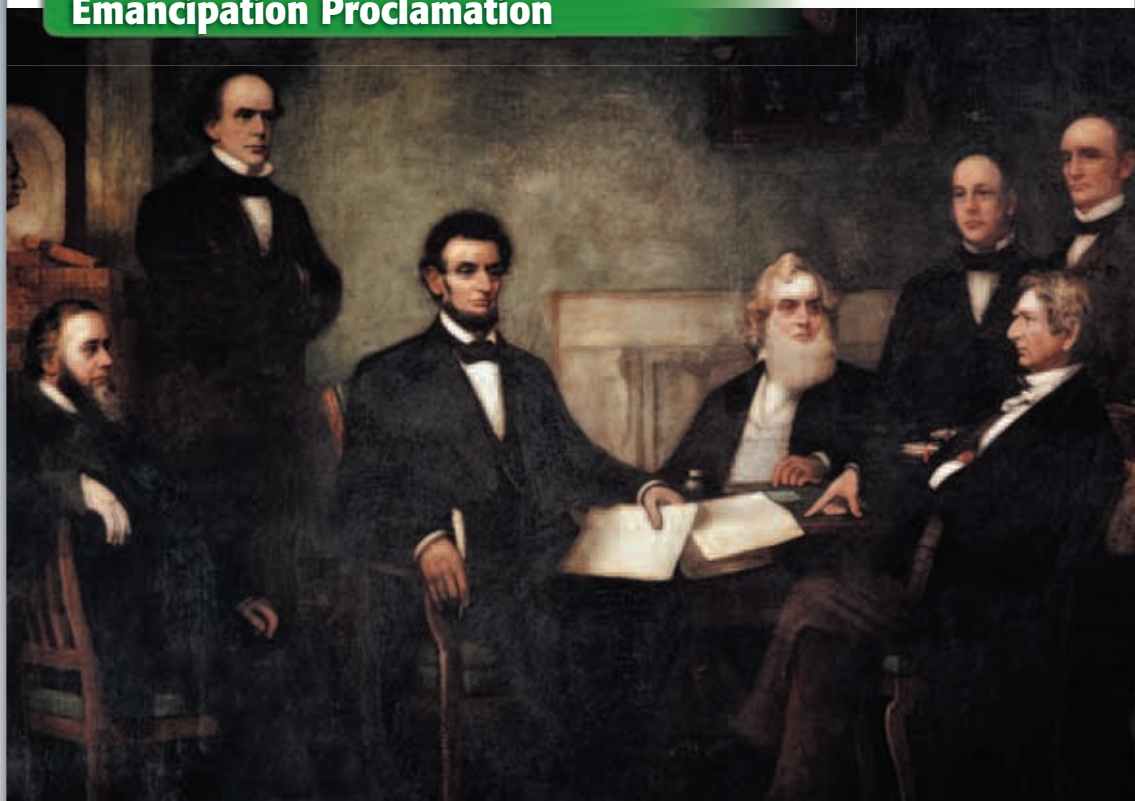
If YOU were there...

You live in Maryland in 1864. Your father and brothers are in the Union army, and you want to do your part in the war. You hear that a woman in Washington, D.C., is supplying medicines and caring for wounded soldiers on the battlefield. She is looking for volunteers. You know the work will be dangerous, for you'll be in the line of fire. You might be shot or even killed.

Would you join the nurses on the battlefield?

BUILDING BACKGROUND The Civil War touched almost all Americans. Some 3 million men fought in the two armies. Thousands of other men and women worked behind the lines, providing food, supplies, medical care, and other necessary services. Civilians could not escape the effects of war, as the fighting destroyed farms, homes, and cities.

Emancipation Proclamation



Emancipation Proclamation

At the heart of the nation's bloody struggle were millions of enslaved African Americans. Abolitionists urged President Lincoln to free them.

"You know I dislike slavery," Lincoln had written to a friend in 1855. In an 1858 speech, he declared, "There is no reason in the world why the negro is not entitled to all the natural rights numerated in the Declaration of Independence—the right to life, liberty, and the pursuit of happiness." Yet as president, Lincoln found **emancipation, or the freeing of slaves**, to be a difficult issue. He did not believe he had the constitutional power. He also worried about the effects of emancipation.

Lincoln Issues the Proclamation

Northerners had a range of opinions about abolishing slavery.

- The Democratic Party, which included many laborers, opposed emancipation. Laborers feared that freed slaves would come north and take their jobs at lower wages.
- Abolitionists argued that the war was pointless if it did not win freedom for African Americans. They warned that the Union



The painting at left shows Lincoln and his cabinet after the signing of the Emancipation Proclamation. Above is a photo of former slaves that were freed by the proclamation.

How do you think the Emancipation Proclamation would affect the Civil War?

Emancipation Proclamation



GEOGRAPHY SKILLS

INTERPRETING MAPS

Place In which places was slavery still legal after the Emancipation Proclamation?

would remain divided until the problem was resolved.

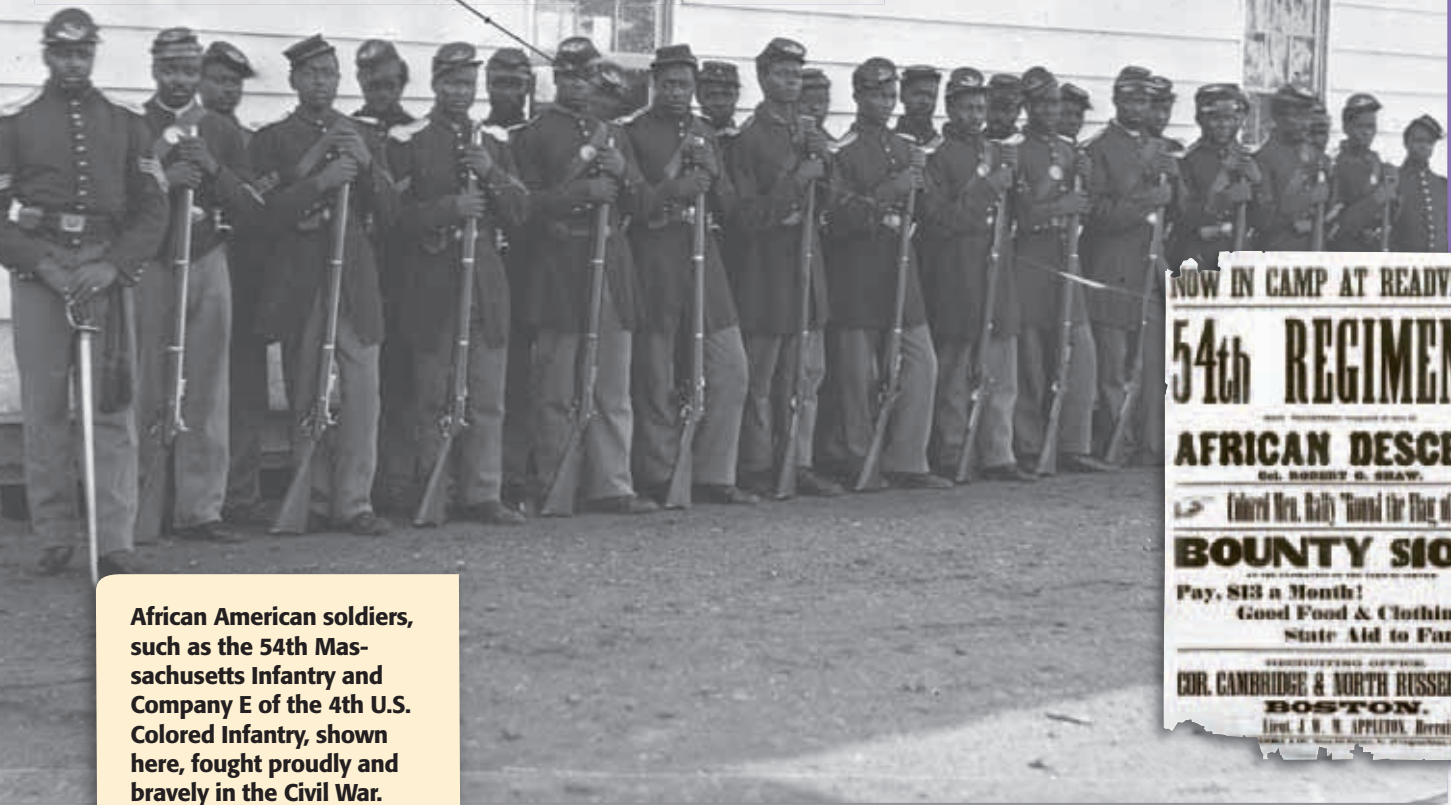
- Some in Lincoln's government predicted that emancipation would anger voters, causing Republicans to be defeated in the 1862 midterm elections. Lincoln worried about losing support for the war.
- Others, including Secretary of War Edwin Stanton, agreed with Lincoln's reasoning. The use of slave labor was helping the Confederacy make war. Therefore, as commander in chief, the president could free the slaves in all rebellious states. Freed African Americans could then be recruited into the Union army.

For several weeks in 1862, Lincoln worked intensely, thinking, writing, and rewriting. He finally wrote the **Emancipation Proclamation**, the order to free the Confederate slaves. The proclamation declared that:

"...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."

—Emancipation Proclamation, 1862

New Soldiers



African American soldiers, such as the 54th Massachusetts Infantry and Company E of the 4th U.S. Colored Infantry, shown here, fought proudly and bravely in the Civil War.

The Emancipation Proclamation was a military order that freed slaves only in areas controlled by the Confederacy. In fact, the proclamation had little immediate effect. It was impossible for the federal government to enforce the proclamation in the areas where it actually applied—the states in rebellion that were not under federal control. The proclamation did not stop slavery in the border states, where the federal government would have had the power to enforce it. The words written in the Emancipation Proclamation were powerful, but the impact of the document was more symbolic than real.

Lincoln wanted to be in a strong position in the war before announcing his plan. The Battle of Antietam gave him the victory he needed. He issued the Emancipation Proclamation on September 22, 1862. The proclamation went into effect on January 1, 1863.

Reaction to the Proclamation

New Year's Eve, December 31, 1862: In “night watch” meetings at many African American churches, worshippers prayed, sang, and gave thanks. When the clocks struck midnight, millions were free. Abolitionists rejoiced. Frederick Douglass called January 1, 1863, “the great day which is to determine the destiny not only of the American Republic, but that of the American Continent.”

William Lloyd Garrison was quick to note, however, that “slavery, as a system” continued to exist in the loyal slave states. Yet where slavery remained, the proclamation encouraged many enslaved Africans to escape when the Union troops came near. They flocked to the Union camps and followed them for protection. The loss of slaves crippled the South’s ability to wage war.

READING CHECK **Finding Main Ideas** How did northerners view the Emancipation Proclamation?

Primary Source

LETTER

June 23, 1863

Joseph E. Williams, an African American soldier and recruiter from Pennsylvania, wrote this letter describing why African Americans fought for the Union.

"We are now determined to hold every step which has been offered to us as citizens of the United States for our elevation [benefit], which represent justice, the purity, the truth, and aspiration [hope] of heaven. We must learn deeply to realize the duty, the moral and political necessity for the benefit of our race...Every consideration of honor, of interest, and of duty to God and man, requires that we should be true to our trust."

—quoted in *A Grand Army of Black Men*, edited by Edwin S. Redkey

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

Why did Williams think being soldiers was so important for African Americans?

African Americans Participate in the War

As the war casualties climbed, the Union needed even more troops. African Americans were ready to volunteer. Not all white northerners were ready to accept them, but eventually they had to. Frederick Douglass believed that military service would help African Americans gain rights.

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

—Frederick Douglass

Congress began allowing the army to sign up African American volunteers as laborers in July 1862. The War Department also gave **contrabands, or escaped slaves**, the right to join the Union army in South Carolina. Free African Americans in Louisiana and Kansas also formed their own units in the Union army. By the spring of 1863, African American army units were proving themselves in combat. They took part in a Union attack on Port Hudson, Louisiana, in May.

One unit stood out above the others. **The 54th Massachusetts Infantry** consisted mostly of free African Americans. In July 1863 this regiment led a heroic charge on South Carolina's Fort Wagner. The 54th took heavy fire and suffered huge casualties in the failed operation. About half the regiment was killed, wounded, or captured. Edward L. Pierce, a correspondent for the *New York Tribune*, wrote, "The Fifty-fourth did well and nobly...They moved up as gallantly as any troops could, and with their enthusiasm they deserved a better fate." The bravery of the 54th regiment made it the most celebrated African American unit of the war.

About 180,000 African Americans served with the Union army. They received \$10 a month, while white soldiers got \$13. They were usually led by white officers, some from abolitionist families.

African Americans faced special horrors on the battlefield. Confederates often killed their black captives or sold them into slavery. In the 1864 election, Lincoln suggested rewarding African American soldiers by giving them the right to vote.

READING CHECK Analyzing Information

How did African Americans support the Union?

Growing Opposition

The deepening shadows in Lincoln's face reflected the huge responsibilities he carried. Besides running the war, he had to deal with growing tensions in the North.

Copperheads

As the months rolled on and the number of dead continued to increase, a group of northern Democrats began speaking out against the war. Led by U.S. Representative Clement L. Vallandigham of Ohio, they called themselves Peace Democrats. Their enemies called them Copperheads, comparing them to a poisonous snake. The name stuck.

Many **Copperheads** were **midwesterners that sympathized with the South and opposed abolition**. They believed the war was not necessary and called for its end. Vallandigham asked what the war had gained, and then said, "Let the dead at Fredericksburg and Vicksburg answer."

Lincoln saw the Copperheads as a threat to the war effort. To silence them, he suspended the right of habeas corpus. **Habeas corpus**

is a constitutional protection against unlawful imprisonment. Ignoring this protection, Union officials jailed their enemies, including some Copperheads, without evidence or trial. Lincoln's action greatly angered Democrats and some Republicans.

Northern Draft

In March 1863, war critics erupted again when Congress approved a draft, or forced military service. For \$300, men were allowed to buy their way out of military service. For an unskilled laborer, however, that was nearly a year's wages. Critics of the draft called the Civil War a "rich man's war and a poor man's fight."

In July 1863, riots broke out when African Americans were brought into New York City to replace striking Irish dock workers. The city happened to be holding a war draft at the same time. The two events enraged rioters, who attacked African Americans and draft offices. More than 100 people died.

In this tense situation, the northern Democrats nominated former General George McClellan for president in 1864. They called

Infantry Family

While wealthy civilians could avoid military service, poorer men were drafted to serve in the Union army. This member of the 31st Pennsylvania Infantry brought his family along with him. His wife probably helped the soldier with many daily chores such as cooking and laundry.

Why would soldiers bring their families to live with them in camp?



for an immediate end to the war. Lincoln defeated McClellan in the popular vote, winning by about 400,000 votes out of 4 million cast. The electoral vote was not even close. Lincoln won 212 to 21.

READING CHECK Identifying Cause and Effect

Who opposed the war, and how did Lincoln respond to the conflict?

Difficult Lives of Soldiers

Young, fresh recruits in both armies were generally eager to fight. Experienced troops, however, knew better.

On the Battlefield

Civil War armies fought in the ancient battlefield formation that produced massive casualties. Endless rows of troops fired directly at one another, with cannonballs landing amid them. When the order was given, soldiers would attach bayonets to their guns and rush toward their enemy. Men died to gain every inch of ground.

Doctors and nurses in the field saved many lives. Yet they had no medicines to stop infections that developed after soldiers were wounded. Many soldiers endured the horror of having infected legs and arms amputated without painkillers. Infections from minor injuries caused many deaths.

Despite the huge battlefield losses, the biggest killer in the Civil War was not the fighting. It was diseases such as typhoid, pneumonia, and tuberculosis. Nearly twice as many soldiers died of illnesses as died in combat.

Prisoners of War

Military prisoners on both sides lived in unimaginable misery. In prison camps, such as Andersonville, Georgia, and Elmira, New York, soldiers were packed into camps designed to hold only a fraction of their number. Soldiers had little shelter, food, or clothing. Starvation and disease killed thousands of prisoners.

LINKING TO TODAY

Battlefield Communications

The drummer was an essential member of every Civil War unit. Drummers served army commanders by drumming specific beats that directed troop movements during battle. Different beats were used to order troops to prepare to attack, to fire, to cease fire, and to signal a truce. Drummers had to stay near their commanders to hear orders. This meant that the drummers—some as young as nine years old—often saw deadly combat conditions.

The Civil War gave birth to the Signal Corps, the army unit devoted to communications. Today battlefield communications are primarily electronic. Radio, e-mail, facsimile, and telephone messages, often relayed by satellites, enable orders and other information to be transmitted nearly instantaneously all over the globe.

Union Signal Corps



Modern battlefield communications



ANALYSIS SKILL

ANALYZING INFORMATION

Why is communication so important on the battlefield?

Life as a Civilian

The war effort involved all levels of society. Women as well as people too young or too old for military service worked in factories and on farms. Economy in the North boomed as production and prices soared. The lack of workers caused wages to rise by 43 percent between 1860 and 1865.

THE IMPACT TODAY

The American Red Cross today supplies victims of natural disasters with relief aid.

Women were the backbone of civilian life. On the farms, women and children performed the daily chores usually done by men. One visitor to Iowa in 1862 reported that he “met more women . . . at work in the fields than men.” Southern women also managed farms and plantations.

One woman brought strength and comfort to countless wounded Union soldiers. Volunteer **Clara Barton** organized the collection of medicine and supplies for delivery to the battlefield. At the field hospitals,



Clara Barton
founded the American Red Cross.

the “angel of the battlefield” soothed the wounded and dying and assisted doctors as bullets flew around her. Barton’s work formed the basis for the future American Red Cross.

In the South, Sally Louisa Tompkins established a small hospital in Richmond, Virginia. By the end of the war, it had grown into a major army hospital. Jefferson Davis recognized her value to the war effort by making her a captain in the Confederate army.

READING CHECK Analyzing How did women help the war effort on both sides?

SUMMARY AND PREVIEW Many lives were changed by the war. In the next section you will learn about the end of the war.

Section 4 Assessment

go.hrw.com
Online Quiz

KEYWORD: SS8 HP15

Reviewing Ideas, Terms, and People **HSS** 8.10.4, 8.10.5, 8.10.7

- a. Recall** Why did some Americans want to end slavery?

b. Contrast How did reactions to the **Emancipation Proclamation** differ?

c. Elaborate Do you think that the **emancipation** of slaves should have extended to the border states? Explain your answer.
- a. Recall** Why did some northerners want to recruit African Americans into the Union army?

b. Contrast In what ways did African American soldiers face more difficulties than white soldiers did?
- a. Identify** Who were **Copperheads**, and why did they oppose the war?

b. Evaluate Should President Lincoln have suspended the right to **habeas corpus**? Why?
- a. Describe** What were conditions like in military camps?

b. Draw Conclusions How did the war change life on the home front?

Critical Thinking

- 5. Categorizing** Copy the chart below onto your own sheet of paper. Use it to identify the ways in which people in the North and the South contributed to the war effort.

People	Contributions
Women and Children	
African Americans	
Soldiers	

FOCUS ON WRITING

- 6. Taking Notes on Life During the War** As you read this section, take notes on Lincoln’s emancipation of the slaves, African American soldiers, and women who provided medical care for soldiers. Be sure to answer the following questions: Who? Where? When? Why? and How?

The Tide of War Turns

SECTION

5

If YOU were there...

You live in southern Pennsylvania in 1863, near a battlefield where thousands died. Now people have come from miles around to dedicate a cemetery here. You are near the front of the crowd. The first speaker impresses everyone with two hours of dramatic words and gestures. Then President Lincoln speaks—just a few minutes of simple words. Many people are disappointed.

Why do you think the president's speech was so short?

BUILDING BACKGROUND Many people, especially in the North, had expected a quick victory, but the war dragged on for years. The balance of victories seemed to seesaw between North and South, and both sides suffered terrible casualties. The last Confederate push into the North ended at Gettysburg in one of the bloodiest battles of the war.

Three Days at Gettysburg

Gettysburg was the largest and bloodiest battle of the Civil War. In three days, more than 51,000 soldiers were killed, wounded, captured, or went missing. It was an important victory for the Union, and it stopped Lee's plan of invading the North.



Artillery played a key role in the Battle of Gettysburg on July 1, 1863.

Day One: July 1, 1863

What You Will Learn...

Main Ideas

1. The Battle of Gettysburg in 1863 was a major turning point in the war.
2. During 1864, Union campaigns in the East and South dealt crippling blows to the Confederacy.
3. Union troops forced the South to surrender in 1865, ending the Civil War.

The Big Idea

Union victories in 1863, 1864, and 1865 brought the Civil War to an end.

Key Terms and People

George G. Meade, p. 498

Battle of Gettysburg, p. 498

George Pickett, p. 499

Pickett's Charge, p. 499

Gettysburg Address, p. 500

Wilderness Campaign, p. 500

William Tecumseh Sherman, p. 501

total war, p. 502

Appomattox Courthouse, p. 502



HSS 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.

Battle of Gettysburg

In December 1862 Confederate forces under the command of General Robert E. Lee triumphed at Fredericksburg, Virginia. The Confederates were outnumbered, yet they defeated a Union army led by General Ambrose Burnside.

Confederates on the Move

In the spring of 1863, Lee split his forces and caught the Union army off guard near the town of Chancellorsville. They defeated a larger Union force again, but with heavy casualties. While riding at the front lines, Lee's trusted general, Stonewall Jackson, was accidentally shot by his own troops. Jackson died a few days later.

General Lee launched more attacks within Union territory. As before, his goal was to break the North's will to fight. He also hoped that a victory would convince other nations to recognize the Confederacy.

First Day

In early June 1863, Lee cut across northern Maryland into southern Pennsylvania. His

forces gathered west of a small town called Gettysburg. Lee was unaware that Union soldiers were encamped closer to town. He had been suffering from lack of enemy information for three days because his cavalry chief "Jeb" Stuart was not performing his duties. Stuart and his cavalry had gone off on their own raiding party, disobeying Lee's orders.

Another Confederate raiding party went to Gettysburg for boots and other supplies. There, Lee's troops ran right into Union general **George G. Meade's** cavalry, triggering the **Battle of Gettysburg**, a key battle that finally turned the tide against the Confederates. The battle began on July 1, 1863, when the Confederate raiding party and the Union forces began exchanging fire. The larger Confederate forces began to push the Union troops back.

In the heat of battle, Union forces looked for the best defensive position. They dug in on top of two hills south of town—Cemetery Ridge and Culp's Hill. The Confederate raiding party camped at Seminary Ridge, which ran parallel to the Union forces. The Union troops, however, had the better position. Both camps called for their main forces to reinforce them and prepare for combat the next day.

Three Days at Gettysburg (continued)



Day Two: July 2, 1863, 10 a.m.

Union soldiers desperately defended Little Round Top from a fierce Confederate charge.

Second Day

On July 2, Lee ordered an attack on the left side of the Union line. Lee knew that he could win the battle if his troops captured Little Round Top from the Union forces. From this hill, Lee's troops could easily fire down on the line of Union forces. Union forces and Confederate troops fought viciously for control of Little Round Top. The Union, however, held off the Confederates.

Pickett's Charge

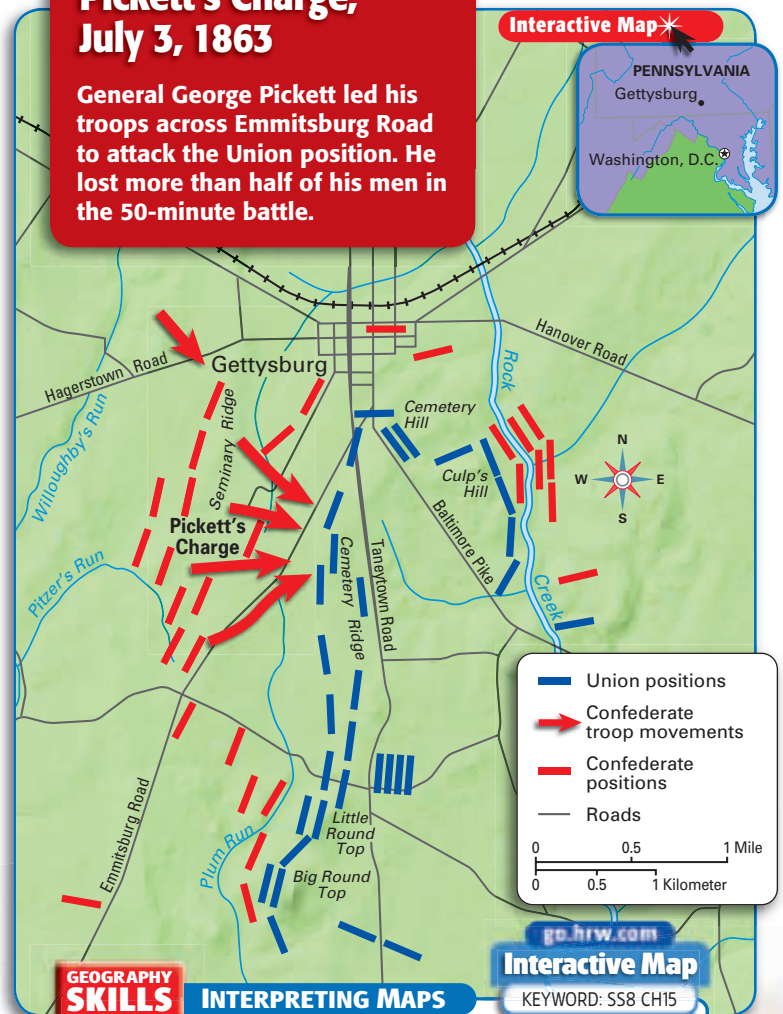
On the third day of battle, Lee planned to rush the center of the Union line. This task fell to three divisions of Confederate soldiers. General **George Pickett** commanded the largest unit. In late afternoon, nearly 15,000 men took part in **Pickett's Charge**—a failed Confederate attack up Cemetery Ridge. Fewer than half of the soldiers reached the top.

Lee ordered Pickett to organize his division for a possible counterattack. "General Lee, I have no division now," Pickett replied.

On the fourth day Lee held his position but began planning to retreat to Virginia. In all, nearly 75,000 Confederate soldiers and 90,000 Union troops had fought during the Battle of Gettysburg.

Pickett's Charge, July 3, 1863

General George Pickett led his troops across Emmitsburg Road to attack the Union position. He lost more than half of his men in the 50-minute battle.



GEOGRAPHY SKILLS

INTERPRETING MAPS

Interactive Map

KEYWORD: SS8 CH15

1. **Human-Environment Interaction** How do you think geography affected Pickett's Charge?
2. **Movement** In which direction did Pickett's soldiers charge?

Pickett's Charge

Pickett's Charge proved a disaster for the Confederate attackers. Fewer than half of them survived.

Day Three: July 3, 1863, 3 p.m.

Aftermath of Gettysburg

Gettysburg was a turning point in the war. Lee's troops would never again launch an attack in the North. The Union victory at Gettysburg also took place on the same day as Grant's capture of Vicksburg, Mississippi. These victories made northerners believe that the war could be won.

FOCUS ON READING

The first sentence of the paragraph to the right is a proposition. The rest of this paragraph supports the idea.

The Union victory at Gettysburg had come at a high price. Union casualties numbered more than 23,000. The Confederacy suffered more than 28,000 casualties. One Gettysburg resident saw the battlefield after the fighting ended.

“As we ... looked down into the chasms ... we beheld the dead lying there just as they had fallen during the struggle ... It was an awful spectacle! Dead soldiers, bloated horses, shattered cannon.”

—Tillie Pierce, 1863

In addition, the Union win at Gettysburg helped to end the South's search for foreign influence in the war. After Gettysburg, Great Britain and France refused to provide aid to the Confederacy. The South's attempt at cotton diplomacy failed.

The Gettysburg Address

On November 19, 1863, at the dedicating ceremony of the Gettysburg battlefield cemetery, President Lincoln gave a speech called the **Gettysburg Address**, in which he praised the bravery of Union soldiers and renewed his commitment to winning the Civil War. This short but moving speech is one of the most famous in American history. In one of its frequently quoted lines, Lincoln referenced the Declaration of Independence and its ideals of liberty, equality, and democracy. He reminded listeners that the war was being fought for those reasons.

Lincoln rededicated himself to winning the war and preserving the Union. A difficult road still lay ahead.

READING CHECK Analyzing Why was Gettysburg a turning point?

ACADEMIC VOCABULARY

execute to perform, carry out

Union Campaigns Cripple the Confederacy

Lincoln had been impressed with General Grant's successes in capturing Vicksburg. He transferred Grant to the East and gave him command of the Union army. In early 1864, Grant forced Lee to fight a series of battles in Virginia that stretched Confederate soldiers and supplies to their limits.

Wilderness Campaign in the East

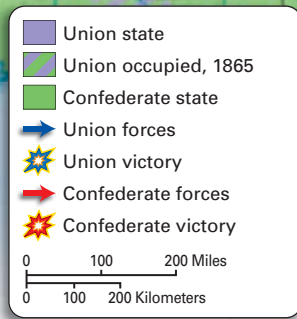
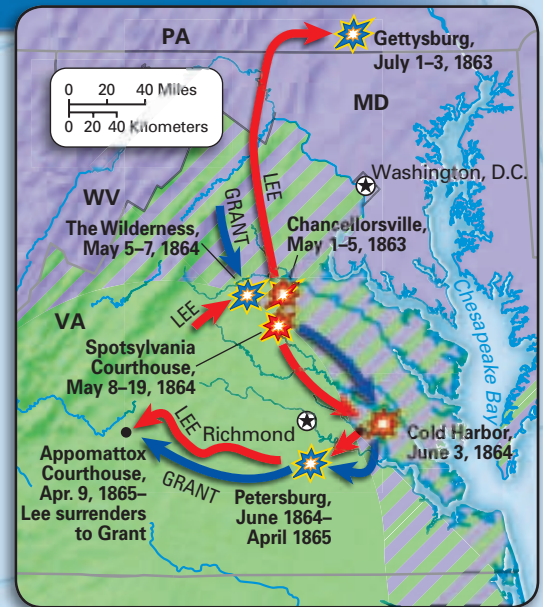
From May through June, the armies fought in northern and central Virginia. Union troops launched the **Wilderness Campaign**—a series of battles designed to capture the Confederate capital at Richmond, Virginia. The first battle took place in early May, in woods about 50 miles outside of Richmond. Grant then ordered General Meade to Spotsylvania, where the fighting raged for 10 days.

Over the next month, Union soldiers moved the Confederate troops back toward Richmond. However, Grant experienced his worst defeat at the Battle of Cold Harbor in early June, just 10 miles northeast of Richmond. In only a few hours the Union army suffered 7,000 casualties. The battle delayed Grant's plans to take the Confederate capital.

Union forces had suffered twice as many casualties as the Confederates had, yet Grant continued his strategy. He knew he would be getting additional soldiers, and Lee could not. Grant slowly but surely advanced his troops through Virginia. He told another officer, “I propose to fight it out on this line if it takes all summer.”

After Cold Harbor, General Grant moved south of Richmond. He had hoped to take control of the key railroad junction at Petersburg, Virginia. Lee's army, however, formed a solid defense, and Grant could not **execute** his attack. Grant was winning the war, but he still had not captured Richmond. Facing re-election, Lincoln was especially discouraged by this failure.

Final Campaigns



GEOGRAPHY SKILLS INTERPRETING MAPS

- 1. Movement** About how long was Sherman's March to the Sea from Atlanta to Savannah?
- 2. Movement** What challenges do you think Sherman faced on his southern attacks?

Sherman Strikes the South

Lincoln needed a victory for the Union army to help him win re-election in 1864. The bold campaign of General **William Tecumseh Sherman** provided this key victory. Sherman carried out the Union plan to destroy southern railroads and industries.

In the spring of 1864, Sherman marched south from Tennessee with 100,000 troops. His goal was to take Atlanta, Georgia, and knock out an important railroad link. From May through August, Sherman's army moved steadily through the Appalachian Mountains toward Atlanta. Several times, Sherman avoided defenses set up by Confederate general Joseph Johnston.

In July, Sherman was within sight of Atlanta. Confederate president Jefferson Davis gave General John Hood command of Confederate forces in the region. Hood repeatedly attacked Sherman in a final attempt to

save Atlanta, but the Union troops proved stronger. The Confederate troops retreated as Sherman held Atlanta under siege.

Atlanta fell to Sherman's troops on September 2, 1864. Much of the city was destroyed by artillery and fire. Sherman ordered the residents who still remained to leave. Responding to his critics, Sherman later wrote, "War is war, and not popularity-seeking." The loss of Atlanta cost the South an important railroad link and its center of industry.

Many people in the North had been upset with the length of the war. However, the capture of Atlanta showed that progress was being made in defeating the South. This success helped to convince Union voters to re-elect Lincoln in a landslide.

Sherman did not wait long to begin his next campaign. His goal was the port city of Savannah, Georgia. In mid-November 1864,

Sherman left Atlanta with a force of about 60,000 men. He said he would “make Georgia howl!”

During his March to the Sea, Sherman practiced **total war**—destroying civilian and economic resources. Sherman believed that total war would ruin the South’s economy and its ability to fight. He ordered his troops to destroy railways, bridges, crops, livestock, and other resources. They burned plantations and freed slaves.

Sherman’s army reached Savannah on December 10, 1864. They left behind a path of destruction 60 miles wide. Sherman believed that this march would speed the end of the war. He wanted to break the South’s will to fight by marching Union troops through the heart of the Confederacy. In the end, Sherman’s destruction of the South led to anger and resentment toward the people of the North that would last for generations.

READING CHECK Drawing Conclusions

How did Sherman hope to help the Union with his total-war strategy?

Causes and Effects of the Civil War

QUICK FACTS

Causes

- Disagreement over the institution of slavery
- Economic differences
- Political differences

Effects

- Slavery ends
- 620,000 Americans killed
- Military districts created
- Southern economy in ruins

ANALYSIS SKILL

INTERPRETING CHARTS

How important was slavery to the Civil War?

The South Surrenders

In early April, Sherman closed in on the last Confederate defenders in North Carolina. At the same time, Grant finally broke through the Confederate defenses at Petersburg. On April 2, Lee was forced to retreat from Richmond.

Fighting Ends

By the second week of April 1865, Grant had surrounded Lee’s army and demanded the soldiers’ surrender. Lee hoped to join other Confederates in fighting in North Carolina, but Grant cut off his escape just west of Richmond. Lee tried some last minute attacks but could not break the Union line. Lee’s forces were running low on supplies. General James Longstreet told about the condition of Confederate troops. “Many weary soldiers were picked up . . . some with, many without, arms [weapons],—all asking for food.”

Trapped by the Union army, Lee recognized that the situation was hopeless. “There is nothing left for me to do but go and see General Grant,” Lee said, “and I would rather die a thousand deaths.”

On April 9, 1865, the Union and Confederate leaders met at a home in the small town of **Appomattox Courthouse** where Lee surrendered to Grant, thus ending the Civil War.

During the meeting, Grant assured Lee that his troops would be fed and allowed to keep their horses, and they would not be tried for treason. Then Lee signed the surrender documents. The long, bloody war had finally ended. Grant later wrote that he found the scene at Appomattox Courthouse more tragic than joyful.

“I felt . . . sad and depressed at the downfall of a foe [enemy] who had fought so long and valiantly [bravely], and had suffered so much for a cause, though that cause was, I believe, one of the worst for which a people ever fought.”

—Ulysses S. Grant



Surrender at Appomattox

Union general Grant rose to shake hands with Confederate general Lee after the surrender. Grant allowed Lee to keep his sword and Lee's men to keep their horses.

Was it important for Grant and Lee to shake hands? Why or why not?

As General Lee returned to his troops, General Grant stopped Union forces from cheering their victory. "The war is over," Grant said with relief. "The rebels are our countrymen again."

The Effects of the War

The Civil War had deep and long-lasting effects. Almost 620,000 Americans lost their lives during the four years of fighting.

The defeat of the South ended slavery there. The majority of former slaves, however, had no homes or jobs. The southern economy was in ruins.

A tremendous amount of hostility remained, even after the fighting had ceased. The war was over, but the question remained: How could the United States be united once more?

READING CHECK **Predicting** What problems might the Union face following the Civil War?

SUMMARY AND PREVIEW After four long years of battles, the Civil War ended with General Lee's surrender at Appomattox Courthouse. In the next chapter you will read about the consequences of the war in the South.

Section 5 Assessment

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Online Quiz

KEYWORD: SS8 HP15

Reviewing Ideas, Terms, and People **HSS** 8.10.6, 8.10.7

- Identify** What was the **Gettysburg Address**?
 - Analyze** Why was geography important to the outcome of the **Battle of Gettysburg**?
 - Predict** How might the war have been different if Confederate forces had won the Battle of Gettysburg?
- Recall** What was the purpose of the **Wilderness Campaign**?
 - Draw Conclusions** In what way was the capture of Atlanta an important victory for President Lincoln?
- Identify** What events led to Lee's surrender at **Appomattox Courthouse**?
 - Summarize** What problems did the South face at the end of the war?

Critical Thinking

- Sequencing** Copy the graphic organizer onto your own sheet of paper. Use it to fill in and explain the events that led to the end of the Civil War.

July 1–3, 1863
May–June, 1864
September 2, 1864
December 10, 1864
April 2, 1865
April 9, 1865

FOCUS ON WRITING

- Taking Notes on the End of the War** As you read this section, take notes on the Battle of Gettysburg, the Wilderness Campaign, the fall of Atlanta, and the South's surrender. Be sure to answer the following questions: Who? Where? When? Why? and How?

Social Studies Skills

Analysis

Critical
Thinking

Participation

Study



HSS HR4 Students assess the credibility of primary and secondary sources.

Interpreting Political Cartoons

Define the Skill

Political cartoons are drawings that express views on important issues. They have been used throughout history to influence public opinion. The ability to interpret political cartoons will help you understand issues and people's attitudes about them.

Learn the Skill

Political cartoons use both words and images to convey their message. They often contain caricatures or symbolism. A caricature is a drawing that exaggerates the features of a person or object. Symbolism is the use of one thing to represent something else. Cartoonists use these techniques to help make their point clear. They also use titles, labels, and captions to get their message across.

Use these steps to interpret political cartoons.

- 1 Read any title, labels, and caption to identify the cartoon's general topic.
- 2 Identify the people and objects. Determine if they are exaggerated and, if so, why. Identify any symbols and analyze their meaning.
- 3 Draw conclusions about the message the cartoonist is trying to convey.

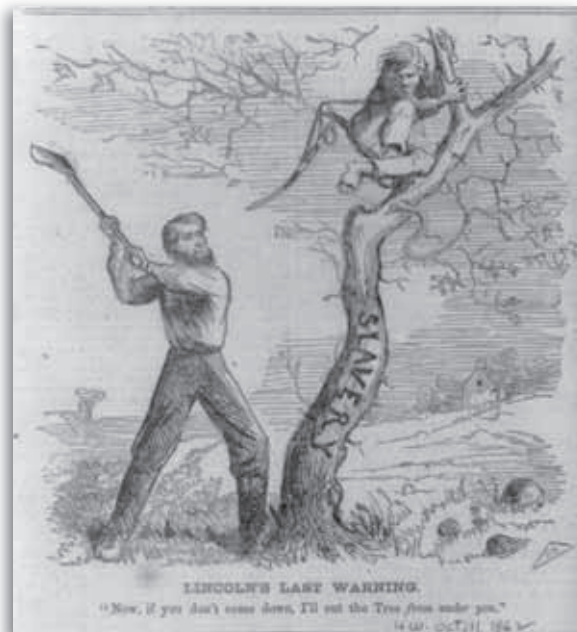
The following cartoon was published in the North in 1863. The cartoonist has used symbols to make his point. Lady Liberty, representing the Union, is being threatened by the Copperheads. The cartoonist has expressed his opinion of these people by drawing them as the poisonous snake for which they were named. This cartoon clearly supports the Union's continuing to fight the war.



Practice the Skill

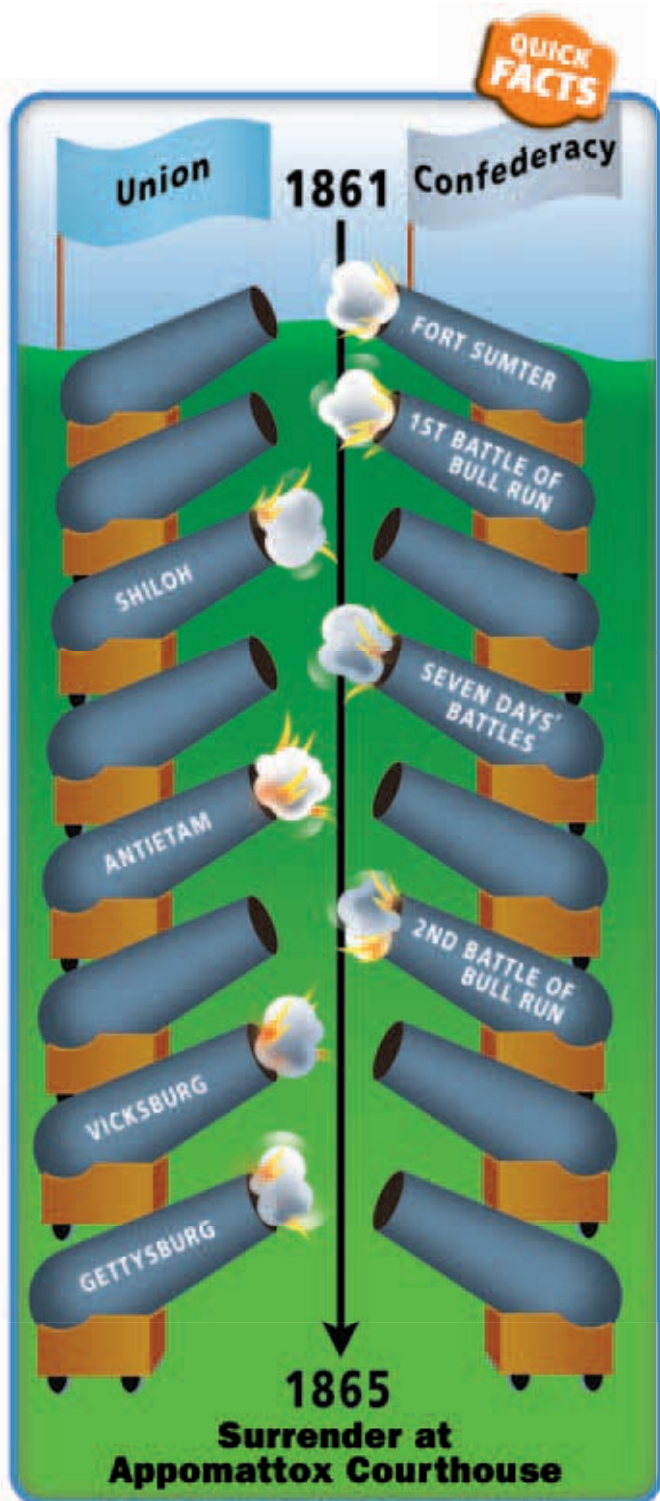
Apply the guidelines to interpret the cartoon below and answer the questions that follow.

1. What do the tree and the man in it symbolize?
2. What policy or action of President Lincoln is this cartoon supporting?



Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.



Reviewing Vocabulary, Terms, and People

Match the numbered definitions with the correct terms from the list below.

- a. contrabands
 - b. cotton diplomacy
 - c. Second Battle of Bull Run
 - d. Siege of Vicksburg
 - e. Thomas “Stonewall” Jackson
1. Attack by Union general Ulysses S. Grant that gave the North control of the Mississippi River
 2. Confederate general who held off Union attacks and helped the South win the First Battle of Bull Run
 3. Important Confederate victory in which General Robert E. Lee defeated Union troops and pushed into Union territory for the first time
 4. Southern strategy of using cotton exports to gain Britain’s support in the Civil War
 5. Term given to escaped slaves from the South

Comprehension and Critical Thinking

SECTION 1 (Pages 472–476)

HSS 8.10.3, 8.10.4, 8.10.6, 8.10.7

6. a. **Identify** When and where did fighting in the U.S. Civil War begin?
- b. **Analyze** How did civilians help the war effort in both the North and the South?
- c. **Elaborate** Why do you think the border states chose to remain in the Union despite their support of slavery?

SECTION 2 (Pages 478–483)

HSS 8.10.5, 8.10.6

7. a. **Identify** What was the first major battle of the war? What was the outcome of the battle?
- b. **Analyze** What was the Union army hoping to accomplish when it marched into Virginia at the start of the war?
- c. **Evaluate** Was the Union’s naval blockade of the South successful? Why or why not?

SECTION 3 (Pages 484–487) HSS 8.10.5, 8.10.6

8. a. **Identify** Which side did the Cherokee support in the fighting at Pea Ridge? Why?
- b. **Draw Conclusions** What progress did Union leaders make in the war in the West?
- c. **Evaluate** Which victory in the West was most valuable to the Union? Why?

SECTION 4 (Pages 490–496) HSS 8.10.4, 8.10.5, 8.10.7

9. a. **Describe** What responsibilities did women take on during the war?
- b. **Analyze** What opposition to the war did President Lincoln face, and how did he deal with that opposition?
- c. **Predict** What might be some possible problems that the newly freed slaves in the South might face?

SECTION 5 (Pages 497–503) HSS 8.10.6, 8.10.7

10. a. **Recall** When and where did the war finally end?
- b. **Compare and Contrast** How were the efforts of Generals Grant and Sherman at the end of the war similar and different?
- c. **Elaborate** What do you think led to the South's defeat in the Civil War? Explain.

Social Studies Skills

Interpreting Political Cartoons Use the Social Studies Skills taught in this chapter to answer the questions about the political cartoon below.



11. What do you think the artist is saying about politicians with this cartoon?

Reading Skills

Understanding Propositions and Support Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

Lee was unaware that Union soldiers were encamped closer to town. He had been suffering from lack of enemy information for three days because his cavalry chief “Jeb” Stuart was on a “joy ride.” Stuart and his cavalry had gone off on their own raiding party, disobeying Lee’s orders. (p. 498)

12. What is the main proposition of the above reading section?
 - a. “Jeb” Stuart was on a “joy ride.”
 - b. Stuart and his cavalry had gone off on their own.
 - c. Stuart and his cavalry disobeyed Lee’s orders.
 - d. Lee was suffering from a lack of enemy information.

Reviewing Themes

13. **Society and Culture** What effects did the Civil War have on American society?
14. **Politics** What political difficulties did the Emancipation Proclamation cause for President Lincoln?

Using the Internet

go.hrw.com

KEYWORD: SS8 US15

15. **Activity: Writing a Poem** Soldiers in the Civil War came from all walks of life. Despite the hope for glory and adventure, many encountered dangerous and uncomfortable conditions. Enter the activity keyword to learn more about Civil War soldiers. After viewing photographs and reading letters, write a poem describing the life of a soldier. Your poem should reflect on the soldier’s emotions and experiences.

FOCUS ON WRITING

16. **Write Your Newspaper Article** Review your notes. Then choose the subject you think would make the best newspaper article. Write an attention-grabbing headline. Then write your article, giving as many facts as possible.

Standards Assessment

DIRECTIONS: Read each question and write the letter of the best response. Use the map below to answer question 1.



The place where two major battles of the Civil War were fought is indicated on the map by what letter?

- A W
- B X
- C Y
- D Z

2 The Battle of Gettysburg was an important battle of the Civil War because

- A it was an overwhelming Confederate victory.
- B the Union army's advance on the Confederate capital was stopped.
- C it ended Lee's hopes of advancing into northern territory.
- D it enabled the Union to control the Mississippi River.

3 Overall command of Confederate forces in Virginia during most of the Civil War was held by

- A Jefferson Davis.
- B William Tecumseh Sherman.
- C Thomas "Stonewall" Jackson.
- D Robert E. Lee.

4 Which of Lincoln's speeches and writings reflected the statement of the Declaration of Independence that "all men are created equal"?

- A the Emancipation Proclamation
- B the first inaugural address (1861)
- C the second inaugural address (1865)
- D the Gettysburg Address

5 The tactics that Sherman used against Confederate armies in the South were based on what strategy?

- A cutting off troops from their officers
- B a naval blockade of southern ports
- C destroying the South's resources and economy
- D hit-and-run attacks on major southern cities

Connecting with Past Learning

6 In this chapter you learned about how civil war can divide a country and bring about change. Which struggle that you learned about in Grade 7 was similar in this way?

- A 1642 defeat of King Charles of England by Oliver Cromwell
- B the Inquisition
- C the Opium War
- D the Hundred Years' War

7 In the War of 1812 the British navy blockaded American seaports in the hope that the U.S. economy would suffer and the United States would surrender. Which Civil War strategy was similar?

- A General Winfield Scott's plan to destroy the southern economy
- B General William Tecumseh Sherman's March to the Sea
- C General Ulysses S. Grant's capture of Vicksburg
- D Admiral David Farragut's defeat of New Orleans