

Chapter
13

The Civil War

Gettysburg Battlefield ▶



 NATIONAL GEOGRAPHIC

Who & When?

1861



1861
Civil War begins with battle at Fort Sumter

1862

1862
Robert E. Lee commands Confederate army

1863

1863
Emancipation Proclamation issued

1865

1865
War ends; Lincoln assassinated



The Big Ideas

Section 1

The Two Sides

Differences in economic, political, and social beliefs and practices can lead to division within a nation and have lasting consequences. The Union and the Confederacy prepared for war.

Section 2

Early Years of the War

Conflict often brings about great change. Neither the Union nor the Confederate forces gained a strong early advantage.

Section 3

A Call to Freedom

Reactions to social injustice can lead to reform movements. African Americans struggled for their civil rights.

Section 4

Life During the Civil War

Citizen participation is essential to the foundation and preservation of the U.S. political system. Civilians as well as soldiers had an impact on the war effort.

Section 5

The Way to Victory

Conflict often brings about great change. Aggressive offensives resulted in a victory for the Union.



View the Chapter 13 video in the Glencoe Video Program.

FOLDABLES™ Study Organizer

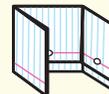
Organizing Information Make this foldable to help you organize what you learn about the Civil War.

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

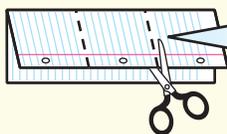


Fold it so the left edge lies about $\frac{1}{2}$ inch from the right edge.

Step 2 Turn the paper and fold it into thirds.



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



This will make three tabs.

Step 4 Label your foldable as shown.



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

Chapter 13

Get Ready to Read

Evaluation



READING
SKILL



Learn It!

Good readers evaluate information as they read. That means they draw conclusions and determine the significance of events, ideas, and people that they read about. As you read history, ask yourself such questions as:

- What caused this person or group of people to react that way? In the same situation, how did other people in history react?
- What words has the author chosen to describe this event or person? How do these words help me form an opinion?
- Is the information that I'm reading based on fact or opinion?

Keep these questions in mind as you read the excerpt below.

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

—from page 605

Reading Tip

As you read, write down some of your conclusions or opinions in your notebook. When you finish the chapter, go back and review them. Did your conclusions and opinions change?

2 Practice It!

Turn to page 600 and read the passage called “Treating the Sick and Wounded.” Then, use the questions below to evaluate what you read.

- Were women well received as nurses in Civil War hospitals?
- What did doctors and other men initially think about women assisting in hospitals?
- How do you feel about this? Do you agree?
- How did some women respond to being discouraged from nursing?
- What word did the author use to describe women who disregarded the objections of men? Does that word give you a clue to the author’s opinions?
- Do you think that you would be able to work in a battlefield hospital? Why or why not?

Read to Write.....

You can also use your evaluation skills when you observe images. Select a painting or photograph in this chapter depicting a war scene and describe what you see and how you would evaluate it.



Image of nurse with soldier ►

3 Apply It!

Choose one paragraph in Section 1 to evaluate. Write a list of five questions that you would ask as a part of that evaluation.

The Two Sides

Guide to Reading



History Social Science Standards

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

Looking Back, Looking Ahead

After the firing on Fort Sumter, the Union and the Confederacy called for volunteers to fight.

Focusing on the **Main Ideas**

- Both the North and the South had strengths and weaknesses that helped determine their military strategies. (page 571)
- Soldiers in the Civil War came from every region, and each side expected an early victory. (page 574)

Locating Places

Richmond, Virginia

Meeting People

Jefferson Davis
Mary Todd Lincoln
Robert E. Lee
William Tecumseh Sherman

Content Vocabulary

border state
blockade (blah • KAYD)
offensive (uh • FEHN • sihv)
Rebel (REH • buhl)
Yankee (YANG • kee)

Academic Vocabulary

obvious (AHB • vee • uhs)
sufficient (suh • FIH • shuhnt)
primary (PRY • MEHR • ee)

Reading Strategy

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

	Union	Confederacy
Strengths		
Weaknesses		

NATIONAL
GEOGRAPHIC

Where & When?



1861

Feb. 1861

The Confederacy forms

April 1861

Four more states join Confederacy

1862

Summer 1861

Confederate forces total 112,000; Union 187,000

1863

June 1863

West Virginia joins Union



US8.10.2 Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.

Comparing North and South

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

Reading Connection Which do you think would be more important to a country at war: an army with experienced leaders or a large number of factories? Read to find out the advantages held by both the North and the South at the beginning of the war.

An American Story

Union sergeant Driscoll directed his troops at Malvern Hill on July 1, 1862. The enemy fought fiercely, especially one young Confederate soldier. Driscoll raised his rifle, took aim, and shot the boy. As he passed the spot where the boy had fallen, Driscoll turned the daring soldier over to see what he looked like. The boy opened his eyes and faintly murmured “Father,” then his eyes fluttered shut, never to open again. A Union captain, D.P. Conyngham, later wrote,

“I will forever recollect the frantic grief of Driscoll; it was harrowing to witness. He [had killed] his son, who had gone South before the war.”

—as quoted in *A Civil War Treasury of Tales, Legends and Folklore*

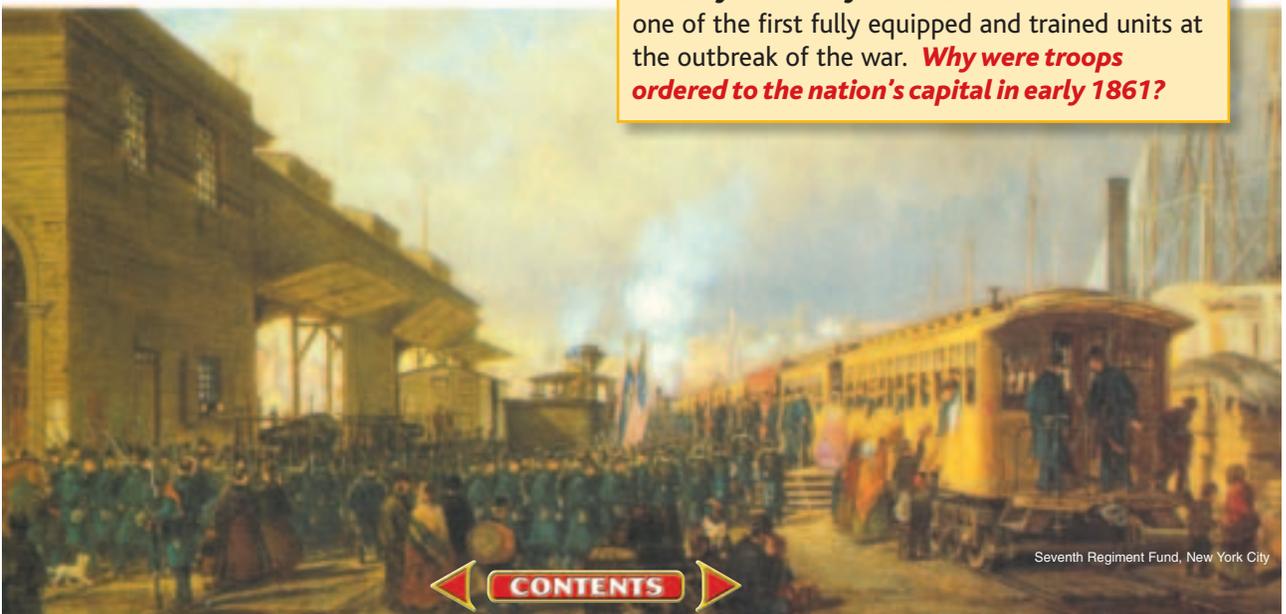
Like the Driscolls, many families were divided by the war. Neither side imagined, however, that the war would cost such a terrible price in human life. During the four years of fighting, hundreds of thousands of Americans were killed in battle.

The Border States By February 1861, seven states had left the Union and formed the Confederacy. After the Confederate bombardment of Fort Sumter, President Abraham Lincoln issued a call for troops to save the Union. His action caused Virginia, North Carolina, Tennessee, and Arkansas to join the Confederacy. These four states brought needed soldiers and supplies to the Confederacy. For its capital, the Confederacy chose **Richmond, Virginia**, a city located only about 100 miles from the Union capital of Washington, D.C.

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

History Through Art

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



Seventh Regiment Fund, New York City

Missouri could control parts of the Mississippi River and major routes to the West. Kentucky controlled the Ohio River. Delaware was close to the important Northern city of Philadelphia.

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

Maryland's key role became clear in April 1861. A mob in Baltimore attacked Northern troops; Confederate sympathizers burned railroad bridges and cut the telegraph line to Washington, isolating the capital from the rest of the North. Northern troops soon arrived and restored order, but the nation's capital had suffered some anxious days.

Remaining With the Union Lincoln had to move cautiously to avoid upsetting people in the border states. If he announced that he aimed to end slavery, groups supporting the Confederacy might take their states out of the Union. If he ordered Northern troops into Kentucky, its citizens could decide to support the South.

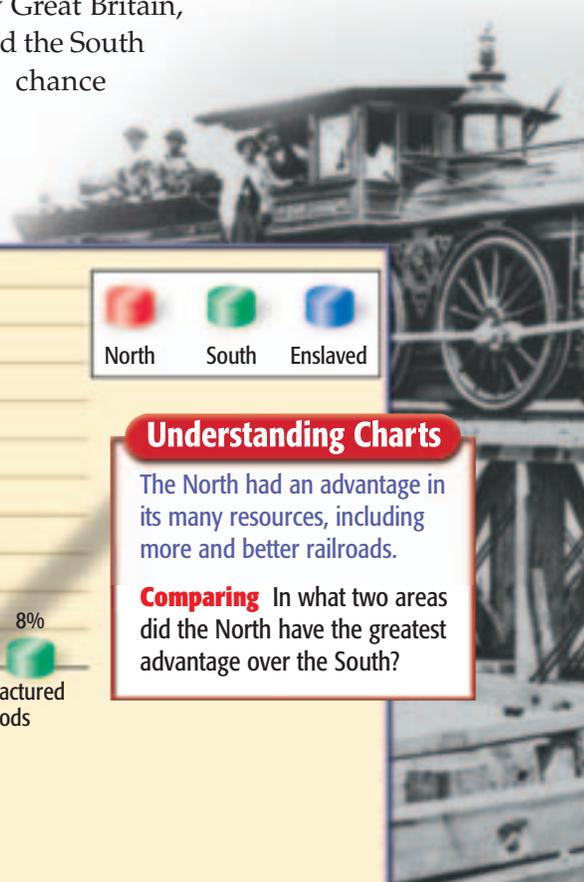
In some ways, Lincoln acted boldly. He suspended some constitutional rights and used his power to arrest people who supported secession.

In the end, Lincoln's approach worked. The border states stayed in the Union, but many of their citizens joined armies of the South.

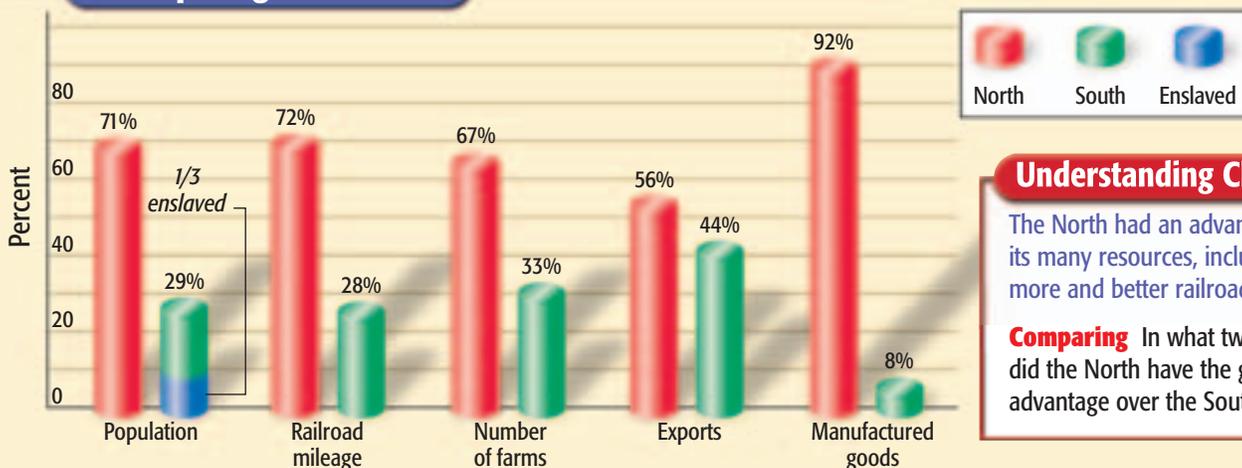
Strengths and Weaknesses When the war began, both sides had advantages and disadvantages. How they would use those strengths and weaknesses would determine the war's outcome.

The North enjoyed the advantages of a larger population, more industry, and more abundant resources than the South. It had a better banking system, which helped raise money for the war. The North also possessed more ships and had a larger and more efficient railway network.

The North also faced disadvantages. Bringing the Southern states back into the Union would be difficult. The North would have to invade the South—a large area filled with a hostile population. To win the war, the North had to occupy the Confederacy's territory and subdue a population of millions. In addition, the Southern people's support for the war remained strong. Recalling the example of the American Revolution, when the smaller, weaker colonies had won independence from wealthy Great Britain, many believed the South had a good chance of winning.



Comparing Resources



Understanding Charts

The North had an advantage in its many resources, including more and better railroads.

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

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

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

One of the main advantages for Southerners was fighting in familiar territory—defending their land, their homes, and their way of life.

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

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

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

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

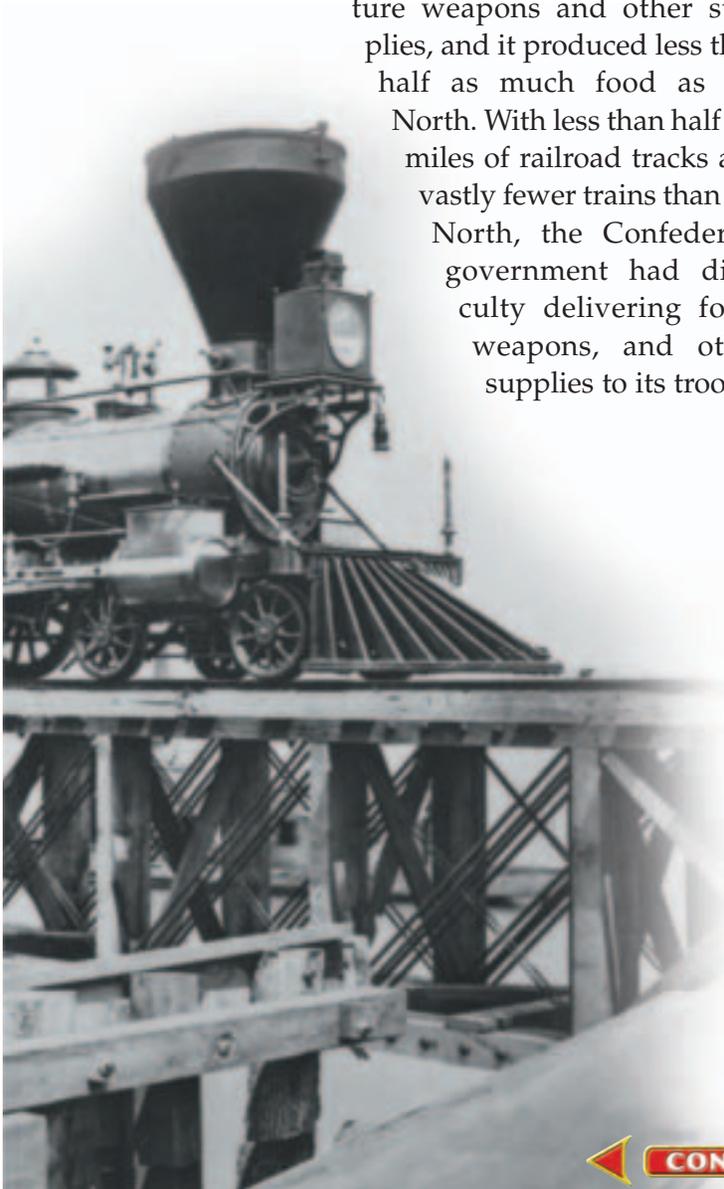
The Union's plan for winning the war included three main strategies. First, the North would **blockade** (blah•KAYD), or close, Southern ports to prevent supplies from reaching the South—and to prevent the South from earning money by exporting cotton. Second, the Union intended to gain control of the Mississippi River to cut Southern supply lines and to divide the Confederacy. Third, the North planned to take control of Richmond, Virginia, the Confederate capital.

For the South, the **primary** aim of the war was to win recognition as an independent nation. Independence would allow Southerners to preserve their traditional way of life—a way of life that included slavery.

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

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

 **Reading Check Compare** What advantages and disadvantages did each side possess?





American People at War

Main Idea Soldiers in the Civil War came from every region, and each side expected an early victory.

Reading Connection What motivates men and women to join the armed forces today? Read to find out about the backgrounds of the soldiers in the Union and Confederate armies.

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

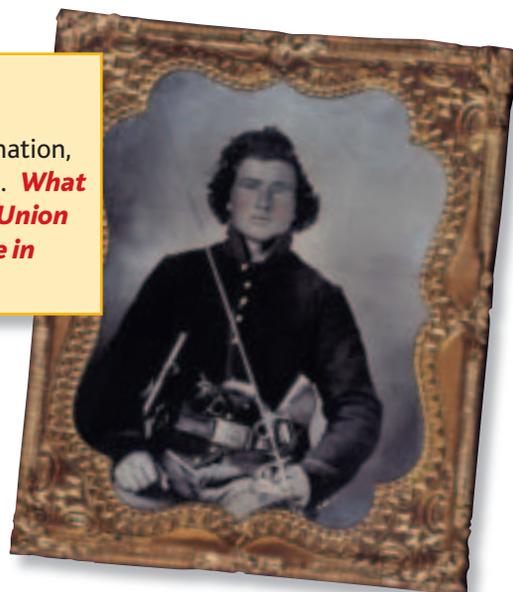
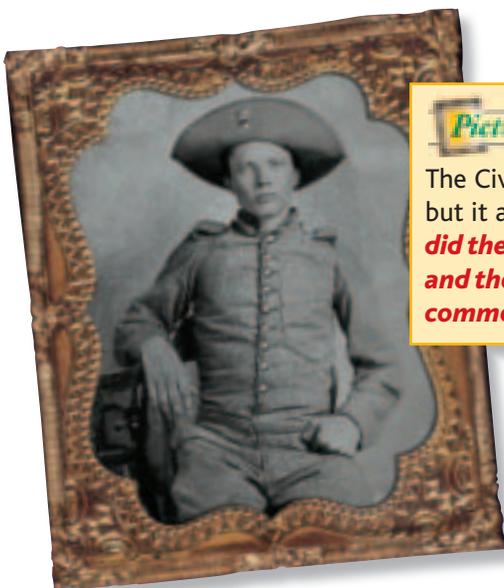
American Against American The leaders from both North and South—and their families—felt these divisions. President Lincoln’s wife, **Mary Todd Lincoln**, had several relatives who fought in the Confederate army. John Crittenden, a senator from Kentucky, had two sons who became generals in the war—one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

Who Were the Soldiers? Most of the soldiers were young. The average recruit was 25 years old, but about 40 percent were 21 or younger. Ted Upson of Indiana was only 16 when he begged his father to let him join the Union army. His father replied, “This Union your ancestors and mine helped to make must be saved from destruction.”

William Stone from Louisiana rushed to join the Confederate army after the attack on Fort Sumter. His sister Kate wrote that he was “wild to be off to Virginia. He so fears that the fighting will be over before he can get there.”

Soldiers came from every region and all walks of life. Most, though, came from farms. Almost half of the North’s troops and more than 60 percent of the South’s had owned or worked on farms. The Union army did not permit African Americans to join at first, but they did serve later. Lincoln’s early terms of enlistment asked governors to supply soldiers for 90 days. When the conflict did not end quickly, soldiers’ terms became longer.

By the summer of 1861, the Confederate army had about 112,000 soldiers, who were sometimes called **Rebels** (REH•buhlz). The Union had about 187,000 soldiers, or **Yankees** (YANG•keez), as they were also known. By the end of the war, about 850,000 men fought for the Confederacy and about 2.1 million men fought for the Union.



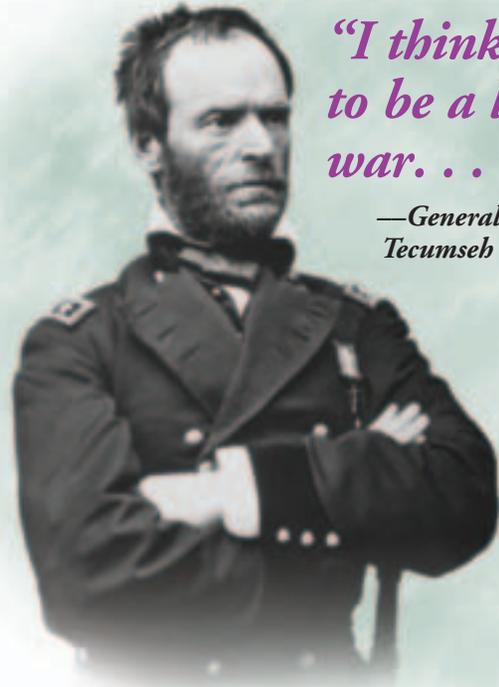
Picturing History
The Civil War divided the nation, but it also divided families. **What did the soldiers from the Union and the Confederacy have in common?**

The Union number included just under 200,000 African Americans. About 10,000 Hispanic soldiers fought in the conflict.

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

Some leaders saw the situation more clearly. Northern general William Tecumseh Sherman wrote, “I think it is to be a long war—very long—much longer than any politician thinks.” The first spring of the war proved that Sherman’s prediction was accurate. From the first battle, both sides learned there would be no quick victory.

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



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

—General William Tecumseh Sherman

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Section 1 Review

Reading Summary

Review the **Main Ideas**

- The North hoped to use its large number of soldiers and industry to cut off supplies to the South, and the South planned to fight defensively and win foreign recognition.
- Many of the soldiers from both North and South were young, had come from farms, and mistakenly expected a short war.

What Did You Learn?

1. Why were the border states important to the North and the South?
2. Why was the Civil War especially difficult for families?
5. **The Big Ideas** How did the South’s economy differ from that of the North, and how did it place the South at a disadvantage during the war? **CA HI.6.**

Critical Thinking

3. **Comparing** Create a diagram to compare Northern and Southern aims and strategies. **CA HR.3.**

	North	South
Aims		
Strategies		

4. **Analyze** How did a strong belief in states’ rights affect the South during the war? **CA HI.2.**

6. **READING Evaluating Text** Reread the passage at the beginning of Section 1 about Union sergeant Driscoll. Using your evaluation skills, write a short paragraph that explains why the author chose to include this account. How does it relate to what you read in that section? **CA 8RC.2.0**

Early Years of the War

Guide to Reading



History Social Science Standards

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

Looking Back, Looking Ahead

In 1861, the Union and Confederacy expected a brief war and early victory.

Focusing on the **Main Ideas**

- The North realized with the first major battle that the war would be a long, difficult struggle. (page 577)
- The North set up a blockade along the South's coastline, which caused serious problems for the South. (page 578)
- The action shifted to the West after the First Battle of Bull Run as each side reorganized its forces. (page 579)
- Battles continued, and after several Southern victories, Lincoln removed General McClellan for his failure to act in these battles. (page 580)

Locating Places

Norfolk, Virginia

Meeting People

"Stonewall" Jackson

George B. McClellan

Ulysses S. Grant

David Farragut (FAR • uh • guht)

Content Vocabulary

ironclad

casualty (KAZH • wuhl • tee)

Academic Vocabulary

reinforce (REE • uhn • FOHRS)

abandon (uh • BAN • duhn)

prospect (PRAH • spehkt)

evaluate (ih • VAL • yuh • WAYT)

encounter (ihn • KOWN • tuhr)

Reading Strategy

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

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

NATIONAL GEOGRAPHIC

Where & When?



1861

July 1861
First Battle of Bull Run (Manassas)

1862

Feb. 1862
Grant captures Fort Henry and Fort Donelson

1863

Apr. 1862
Battle of Shiloh

Sept. 1862
Battle of Antietam



US8.10.6 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. **US8.10.7** Explain how the war affected combatants, civilians, the physical environment, and future warfare.

The First Battle

Main Idea The North realized with the first major battle that the war would be a long, difficult struggle.

Reading Connection What goes through the mind of a soldier in battle for the first time? Read to learn about the Battle of Bull Run and the soldiers involved.

An American Story

Sunday, July 21, 1861, was a pleasant, sunny day in Washington, D.C. Hundreds of cheerful residents left the city and planned to picnic while watching the first battle between the Union and the Confederate armies. Expecting to see Union troops crush the Rebels, they looked forward to a quick victory. The Confederate soldiers also expected a quick victory.

“[The soldiers] carried dress suits with them, and any quantity of fine linen. . . . Every soldier, nearly, had a servant with him, and a whole lot of spoons and forks, so as to live comfortably and elegantly in camp. . . .”

—Mary A. Ward,
Voices of the Civil War

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

The Yankees drove the Confederates back at first. Then the Rebels rallied, inspired by **reinforcements** under General Thomas Jackson. Jackson, who fought the enemy heroically “like a stone wall,” became known thereafter as **“Stonewall” Jackson.**

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

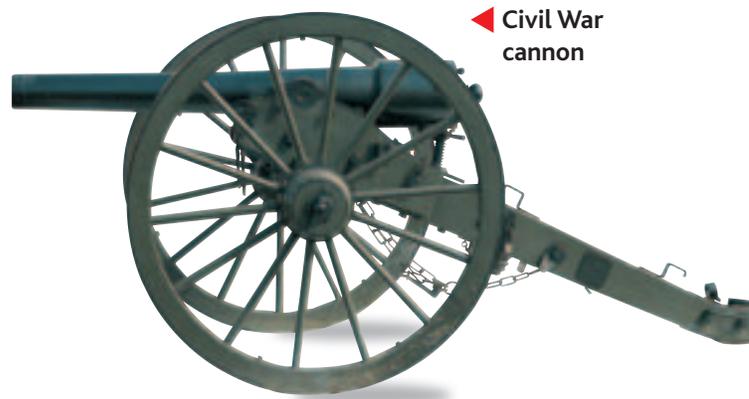
“As we gained the cover of the woods the stampede became even more frightful, for the baggage wagons and ambulances became entangled with the artillery and rendered the scene even more dreadful than the battle. . . .”

—Corporal Samuel J. English,
letter to his mother, July 1861

The Union army began an orderly retreat that quickly became a mad stampede when the retreating Union troops collided with the civilians, fleeing in panic back to Washington, D.C.

A Shock for the North The outcome of the battle shocked the North, but President Abraham Lincoln was ready to act. He issued a call for more volunteers for the army. He signed two bills requesting a total of 1 million soldiers, who would serve for three years. Volunteers soon crowded into recruiting offices. Lincoln also appointed a new general, **George B. McClellan**, to head the Union army of the East—called the Army of the Potomac—and to organize the troops.

Reading Check Explain How did the First Battle of Bull Run change expectations about the war?





US8.10.6 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. **US8.10.7** Explain how the war affected combatants, civilians, the physical environment, and future warfare.

War at Sea

Main Idea The North set up a blockade along the South's coastline, which caused serious problems for the South.

Reading Connection Have you ever toured an old warship? Read to learn about the first battle between metal-covered ships.

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

The blockade caused serious problems for the South. Goods such as coffee, shoes, nails, and salt—as well as guns and ammunition—were in short supply in the South throughout the war.

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

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

The North sent an iron-clad ship of its own, the *Monitor*, to engage the Confederate ship in battle. On March 9, the two ironclads exchanged fire, but neither ship could sink the other. The Union succeeded in keeping the *Merrimack* in the harbor, so it never again threatened Northern ships. The battle marked a new age in naval warfare—the first battle between two metal-covered ships. Both the North and the South used these ships as models to build more iron-clad ships.

Reading Check Explain What was the significance of the battle of the ironclads?

HISTORY MAKERS

Technology of the Civil War

Some historians call the Civil War the first modern war. The Civil War was the first war that featured widespread use of mechanical and electrical equipment. For the first time, troops traveled by railroad. Messages were sent by telegraph. Railroads and telegraphs changed how generals made battlefield decisions. At sea, the battle of ironclad ships changed naval warfare. The *Merrimack* and the *Monitor*, in their famous battle, proved the sturdiness of these metal-covered ships.

In February 1864, the *H.L. Hunley* became the first submarine to sink an enemy warship in combat. *The Hunley*, however, never returned to port. For more than 130 years, the disappearance of the submarine remained a mystery. In August 2000, a team of divers located the long-lost ship, and the *H.L. Hunley* was raised from the waters of Charleston Harbor in South Carolina.



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



War in the West

Main Idea The action shifted to the West after the First Battle of Bull Run as each side reorganized its forces.

Reading Connection Do you have a nickname, or know someone who does? Read to find out how General Ulysses S. Grant earned his unusual nickname.

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

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

The Union launched its operations in the West from Cairo, Illinois. The Union commander at Cairo was **Ulysses S. Grant**. Early in 1862, Grant was ordered to move against Confederate forces in Kentucky and Tennessee. On February 6, with the aid of a fleet of newly made ironclads, Grant captured Fort Henry on the Tennessee River. Ten days later, Grant captured Fort Donelson on the Cumberland. When the Confederate commander at Fort Donelson realized he was trapped, he asked Grant for his terms. Grant's reply was:

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

—Ulysses S. Grant,
note to General Simon Buckner

“Unconditional Surrender” Grant became the North's new hero. Ulysses S. Grant had earned a new nickname. Grant's victories helped secure the lower Tennessee River. They also opened a path for Union troops to march into Tennessee, Mississippi, and Alabama.

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

Early on the morning of April 6, Confederate forces launched a surprise attack on the Union troops. The Battle of Shiloh lasted two days, with some of the most bitter, bloody fighting of the war. The first day, the Confederates drove Grant and his troops back to the Tennessee River. The second day, the Union forces recovered. Aided by the 25,000 troops from Nashville and shelling by gunboats on the river, they defeated the Confederates, who withdrew to Corinth.

The losses in the Battle of Shiloh were enormous. Together the two armies suffered more than 20,000 **casualties** (KAZH•wuhl•teez)—people who are killed or wounded. Confederate general Johnston also died in the bloodbath.

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

New Orleans Falls A few weeks after Shiloh, the North won another important victory. On April 25, 1862, Union naval forces under **David Farragut** (FAR•uh•guht) captured New Orleans, Louisiana, the South's largest city. Farragut, who was of Spanish descent, had grown up in the South but remained loyal to the Union. His capture of New Orleans, near the mouth of the Mississippi River, meant that the Confederacy could no longer use the river to carry its goods to sea. Together with Grant's victories to the north, Farragut's capture of New Orleans gave the Union control of almost the entire Mississippi River.

Reading Check Analyze Why was control of the Mississippi River important to the North and to the South?





US8.10.5 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. **US8.10.6** 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.

War in the East

Main Idea Battles continued, and after several Southern victories, Lincoln removed General McClellan for his failure to act in these battles.

Reading Connection Have you heard the expression “he who hesitates is lost”? Read and find out about a Union general whose hesitancy cost many lives.

While Union and Confederate troops were struggling for control of Tennessee and the Mississippi River, another major military campaign was being waged in the east. General George B. McClellan led the Union army in the east.

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

However, when faced with the **prospect** of battle, McClellan was cautious and worried

that his troops were not ready. He hesitated to fight because of reports that overestimated the size of the Rebel forces. Finally, in March 1862, the Army of the Potomac was ready for action. Its goal was to capture Richmond, the Confederate capital.

Instead of advancing directly overland to Richmond as Lincoln wished, McClellan moved his huge army by ship to a peninsula between the York and the James Rivers south-east of the city. From there he began a major offensive known as the Peninsular Campaign. The operation took many weeks.

Time passed and opportunities to attack slipped away as General McClellan readied his troops and tried to **evaluate** the enemy's strength. Lincoln, constantly prodding McClellan to fight, ended one message with an urgent plea: “You must act.” McClellan did not act. His delays allowed the Confederates to prepare their defense of Richmond. At the end of June, the Union forces finally met the Confederates in a series of **encounters** known as the Seven Days' Battles.

In these battles, Confederate general Robert E. Lee took command of the army opposing McClellan. Before the battles began, Lee's cavalry leader, James E.B. (J.E.B.) Stuart, performed a daring tactic. He led his 1,200 troops in a circle around the Union army, gathering vital information about Union positions and boosting Southern morale. Lee's forces eventually drove the Yankees back. The Union troops had failed to capture Richmond.

Gloom in the North Reports from Richmond disheartened the North. Another call was made for volunteers—300,000 this time—but the response was slow. The Southern strategy of making the North weary of war seemed to be working. The defeat had not been complete, however. McClellan's army had been pushed back, but it was larger than Lee's and still only 25 miles from Richmond. President Lincoln ordered him to move his army back to northern Virginia and join the troops led by Major General John Pope.



Names of Battles

Bull Run	Manassas
Antietam	Sharpsburg
Stone's River	Murfreesboro
Pittsburg Landing	Shiloh

Understanding Charts

Many Civil War battles have two names. The Union mostly named battles after the nearest body of water. The Confederacy often named them after the nearest town or city. Here are some battles with two names.

Stonewall Jackson’s forces moved north to attack Pope’s supply base at Manassas. Jackson’s troops marched 50 miles in two days and were then joined by the rest of Lee’s army. On August 29, 1862, Pope attacked the approaching Confederates and started the Second Battle of Bull Run. The battle ended in a Confederate victory. Richmond was no longer threatened. Instead, the situation of the two

sides was completely reversed. Lee and the Confederates now stood only 20 miles from Washington, D.C.



Using Geography Skills

Key battles in 1861 and 1862 are shown on the map.

- 1. Location** In what state was the Battle of Shiloh fought?
- 2. Summarize** In what battles were Confederate forces victorious?

Lee Enters Maryland Following these Southern victories, Confederate president Jefferson Davis ordered Lee to launch an offensive into Maryland, northwest of Washington. He hoped another victory would win aid from Great Britain and France. Lee also issued a proclamation urging the people of Maryland to join the Confederacy.

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

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

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

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

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

—Major General Joseph Hooker,
Eyewitness Accounts



▲ Wounded soldiers at a military hospital at Alexandria, Virginia

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

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

The Battle of Antietam was a crucial victory for the Union. The British government had been

ready to intervene in the war as a mediator if Lee’s invasion had succeeded. It had also begun making plans to recognize the Confederacy in the event the North rejected mediation. With Lee’s defeat, the British decided to withhold its support, and the South lost its best chance at gaining international recognition and support.

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

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

Section 2 Review

History online
Study Central Need help understanding early battles of the Civil War? Visit ca.hss.glencoe.com and click on Study Central.

Reading Summary

Review the Main Ideas

- Following the first major battle of the war, the Battle of Bull Run, which ended in a Confederate victory, the Union called for more troops and planned for a long war.
- A new era in naval warfare emerged as ironclad ships, belonging to the Union and Confederacy, fought for the first time.
- The Union gained a number of victories in the West as the North and South fought for control of the Mississippi River.
- In the East, the Union faced defeat, although a Confederate invasion of Maryland was turned back at the Battle of Antietam.

What Did You Learn?

1. Explain why the North wanted to blockade the South.
2. Which general won victories for the Union at Fort Henry and Fort Donelson? What nickname did he earn at the second battle?
4. **Analyze** Why was Union general McClellan not effective as a military commander? **CA HI.2.**
5. **The Big Ideas** What was the importance of the Union victory at the Battle of Antietam?

Critical Thinking

3. **Drawing Conclusions** Why was control of the Mississippi River important? Use a diagram like the one shown here. **CA CS.3.**



6. **ANALYSIS Analyze** You read about General Lee’s battle orders that were dropped and found by a Union soldier. Write a short paragraph explaining the role of chance and error in this discovery and McClellan’s use of the information. **CA HI.4.**

America's Literature



Rifles for Watie

By Harold Keith

Before You Read

The Scene: This selection takes place at the Battle of Prairie Grove in northwest Arkansas. The date is December 7, 1862.

The Characters: Jeff Bussey is a private in the First Kansas Regiment of Infantry. His best friends, Noah Babbitt, Bill Earie, and Big Jake Lonegan are all in the same company, and Captain Clardy commands it. Mary and Bess are his sisters, and Ring is his dog. The Union army is under General Blunt.

The Plot: Jeff joined the army to defend his home from Confederate raiders. They were destroying the homes and farms of Union supporters in Kansas. Jeff has wanted to be in a battle since he joined the army.

Vocabulary Preview

acrid: smelling or tasting bitter

din: loud or confused sound

doleful: expressing grief; sad

gaunt: very thin and bony

ominously: in a way that is a sign of future trouble or evil

perplexed: puzzled

ricocheting: hitting a hard surface lightly and bouncing back

sheepishly: acting in an embarrassed way after becoming aware of a mistake

Have you ever wanted to do something because it seemed exciting? Was it as you imagined it would be, or was it different? Jeff is about to have his wish to be in a battle fulfilled. What will it be like?

As You Read

Writers may choose words and events to state an opinion. For example, Jeff lives with Confederates in another part of *Rifles for Watie*. During this experience, he discovers that they are no different than any other people. As you read this selection, notice the kinds of words and events the author used. Think about what the writer may be saying concerning war.



Jeff saw a tiny, circular puff of white smoke blossom above the trees. Then suddenly on the prairie some fifty yards in front of their line, a dash of dust, and something whizzed noisily over their heads, buzzing like a monster bee.

“Blam!”

Jeff dove flat on his stomach. He felt a painful jar as several of his comrades jumped in on top of him to escape the glancing rebel cannon ball.

“Boys, if I ain’t flat enough, won’t some o’ you please jump on me and mash me flatter?” Bill Earie said weakly from the bottom of the pile.

“Git back into line!” Clardy roared sternly. “Eyes front! Stop your cowardly dodging! Any man leaving his station again will be shot!” With the flat¹ of his sword, Clardy spanked a timid recruit in the seat of his pants and pushed another roughly into position.

Sheepishly they re-formed their line. Jeff felt his breathing quicken. He saw another tiny spiral of smoke appear above the tops of the trees. This time a charge of grape² came flying overhead, screeching like forty locomotives. Again the men ducked instinctively, but this time only a few left the line.

“It’s all right, boys,” Jeff heard Bill giggle in his nervous tenor.³ “Just dodge the biggest of ‘em.”

¹ **flat:** side

² **grape:** short for grape shot, which is a group of small iron balls shot from a cannon

³ **tenor:** a man’s singing voice with the highest natural range



Jeff felt a hysterical urge to laugh but discovered that he couldn't. For some strange reason, his throat had gone dry as a bone. The insides of his palms itched, and he could hear his pulse pounding. Again he checked the load in his rifle and was angry at himself. He knew there was nothing wrong with the rifle load.

Furious because he couldn't control his odd behavior, he clenched his jaws and shook his head vigorously. He had looked forward so long to his first battle. And now that the long-awaited moment had finally come, he discovered that some queer species of paralysis⁴ had gripped his legs. His chest felt heavy, as if a blacksmith's anvil⁵ was weighing it down. It was hard for him to breathe.

Noah looked at him anxiously. "What's the matter, youngster?"

Jeff licked his lips and swallowed once. Perplexed, he shook his brown head. "I don't know. My stomach feels bashful." Embarrassed, he looked around, hoping nobody would get the wrong idea and impute⁶ this accursed nervousness to cowardice. He was fiercely determined not to disgrace his family or his county.

Suddenly the Union drums began to roll, loudly and ominously. . . .
"Fall in!"

Obediently Jeff backed into line, dressing up⁷ on Noah's tall form next to him. A spiteful⁸ crackle of rifle fire, punctuated by the deeper roar of cannon, broke suddenly from the woods. Now the stinking, acrid odor of gunpowder was on the air. A rebel bombshell screeched over their heads, hunting for them. Jeff imagined he could hear it say, "Where-is-yuh, where-is-yuh, where-is-yuh—boooooom!"

He began to hear tiny thuds here and there in the ground. They reminded him of the first, isolated dropping of hailstones during a spring storm on the Kansas prairies. Tardily he realized they were rebel rifle bullets.

"Fix bayonets!" Mechanically Jeff groped for the scabbard at his belt. Fingers shaking, he managed to clamp the long knife over the muzzle of his rifle. He shot a quick look at Noah. It was good to have Noah next to him.

"Be ready, youngster! We're goin' in after 'em!" Noah yelled. Jeff pulled a couple of long breaths and felt the goose bumps rising on his arms.

He heard Clardy cursing. Big Jake Lonigan had thrown down his musket and run in terror to the rear. Jeff felt a powerful urge to follow him. He could hear the officers shouting threats, too, but they failed to stop the big sergeant or even to slow him down.

⁴ **paralysis:** loss of ability to feel or move a body part or parts

⁵ **anvil:** heavy metal block that has a flat top on which heated metal objects are hammered into shape

⁶ **impute:** to falsely put the responsibility on

⁷ **dressing up:** standing in a straight line and at the correct distance

⁸ **spiteful:** annoying



“Eyes front!” bellowed Clardy. “Any man leaving his position will be shot!”

Swallowing nervously, Jeff found he could not keep his thoughts on the coming battle. Oddly, they kept wandering back to Linn County. It was a Sunday afternoon, and his family had probably just returned from church in the rock mission at Sugar Mound. He could see his mother, busy over her fireplace ovens, cooking the Sunday dinner, with Bess and Mary both helping, each careful not to soil the Sunday dresses they had not yet taken off. He could see his father unhitching Jack and Beck from the buckboard and Ring crouching mischievously by the gooseberry bushes, waiting to give the mules a run when they were liberated through the corral gate.

Tears stung Jeff’s eyes. Angry at himself for showing emotion, he winked them off. What in the world was the matter with him? The rebel fire grew hotter. What funny music the rebel Minie balls⁹ made. Some of them mewed like kittens. Others hummed like angry hornets or whined like ricocheting nails.

A soldier on Jeff’s right went down with a strangled moan, clutching and raking at his stomach. Jeff began to pray hard, straight from the heart. He hadn’t dreamed that war was anything like this. He vowed¹⁰ that if by some miracle he came out alive, he would always go to church thereafter.

“Forward march!” Jeff barely heard the command above the battle’s din. But every man obeyed. Bayoneted muskets carried at the ready, they strode blindly forward to whatever fate awaited them. . . .

Bullets zipped all about them. Jeff wondered how it felt to be hit by a musket ball; whether it stung or whether it burned. He wondered why their own artillery hadn’t begun shooting.

⁹ **Minie balls:** rifle bullets with cone-shaped heads that were used in muzzle-loading guns

¹⁰ **vowed:** promised seriously; pledged



Looking to both right and left, he found himself part of a long blue line of soldiers moving at a quick walk toward the woods ahead. Men all around him were taking off their coats and dropping them on the prairie. Jeff peeled off his, flung it to the ground and felt a little better. He wouldn't need it anyhow because he expected to be killed.

"Flam-a-dee! Flam-a-dee! Flam-a-dee-dee!" rattled the drums, sounding their doleful call to death. They entered the woods. A wounded horse screamed in agony.¹¹ Stifling an impulse to turn and run, he clenched his teeth and kept advancing, dreading what lay ahead because he couldn't see it, nor imagine what it was like.

Although it was December, sweat ran down the tip of his nose. The winter sun gleamed brightly off his steel bayonet.

Noah, tall, gaunt, looking grim as death, was walking in a low crouch, his bayonet-tipped musket held in front of him. Jeff felt a little better. Just being close to Noah helped. The presence of the other men helped, too.

He stumbled over a fallen log but kept going. His mind was sharp now. He began to recall all the mean things he had ever done and how he might never have time to atone¹² for them. Life was running out on him. He wasn't ready to die. He didn't want to be rushed into it. He needed more time to think about it. After all, a person died just once. Anybody who let himself get killed was just plain stupid. The world was a wonderful place to live. No matter how revered he was in life, a dead person was so completely out of things. Even his own relatives soon forgot him and quickly reshaped their lives without him.

"Ba-loom! Ba-loom!"

A sudden rush of air passed overhead, and Jeff's heart leaped thankfully. Casting a startled look back over his shoulder, he saw streaks of orange-gold flame burst from Blunt's forward guns as the Union batteries,¹³ elevating their cannon, fired over the heads of their infantry, using two-second fuses. For the first time he appreciated how dependent the infantry and artillery were upon each other.

"Charge bayonets!"

With a wild yell the long blue line leaped forward. Sprinting at breakneck speed, Jeff yelled at the top of his lungs, too. Their little red and white striped flag with the blue patch in the corner was going along with them at a jerky motion. There was a steady rattle of musket fire ahead. Gaps were torn in the line by the rebel volleys.¹⁴ They began to run through clouds of sulphurous¹⁵ smoke. It stank and made his eyes smart. . . .

¹¹ **agony:** extreme pain for a long time

¹² **atone:** make up for

¹³ **batteries:** groupings of similar things so that they can be used together

¹⁴ **volleys:** firings of many guns or other weapons at the same time

¹⁵ **sulphurous:** made from sulphur, one of the chemicals in gunpowder and matches



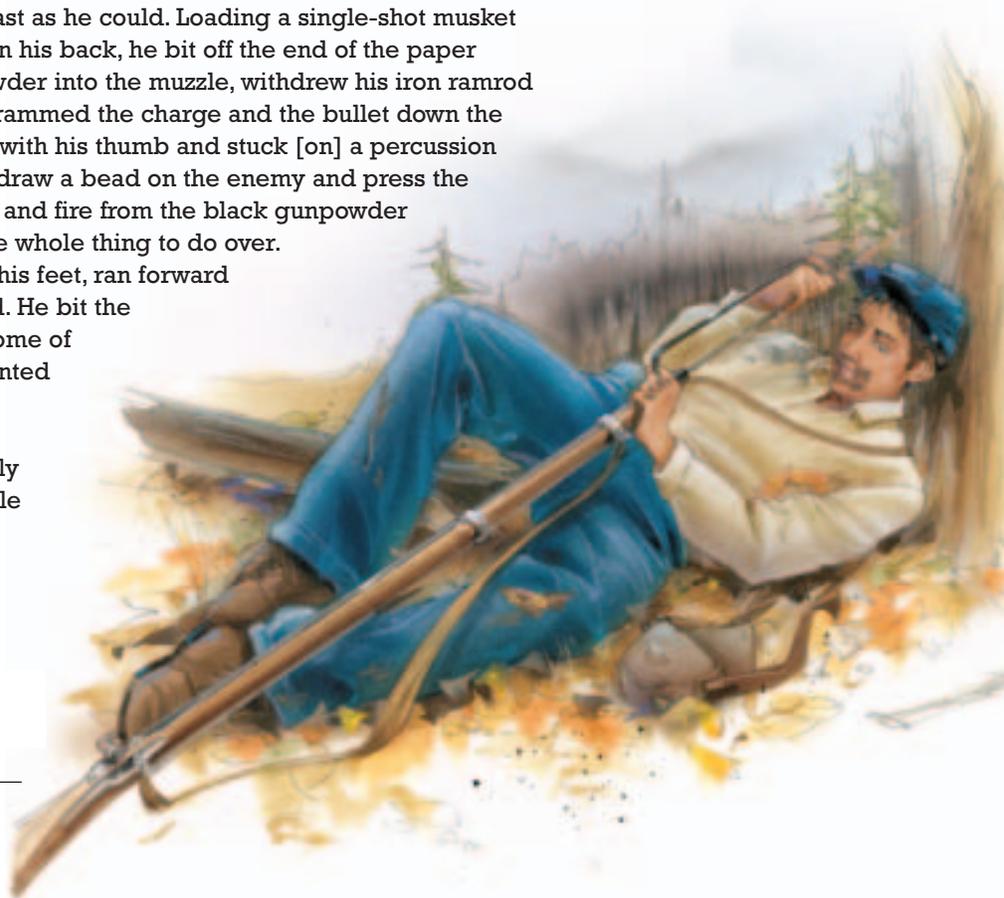
A rebel bullet sheared off a branch a yard away. Jeff dove to his knees, furious at the stupidity of both armies standing in line and shooting at one another like duelists at ten paces. On his right, he saw Noah firing carefully off one knee. That still wasn't low enough for Jeff.

Flat on his belly, he began firing as fast as he could. Loading a single-shot musket was an intricate operation. Rolling over on his back, he bit off the end of the paper cartridge, thrust it in the gun, poured powder into the muzzle, withdrew his iron ramrod from the groove beneath the barrel, and rammed the charge and the bullet down the barrel. Then he pulled the hammer back with his thumb and stuck [on] a percussion cap.¹⁶ . . . After that, all he had to do was draw a bead on the enemy and press the trigger. With the firing of the shot, smoke and fire from the black gunpowder belched into his face, and then he had the whole thing to do over.

Each time he fired, Jeff scrambled to his feet, ran forward a few steps, then dropped again to reload. He bit the cartridges off so fast that he swallowed some of the spilled powder. It tasted bitter. He wanted to rinse his mouth. But he couldn't. His canteen had been full of good, cold Arkansas spring water but he had foolishly thrown it away with his coat. Hot with battle now, he felt only that he wanted to encounter the worst and get it over as quickly as possible.



¹⁶ **percussion cap:** a thin container that holds material that will explode when hit



Responding to the Literature

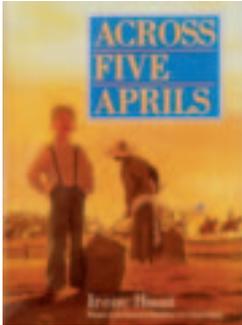
1. Onomatopoeia is the use of a word or words to imitate the sound that something makes. Write two examples of onomatopoeia in this selection.
2. What would happen to a soldier if he left his unit before the battle?
3. **Analyze** What are the literal and figurative meanings of this phrase: "a charge of grape came flying overhead, screeching like forty locomotives"?
CA 8RW1.1
4. **Compare and Contrast** Describe Jeff's opinion of what being in a battle is like. Include examples to show how his opinion changed during the story.
CA 8WA2.2.a, d
5. **Read to Write** Write a report of 500 to 700 words on one of these battles: Chickamauga, Chancellorsville, or Shiloh. Include the reason for the battle, what happened, and its casualties. Include a map of the area and at least one quotation. Explain how the battle is or is not similar to the one in the story. **CA 8WA2.3b, d**

Reading On Your Own...



From the California Reading List

Do you want to learn more about people who experienced the Civil War?
If so, check out the following books:

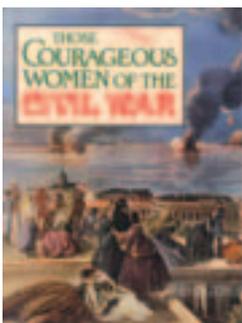
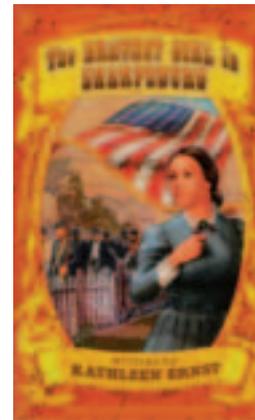


Historical Fiction

Across Five Aprils by Irene Hunt recounts what happens to Jethro Creighton during the Civil War. When his older brothers and teacher join the Union and Confederate armies, Jethro must run the family farm. He experiences the hopes and fears of a land at war and struggles to understand what is happening. *The content of this book is related to History–Social Science Standard US8.10.*

Historical Fiction

The Bravest Girl in Sharpsburg by Kathleen Ernst tells the story of two girls whose friendship is ended by their differing loyalties to the North and the South. When Confederate troops march into their hometown, the girls are thrown into the middle of a battle. After many hardships, their friendship is restored. *The content of this book is related to History–Social Science Standard US8.10.*

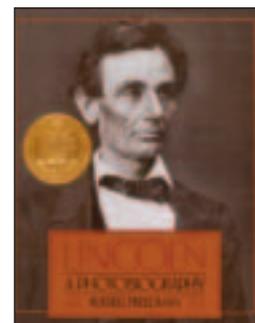


Nonfiction

Those Courageous Women of the Civil War by Karen Zeinert describes the many roles that women played during the war. In addition to keeping farms, businesses, and homes functioning, they were doctors, nurses, spies, and soldiers. *The content of this book is related to History–Social Science Standard US8.10.*

Biography

Lincoln: A Photobiography by Russell Freedman describes the private and public life of Abraham Lincoln. In this description, the author traces how Lincoln reached the decision to emancipate the slaves. There is also a generous presentation of pictures of Lincoln, his family, and his associates throughout the book. *The content of this book is related to History–Social Science Standard US8.10.*



A Call to Freedom

Guide to Reading

Looking Back, Looking Ahead

As the war continued, African Americans gained opportunities to contribute to the war effort. The Emancipation Proclamation officially permitted African Americans to enlist in the Union army and navy.

Focusing on the **Main Ideas**

- Lincoln signed the Emancipation Proclamation, which led to the passing of the Thirteenth Amendment freeing enslaved Americans. (page 592)
- The Civil War provided opportunities for African Americans to contribute to the war effort. (page 595)

Meeting People

Harriet Tubman

Content Vocabulary

emancipate (ih • MAN • suh • PAYT)

ratify (RA • tuh • FY)

Academic Vocabulary

reluctance (rih • LUHK • tuhns)

area

Reading Strategy

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

	Accomplishments
Emancipation Proclamation	
Thirteenth Amendment	



History Social Science Standards

US8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.



Who & When?



1862

1862
African Americans begin to serve in Union army

1863

Jan. 1863
Lincoln signs the Emancipation Proclamation



1864

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

1865

1865
Thirteenth Amendment is ratified



USH.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).

Emancipation

Main Idea Lincoln signed the Emancipation Proclamation, which led to the passing of the Thirteenth Amendment, freeing enslaved Americans.

Reading Connection Do you recall a time when an announcement had everyone talking? Read and find out about an announcement by Lincoln that changed lives forever.

President Lincoln shook many hands on New Year's Day of 1863, as a reception was held to commemorate the official signing of

the Emancipation Proclamation. Diplomats, cabinet members, and army officers filed past the president, and when he finally left the reception, he noted that his arm was very stiff. As the document was presented, Lincoln remarked:

“Now, this signature is one that will be closely examined and if they find my hand trembled, they will say ‘he had some compunctions [second thoughts].’ But, any way, it is going to be done!”

—from *Lincoln*

Why It Matters

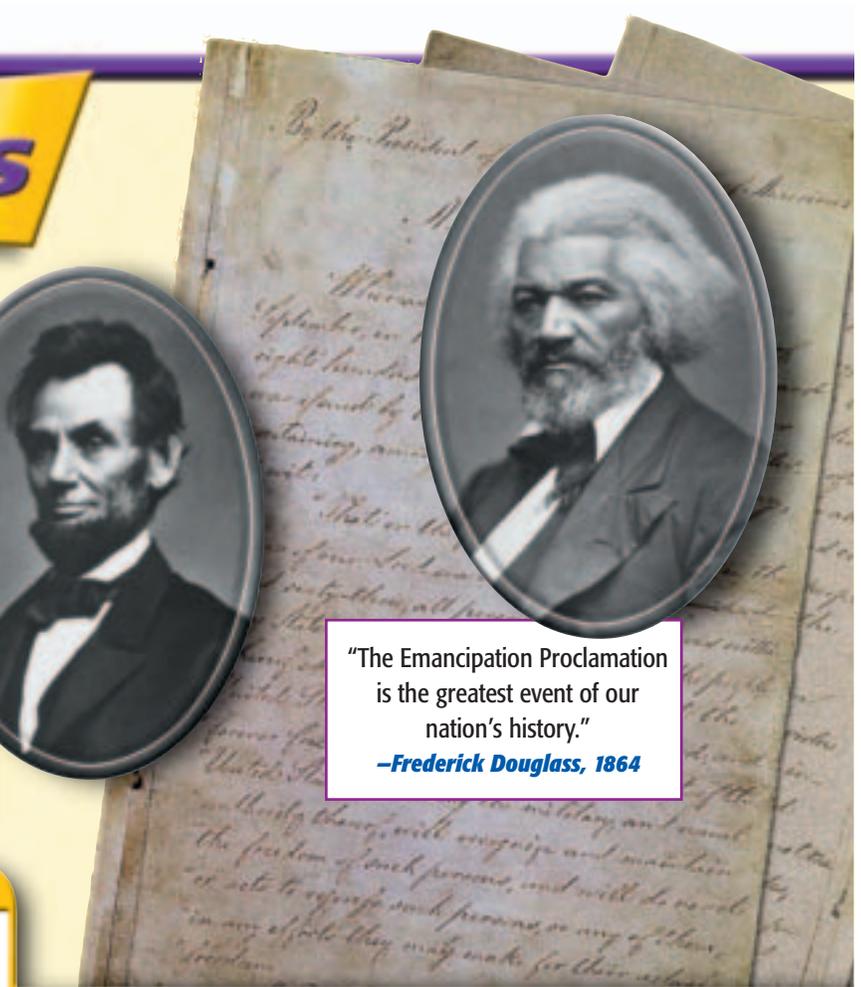
The Emancipation Proclamation

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

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



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



The Legacy of Freedom

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

1863 →
Emancipation Proclamation issued

1865 →
Thirteenth Amendment abolishes slavery

1868 →
Fourteenth Amendment guarantees citizens equal protection

1870 →
Fifteenth Amendment strengthens voting rights

1954 →
Brown v. Board of Education of Topeka, Kansas ruling outlaws school segregation

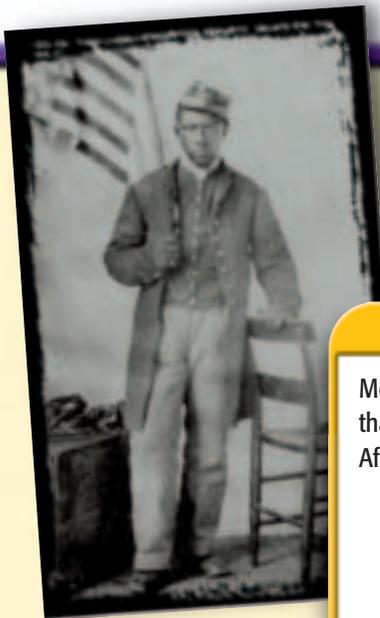
From the start of the war through the brutal Battle of Antietam, the Northerners' main goal was to preserve the Union rather than to destroy slavery. Abolitionists did not control the North, or even the Republican Party. Abraham Lincoln and other Republican leaders insisted on many occasions that they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

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

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

—Letter to Horace Greeley,
August 22, 1862

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



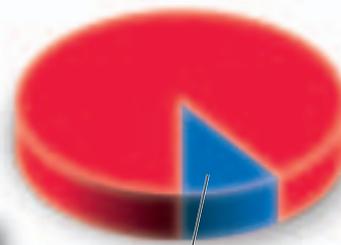
The proclamation established that the war was being fought not only to preserve the Union, but to end slavery. Few enslaved people were freed by the action, however.

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

Union Forces

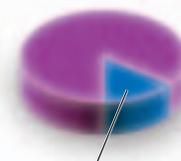
More than 2 million soldiers served in the Union army, and more than 100,000 sailors served in the Union navy. About 200,000 African Americans served with the Union.

Union Soldiers



African Americans made up 10% of Union soldiers

Union Sailors



African Americans made up 15% of Union sailors



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

1963 → March on Washington

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

2001 → Colin Powell named secretary of state

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

Changing Attitudes As the war went on, attitudes toward slavery began to change. More Northerners believed that slavery was helping the war effort in the South. Enslaved people in the Confederacy raised crops used to feed the armies and did the heavy work in the trenches at the army camps. In the North’s view, anything that weakened slavery struck a blow against the Confederacy.

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

Antietam and the Proclamation Lincoln was keenly aware of the shift in public opinion. He also knew that striking a blow against slavery would make Britain and France less likely to aid the South. Moreover, Lincoln became convinced that slavery helped the South continue fighting. Every enslaved person who worked enabled a white Southerner to fight in the Confederate army.

Lincoln also had political reasons for taking action on slavery. He believed it was important that the president rather than the antislavery Republicans in Congress make the decision on ending slavery. Lincoln told the members of his cabinet:

“I must do the best I can, and bear the responsibility.”

By the summer of 1862, Lincoln had decided to **emancipate** (ih • MAN • suh • PAYT)—or free—all enslaved African Americans in the South. He waited for the right moment so that he would not appear to be acting in desperation when the North seemed to be losing the war.

On September 22, 1862, five days after the Union forces turned back the Confederate troops at the Battle of Antietam, Lincoln announced his plan to issue an order freeing all enslaved people in the Confederacy. On January 1, 1863, Lincoln signed the Emancipation Proclamation, which said:

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

—The Emancipation Proclamation

Effects of the Proclamation The Emancipation Proclamation applied only to **areas** that the Confederacy controlled. Lincoln knew, however, that many enslaved people would hear about the proclamation. He hoped that knowledge of it would encourage them to run away from their slaveholders. Even before the Emancipation Proclamation, some 100,000 African Americans had left slavery for the safety of the Union.  (See page 855 of the Appendix for the text of the Emancipation Proclamation.)

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

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

In 1864 Republican leaders in Congress prepared a constitutional amendment to abolish slavery in the United States. In 1865 Congress passed the Thirteenth Amendment, which was **ratified** (RA • tuh • FYD), or approved, the same year by states loyal to the Union. It was this amendment that truly freed enslaved Americans.  (See page 262 for the complete text of the Thirteenth Amendment.)

Reading Check Explain What did the Thirteenth Amendment do that the Emancipation Proclamation did not do?



US8.10.5 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. **US8.10.6** 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.

African Americans in the War

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

Reading Connection How do you think freed African Americans affected the Union war effort? Read to find out how many formerly enslaved people fought against the South during the Civil War.

The Emancipation Proclamation announced Lincoln's decision to permit African Americans to join the Union army. In the South, as well as in the North, the Civil War was changing the lives of all African Americans.

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

The possibility of a slave rebellion terrified white Southerners. For this reason, most

Southerners refused to use African Americans as soldiers—for then they would be given weapons.

Near the end of the war, however, the Confederate military became desperate. Robert E. Lee and some others supported using African Americans as soldiers and believed that those who fought should be freed. The Confederate Congress passed a law in 1865 to enlist enslaved people. The war ended before any regiments could be organized.

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

Yet African Americans who wished to help the war effort found ways to do so. Although the army would not accept them, the Union navy did. African Americans who had escaped slavery often proved to be useful as guides and spies because of their knowledge of the South. Some women, such as **Harriet Tubman**, who had helped dozens escape slavery by way of the Underground Railroad, repeatedly spied behind Confederate lines.



▲ Nearly 200,000 African Americans joined Union forces.

African American Soldiers In 1862 Congress passed a law allowing African Americans to serve in the Union army. By the end of the war, African American volunteers made up nearly 10 percent of the Union army and about 15 percent of the navy. In all, nearly 200,000 African Americans served. About 37,000 lost their lives defending the Union. By becoming soldiers, African Americans were taking an important step toward securing civil rights.

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

One of the most famous African American regiments was the 54th Massachusetts, led by white abolitionists. On July 18, 1863, the 54th spearheaded an attack on a Confederate fortification near Charleston, South Carolina.

Under heavy fire, the troops battled their way to the top of the fort. The Confederates drove them back with heavy fire. Nearly half of the 54th were wounded, captured, or killed. Their bravery won respect for African American troops.

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

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

History online
Study Central Need help understanding life for African Americans during the war? Visit ca.hss.glencoe.com and click on Study Central.

Section 3 Review

Reading Summary

Review the Main Ideas

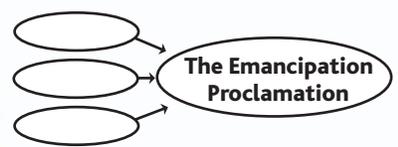
- The Emancipation Proclamation freed all enslaved African Americans who were living in Confederate states.
- Many free African Americans and African Americans who had escaped from slavery enlisted with the Union army and fought in the war.

What Did You Learn?

1. Summarize President Lincoln's reasons for issuing the Emancipation Proclamation.
2. How did Harriet Tubman help the North?
4. **Compare** How did President Lincoln's political stand on slavery differ from his personal stand? **CA HR5.**

Critical Thinking

3. **Determining Cause and Effect** Re-create the diagram below and list the factors that caused Lincoln to change his war goals to include freeing enslaved persons. **CA HI2.**
5. **The Big Ideas** Describe the role of African Americans in the Union army. How were they treated, and how did President Lincoln justify their role? **CA HI1.**
6. **Creative Writing** Write the dialogue for a short play in which enslaved African Americans on a Southern plantation learn of the Emancipation Proclamation and discuss what it means to them. **CA 8WA2.1C**



Life During the Civil War

Guide to Reading

Looking Back, Looking Ahead

The Civil War affected civilians as well as soldiers. Civilians had an important impact on the war effort.

Focusing on the **Main Ideas**

- In both the North and the South, civilians and soldiers suffered terrible hardships and faced new challenges. (page 598)
- Many Northern and Southern women took on new responsibilities during the war. (page 599)
- The war efforts of the Union and the Confederate governments faced opposition. (page 600)
- The war created economic problems in the North and in the South. (page 603)

Meeting People

Mary Chesnut

Rose O'Neal Greenhow

Belle Boyd

Loretta Janeta Velázquez

(vuh • LAS • kwihz)

Dorothea Dix

Clara Barton

Sally Tompkins

Content Vocabulary

habeas corpus

(HAY • bee • uhs KAWR • puhs)

draft

bounty

inflation (ihn • FLAY • shuhn)

Academic Vocabulary

distribute (dih • STRIH • byuht)

substitute

occur (uh • KUHR)

Reading Strategy

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

Person	Role
Loretta Janeta Velázquez	
Dorothea Dix	
Clara Barton	



**History
Social Science
Standards**

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



Who & When?





USH.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.

The Lives of Soldiers

Main Idea In both the North and the South, civilians and soldiers suffered terrible hardships and faced new challenges.

Reading Connection How do most movies portray the life of a soldier? Do they make the military life seem exciting and filled with action? Read to find out what life was really like for a Civil War soldier.

A soldier's life was not easy. In touching letters to their families and friends at home, soldiers described what they saw and how they felt—their boredom, discomfort, sickness, fear, and horror.

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

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

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

Medical facilities were overwhelmed by the thousands of casualties in each battle. After the Battle of Shiloh, many wounded soldiers lay in the rain for more than 24 hours waiting for medical treatment. A Union soldier recalled, "Many had died there, and others were in the last agonies as we passed. Their groans and cries were heart-rending."

Faced with such horrors, many men deserted. About 1 of every 11 Union soldiers and 1 of every 8 Confederates ran away because of fear, hunger, or sickness.

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

Reading Check Explain Why did many soldiers desert from the armies?



Picturing History

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



(b)Museum of the Confederacy, (br)Getty Images





Women and the War

Main Idea Many Northern and Southern women took on new responsibilities during the war.

Reading Connection Think of ways the women in your family would be affected by a war in their own backyards. Read to learn the many ways women were affected by the Civil War.

In times of war, people often fill new roles. Women in the North and the South became teachers and office workers, and they managed farms. They also suffered the loss of husbands, fathers, sons, and brothers. As **Mary Chesnut** of South Carolina wrote:

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

—from *Mary Chesnut’s Civil War*

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

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

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

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

Picturing History

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





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

Women as Spies Some women served as spies. Harriet Tubman spied for the North. **Rose O’Neal Greenhow** entertained Union leaders in Washington, D.C., picking up information about Union plans that she passed to the South. Greenhow was caught and exiled to the South.

Belle Boyd, of Virginia, informed Confederate generals of Union army movements in the Shenandoah Valley. Some women disguised themselves as men and became soldiers. A Cuban native, **Loretta Janeta Velázquez** (vuh • LAS • kwihz), of New Orleans, reportedly fought for the South at the First Battle of Bull Run and at Shiloh.

Treating the Sick and Wounded In the Civil War, thousands of women served as nurses. At first many doctors did not want women nurses because they felt that women were too delicate for such work. Men disapproved of women doing what was considered men’s work. Also, it was thought improper for women to tend the bodies of unknown men.

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

Nursing was hard work. Kate Cummings of Alabama, who nursed the wounded in Corinth after the Battle of Shiloh, wrote, “Nothing that I had ever heard or read had given me the faintest idea of the horrors witnessed here.”

Reading Check Describe What role did Sally Tompkins play in the war effort? Which other women played a similar role in the North?

Opposition to the War

Main Idea The war efforts of the Union and the Confederate governments faced opposition.

Reading Connection Can you think of a time when you disagreed or opposed something? Did you take action? Read to learn how various people opposed the Civil War and why.

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

When the war began, Northern Democrats split into two groups. One group supported most of Lincoln’s wartime policies. The other, the “Peace Democrats,” favored negotiating with the Confederacy. The Peace Democrats warned that continuing the war would lead to “terrible social change and revolution.”

Conflict With the Copperheads Republicans called the Peace Democrats “Copperheads” after a poisonous snake that strikes without warning. When Union armies lost battles, support for the Copperheads rose.

Some Republicans suspected Copperheads of aiding the Confederates. The president ordered the arrest of anyone interfering with the war effort, such as discouraging men from enlisting in the army. Several times Lincoln suspended the right of **habeas corpus** (HAY • bee • uhs KAWR • puhs), which guarantees accused individuals the right to a hearing before being jailed. Lincoln defended his actions, asking:

“Must I shoot a simple-minded soldier boy who deserts, while I must not touch a hair of a wily agitator who induces him to desert?”

—Letter to Erastus Corning, June 12, 1863

Enlistments Decline As the war dragged on, fewer men volunteered to serve. Enlisting enough soldiers became a problem, so the Confederacy and the Union tried new measures.





CLARA BARTON

1821–1912

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

The youngest of five children, Barton often felt out of place among her successful older brothers and sisters. When her brother, David, suffered a work-related accident, Barton found her place in the family as David's nurse and caregiver. Her talent for nursing led her into a life in which she was satisfied only when helping and caring for others.

Arriving at the Battle of Antietam to deliver supplies, Barton watched as surgeons dressed the soldiers' wounds with corn husks because they did not have bandages. As the battle raged around her, Barton comforted the wounded and helped the doctors with their work. For her courage, Barton became known as "the angel of the battlefield."

As the Civil War drew to a close, Barton set up an office to assist families and friends looking for missing soldiers and prisoners of war. Thousands of letters came flooding in written by mothers looking for sons and wives looking for husbands. Barton began to publish advertisements in newspapers asking readers to send information on the whereabouts of any soldier listed in the ad. By 1868 she had identified 22,000 missing men.



"... I shall remain here while anyone remains, and do whatever comes to my hand. I may be compelled to face danger, but never fear it, and while our soldiers can stand and fight, I can stand and feed and nurse them."

—Letter to her father, 1861

Then and Now

Look online or in the phone book to find your local chapter of the Red Cross. Call or e-mail your local office and find out the following information: What kind of work has the chapter recently done? How can volunteers aid the organization?

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

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

Protests against the draft erupted in several Northern cities. The worst disturbance took place in New York City in July 1863. Angry

mobs, opposed to the draft and to fighting to free African Americans, went on a rampage of burning, looting, and killing. After four days of terror, more than 100 people were dead.

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

Reading Check Examine Why did the governments institute a draft? Why did protests occur in some places?

TECHNOLOGY & History

Civil War Camera

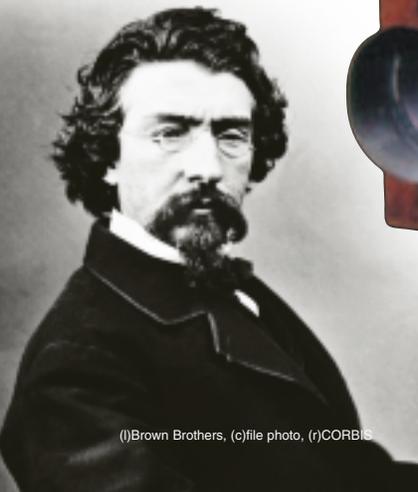
Photographer Mathew Brady and his many assistants recorded the camps, lives, and deaths of soldiers in more than 10,000 photos.

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

Photographer Mathew Brady

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

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





War and the Economy

Main Idea The war created economic problems in the North and in the South.

Reading Connection If you had to choose a side to fight for in the Civil War, which side would you choose? Read to learn the effects the war economy had on both the North and South.

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

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

The economy of the South suffered far more than that of the North. Because most fighting occurred in the South, Southern farmland was overrun and rail lines were torn up.

The North’s blockade of Southern ports caused severe shortages of essential goods. A scarcity of food led to riots in Atlanta, Richmond, and other cities. **Inflation** (ihn•FLAY•shuhn)—a general increase in the level of prices—was much worse in the South.

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

Reading Check Explain What is inflation? What hardships did inflation cause in the South?

History online
Study Central Need help understanding how the war affected daily life? Visit ca.hss.glencoe.com and click on Study Central.

Section 4 Review

Reading Summary

Review the **Main Ideas**

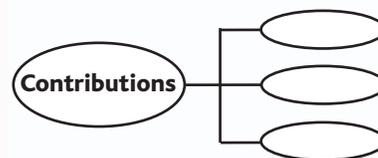
- Civil War soldiers faced boredom in camp and terrible horrors on the battlefield.
- During the Civil War, women took over men’s jobs on farms and in factories. They also served as nurses and spies.
- Opposition to the war was especially strong in the North, and as the war dragged on, both the North and the South faced declining enlistments.
- During the war, the North’s economy suffered some, but the South’s economy faced ruin as the fighting devastated farmland and rail lines.

What Did You Learn?

1. Why was life on the home front more difficult for Southerners?
2. What do Rose O’Neal Greenhow, Belle Boyd, and Loretta Janeta Velázquez have in common with Harriet Tubman?
4. **Evaluate** Why do you think President Lincoln believed the Copperheads were a threat to the Union war effort? **CA HI.2.**
5. **The Big Ideas** Describe the methods used by both the North and the South to enlist men into the army in the later years of the war. **CA CSI.**
6. **Economics** List three sectors of the economy that welcomed women during the Civil War. Describe the jobs women held and contributions they made. **CA HI.6.** **CA 8WA2.5**

Critical Thinking

3. **Analyze** Describe three ways that women in the North and South contributed to the war effort. **CA HI.1.**



The Way to Victory

Guide to Reading



History Social Science Standards

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

Looking Back, Looking Ahead

The Civil War continued with the Confederacy gaining the upper hand by 1863. However, victories at Gettysburg and Vicksburg turned the tide in favor of the Union.

Focusing on the **Main Ideas**

- After Confederate victories in Fredericksburg and Chancellorsville, a turning point occurred when Union forces won in Gettysburg and Vicksburg. (page 605)
- The end of the war was in sight with Sherman's capture of Atlanta and Grant's pursuit of the Confederates in Virginia. (page 607)
- After four years of war that claimed the lives of more than 600,000 Americans, the Northern forces defeated the Southern forces. (page 610)

Locating Places

Chancellorsville, Virginia
Vicksburg, Mississippi
Petersburg, Virginia
Mobile Bay

Savannah, Georgia
Appomattox Court House

Meeting People

Ambrose Burnside
Joseph Hooker
George Meade
William Tecumseh Sherman

Content Vocabulary

entrench (ihn • TREHNCH)
total war

Academic Vocabulary

outcome
nevertheless (NEH • vuhr • thuh • LEHS)

Reading Strategy

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



NATIONAL
GEOGRAPHIC

Where & When?



1862

1863

1864

1865

Dec. 1862

Lee wins the Battle of Fredericksburg

July 1863

Battle of Gettysburg

Mar. 1864

Grant takes over Union command

Apr. 1865

Lee surrenders to Grant



US8.10.4 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). **US8.10.6** 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 Tide of War Turns

Main Ideas After Confederate victories in Fredericksburg and Chancellorsville, a turning point occurred when Union forces won in Gettysburg and Vicksburg.

Reading Connection Why was the small Pennsylvania town of Gettysburg so important that Lincoln gave one of his most famous speeches there? Read to find out how Gettysburg came to be at the center of the Civil War’s greatest battle.

An American Story

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

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

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

Fredericksburg and Chancellorsville Lee needed little skill to win the Battle of Fredericksburg. On December 13, 1862, Union general **Ambrose Burnside** clashed with Lee near the Virginia town. Burnside had the larger army, but the Confederates were **entrenched**, or set up in a strong position, on a number of hills south of the town. Repeated attacks failed to

overcome Lee’s troops as thousands of Union soldiers fell on the hillside. Devastated by his failure, Burnside resigned his command and was replaced by General **Joseph Hooker**.

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

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

The Battle of Gettysburg Despite heavy losses, Lee began moving north in June with an army of 75,000. Another victory—one on Northern soil—might persuade Britain and France to aid the Confederacy. Union general Hooker wanted to advance against Richmond, but Lincoln told him to attack Lee’s army. When Hooker failed to do this, Lincoln replaced him with General **George Meade**. Meade’s mission was to find and fight Lee’s forces and to protect Washington and Baltimore from Confederate attack.

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

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



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

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

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

Using Geography Skills

Key battles in late 1862 and 1863 are shown on the map.

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

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

Victory at Vicksburg Meanwhile, a great Union victory took place at **Vicksburg, Mississippi**. Vicksburg stood on a high bluff above the Mississippi River. To gain control of the river, one of the North’s major war goals, the Union needed to seize Vicksburg. For several

weeks, Union forces under Ulysses S. Grant had laid siege to the town. Finally, on July 4, 1863, Vicksburg surrendered.

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

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



US8.10.5 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. **US8.10.6** 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.

Lincoln at Gettysburg On November 19, 1863, at a ceremony dedicating a cemetery at Gettysburg, President Lincoln beautifully expressed what the war had come to mean: "It is for us the living . . . to be here dedicated to the great task remaining before us . . . that these dead shall not have died in vain—that this nation shall have a new birth of freedom; and that this government, of the people, by the people, for the people, shall not perish from the earth."

The speech went beyond the immediacy of the battlefield horrors and instead emphasized Americans' shared ideals. (See page 856 of the Appendix for the entire text of the Gettysburg Address.)

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

Final Phases of the War

Main Ideas The end of the war was in sight with Sherman's capture of Atlanta and Grant's pursuit of the Confederates in Virginia.

Reading Connection Do you think an army should attack an enemy's civilian population? Read to find out why General Sherman waged "total war" as his army marched through Georgia.

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

Primary Sources

What Was the Reaction to the Gettysburg Address?

President Abraham Lincoln delivered the Gettysburg Address on November 19, 1863, during the dedication of the Gettysburg National Cemetery. The dedication was in honor of the more than 7,000 Union and Confederate soldiers who died in the Battle of Gettysburg earlier that year. Lincoln's brief speech is often recognized as one of the finest speeches in the English language. It is also one of the most moving speeches in the nation's history.

On the day following the Gettysburg dedication, many of the nation's newspapers reprinted the speech. Some newspapers praised the speech. The *Chicago Tribune* noted that:

"The dedicatory remarks by President Lincoln will live among the annals of man."



▲ Gettysburg Cemetery

Other newspapers did not think it was a worthy address by a president. *The Harrisburg (Pennsylvania) Patriot* criticized the speech, noting:

"We pass over the silly remarks of the President; for the credit of the Nation we are willing that the veil of oblivion shall be dropped over them and that they shall no more be repeated or thought of."

Document-Based Question

The Gettysburg Address is considered one of the great speeches. Why do you think some Americans were critical of the address?

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

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

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

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

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

NATIONAL GEOGRAPHIC **The Civil War: Battles and Strategies**

-  Confederate Control
-  Union Control
-  Union naval blockade

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

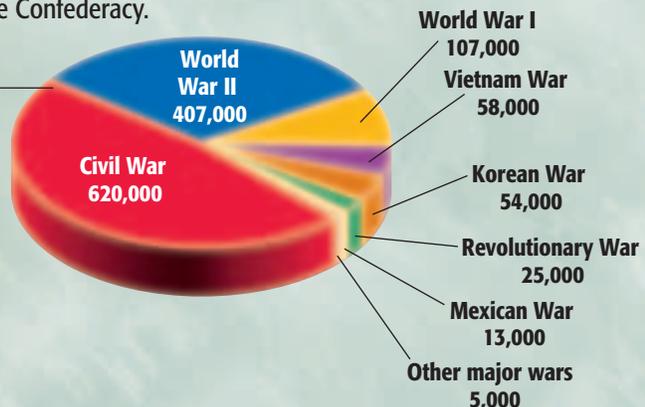


Early Stages Confederate troops won most of the battles in the first year of the Civil War.

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

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

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



The Election of 1864 To the war-weary North, the events of the first half of 1864 were discouraging. Grant was stuck outside Richmond and Petersburg, and Sherman was stuck outside Atlanta. In the summer of 1864, Lincoln's chances for reelection did not look good. "I am going to be beaten and unless some great change takes place, badly beaten," he said.

Great changes did take place. In August, David Farragut led a Union fleet into **Mobile Bay**. The Union now controlled the Gulf of Mexico. In September, news arrived that Sherman had captured Atlanta. With these victories, the end of the war was in sight. Lincoln easily won reelection, taking 55 percent of the popular vote.

Total War Leaving Atlanta in ruins, Sherman convinced Grant to let him try a bold plan. Sherman's army began a "march to the sea" to **Savannah, Georgia**. As the army advanced, it lived off the land. Union troops took what food they needed and tore up railroad lines and fields in an effort to destroy anything useful to the South. They cut a path of destruction sometimes 50 miles wide. This method of waging war was known as **total war**.

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

Reading Check Describe What was the "march to the sea"?





US8.10.6 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. **US8.10.7** Explain how the war affected combatants, civilians, the physical environment, and future warfare.

Victory for the North

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

Reading Connection After several years of terrible fighting and death, do you think a victorious general might want to punish the soldiers of the defeated army? Read to find out how General Grant treated the defeated Confederate soldiers after General Lee's surrender.

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

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

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

Richmond fell the same day. Rebel troops, government officials, and many residents fled the Confederate capital.

As they left, they set fire to much of the city to keep it from falling into Union hands.

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

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

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

—as quoted in *Voices of the Civil War*

On April 9, 1865, Lee and his troops surrendered to Grant in a small Virginia village called **Appomattox Court House**.



Picturing History

After Robert E. Lee surrendered to Ulysses S. Grant, Grant ordered Union troops not to celebrate. “The war is over,” he said, “the rebels are our countrymen again.”

Where did Lee surrender?

Biography



US8.10.5 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.

ROBERT E. LEE

1807–1870

ULYSSES S. GRANT

1822–1885

The two outstanding generals of the Civil War, Robert E. Lee and Ulysses S. Grant, were both excellent leaders. But only one could emerge the victor. At the beginning of the war, most people would have guessed that Lee would be the winner.

Lee was born to a prominent Virginia family. In 1828 he graduated from West Point at the top of his class. During the war with Mexico, he proved his skill and daring as a soldier.

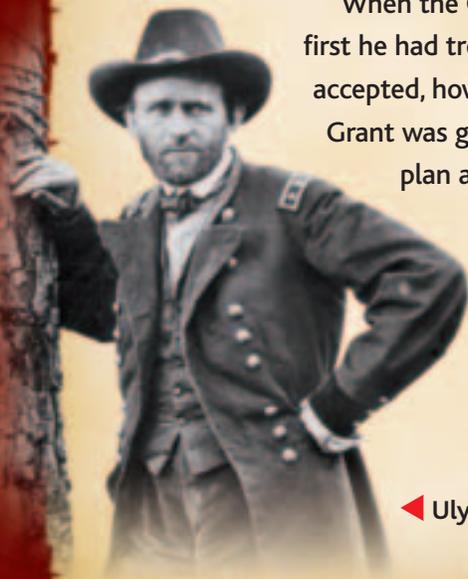
When the Civil War broke out, Lincoln asked Lee to take command of the Union forces. Lee was torn, because he did not believe in slavery or secession. But when Virginia seceded, he felt that his loyalty had to lie with his home state. Instead of fighting for the Union, he became the South's most brilliant strategist.

When Lee surrendered at Appomattox, he surrendered to a general who was almost his complete opposite. Grant was the son of a farmer and a tanner. Although he went to West Point, he was only an average student. He distinguished himself in the war with Mexico but later resigned from the army. During the next few years, he failed repeatedly in farming and in business.

When the Civil War started, Grant volunteered his services. At first he had trouble being accepted into the Union army. Once accepted, however, he impressed Lincoln with his ability. In 1864 Grant was given command of the Union armies. His abilities to plan and make decisions, backed by the North's superior resources, changed the strategy—and the outcome—of the Civil War.



▲ Robert E. Lee



◀ Ulysses S. Grant

Then and Now

Can you think of any military leaders today who have the qualities that made Grant and Lee great generals?

Terms of Surrender Grant's terms were generous. The Confederate soldiers had to lay down their arms but then were free to go home. Grant allowed them to keep their horses so that they could, as he said, "put in a crop to carry themselves and their families through the next winter." Grant also ordered three days' worth of food sent to Lee's hungry troops.

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

A New President President Lincoln did not live to see the end of the war, however. On April 14, 1865, just five days after Lee's surrender, Lincoln was assassinated by John Wilkes Booth, a fanatical Confederate sympathizer. Booth's deed was a tragedy for both North and South, for it removed the one person who could best "bind up the nation's wounds."

A Richmond, Virginia, newspaper called Lincoln's death "the heaviest blow which has ever fallen upon the people of the South." A young Southern woman wrote in her diary, "The most terrible part of the war is now to come."

Picturing History

By April 1865, many major cities of the Confederacy, including Atlanta, had felt the full force of war. **What is total war?**



Lincoln's vice president, Andrew Johnson, became president. Johnson had been a Democrat living in Tennessee before the Civil War. He had served as a mayor and state legislator before being elected to the United States Senate. When Tennessee seceded from the Union, Johnson remained loyal and stayed in the U.S. Senate, making him a hero in the North.

Results of the War The Civil War was the most devastating conflict in American history. More than 600,000 soldiers died, and the war caused billions of dollars of damage, most of it in the South. The devastation had left the South's economy in a state of collapse. Roughly two thirds of the transportation system lay in ruins, with many bridges destroyed and miles of railroad twisted and rendered useless. The war also created bitter feelings among defeated Southerners that lasted for generations.

The war had other consequences as well. The North's victory saved the Union. The federal government was strengthened and was now clearly more powerful than the states. Finally, the war freed millions of African Americans. The end of slavery, however, did not solve the problems that the newly freed African Americans were to face.

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

Reading Check Identify Where did General Lee surrender?

History online
Study Central Need help understanding the conclusion of the war? Visit ca.hss.glencoe.com and click on Study Central.

Section 5 Review

Reading Summary

Review the Main Ideas

- The Confederate army seemed unbeatable after the Battles of Fredericksburg and Chancellorsville, but Northern victories at Gettysburg and Vicksburg turned the tide of the war for the Union.
- In the West, Sherman's army captured Atlanta and marched to the Atlantic coast. In the East, Grant's army maintained a strong offensive against the Confederate army under General Lee.
- In early April 1865, Grant's forces captured Richmond, and Lee's Confederate army surrendered soon after.

What Did You Learn?

1. Identify the reasons that Gettysburg and Vicksburg were important battles.
2. At what Virginia town did Lee defeat Burnside's forces?
4. **Math Connection** Using the chart on page 608, create two new charts or graphs that communicate the same information in different ways. **CA HR3.**

Critical Thinking

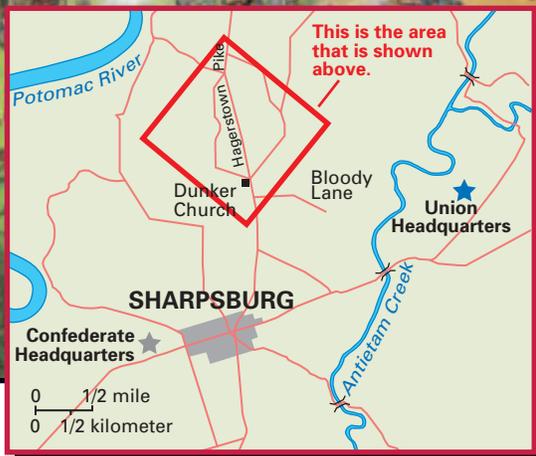
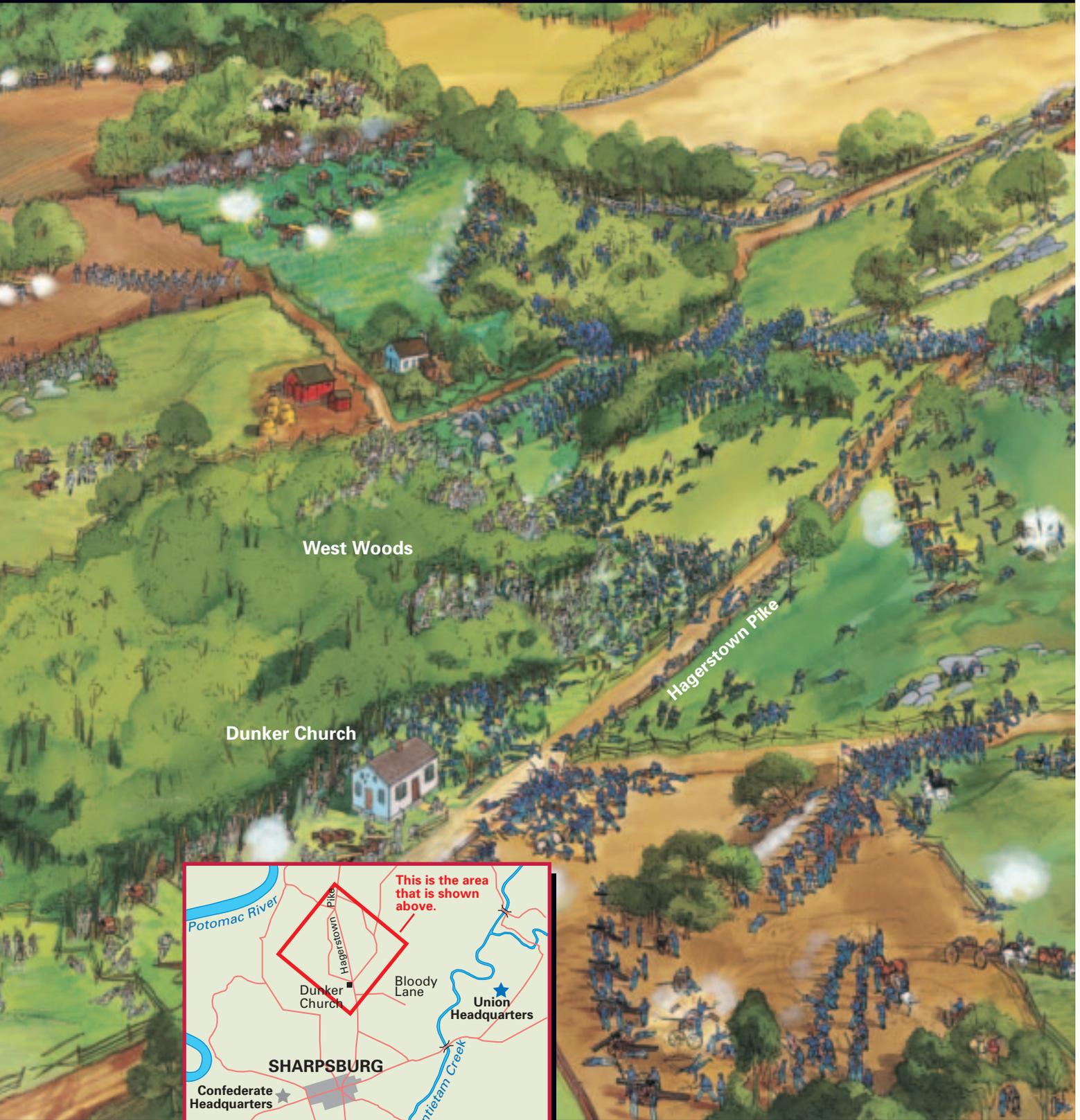
3. **Analyze** Use a chart like the one shown to explain the significance of each battle listed. **CA CS2.**
5. **The Big Ideas** How did battlefield events affect Lincoln's reelection? **CA HI2.**
6. **Expository Writing** Refer to Lincoln's Gettysburg Address on page 856. Write an essay discussing Lincoln's ideas on freedom and the importance of saving the Union. **CA 8WA2.4**

Battle	Importance
Gettysburg	
Vicksburg	
Mobile Bay	
Richmond	



US8.10.6 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.

GEOGRAPHY & HISTORY



ANTIETAM: THE BLOODIEST DAY

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

MORNING

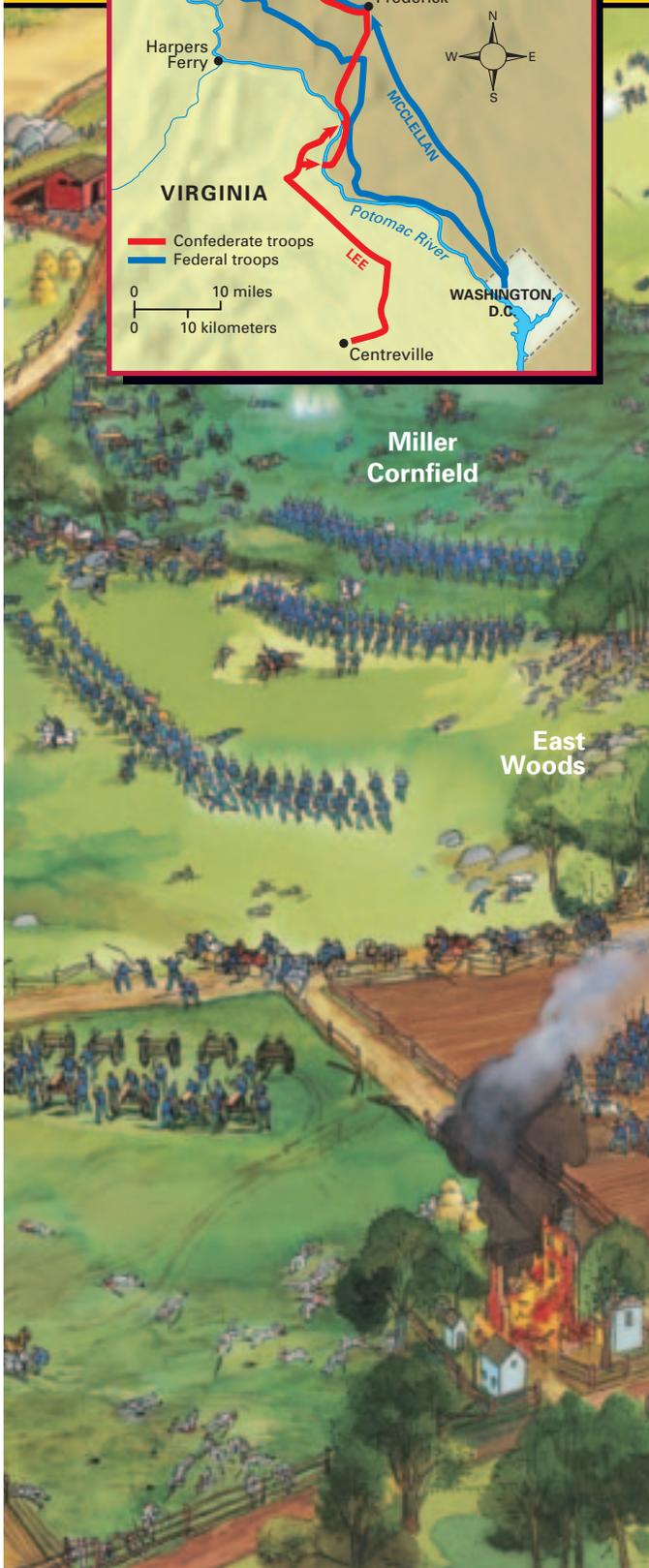
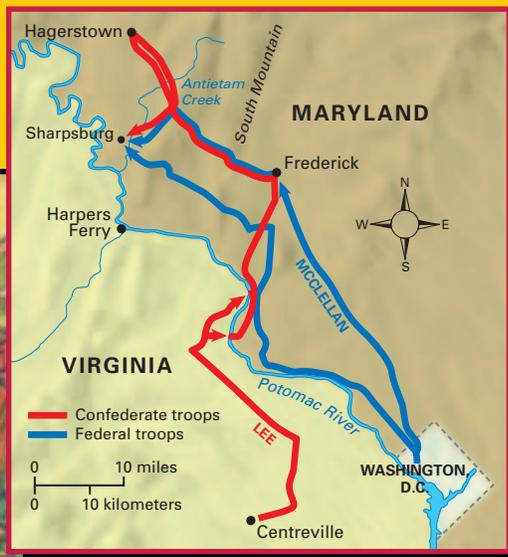
The battle began at dawn when Union artillery fired on Stonewall Jackson's forces in Miller Cornfield north of town. Union troops attacked the Confederates north of Dunker Church. For three hours, the battle lines swept back and forth along the West and East Woods, the Cornfield, and along Hagerstown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

MIDDAY

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

AFTERNOON

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



LEARNING from GEOGRAPHY

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

Analyzing Primary Sources



US8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare.

A Nation Divided By War

Between 1861 and 1865, a Civil War divided the people of the United States. The South wanted to become an independent nation, upholding its rights to enslave African Americans, protect its economy, and retain states' rights. The North refused to allow the South to break away from the Union.

Read the passages on pages 616 and 617 and answer the questions that follow.

General Sherman led Union troops through Georgia in 1864. ▶



Reader's Dictionary

enlist: join the armed forces

apparel (uh • PAR • uhl): clothing

deprived (dih • PRYVD): taken away from

spires (SPYRZ): church steeples

horde: a large group or crowd

crimson (KRIHM • zuhn): red

fourscore: 80

Early Days of the War

Theodore Upson, a 17 year-old Indiana boy, writes about his feelings during the first days of the Civil War.

We had another meeting at the school house last night; we are raising money to take care of the families of those who **enlist**. . . . I said I would go but they laughed at me and said they wanted men not boys for this job; that it would all be over soon; that those fellows down South are big bluffers and would rather talk than fight. I am not so sure about that. . . . Mother had a letter from the Hales. Charlie and his Father are in their army and Dayton wanted to go but was too young. I wonder if I were in our army and they should meet me would they shoot me. I suppose they would.

—*With Sherman to the Sea*

Destruction Caused by Troops

In 1864, Union troops march through Georgia, destroying everything in their path. One Southerner, Dolly Sumner Lunt, describes the situation in her diary.

July 29, 1864—Sleepless nights. . . . They robbed every house on the road of its provisions, sometimes taking every piece of meat, blankets and wearing **apparel**, silver and arms of every description. . . . Is this the way to make us love them and their Union? Let the poor people answer [those] whom they have **deprived** of every mouthful of meat and of their livestock to make any!

—*A Woman's Wartime Journal*

Barbara Frietchie

John Greenleaf Whittier stated that this poem is based on a real incident in Frederick, Maryland. Barbara Frietchie was intensely loyal to the Union.

Up from the meadows rich with corn,
Clear in the cool September morn,
The cluster **spires** of Frederick stand
Green-walled by the hills of Maryland.
Round about them orchards sweep,
Apple and peach tree fruited deep,
Fair as the garden of the Lord
To the eyes of the famished rebel **horde**,
On that pleasant morn of the early fall
When Lee marched over the mountain wall;
Over the mountains winding down,
Horse and foot, into Frederick town.
Forty flags with their silver stars,
Forty flags with their **crimson** bars,
Flapped in the morning wind: the sun
Of noon looked down, and saw not one.
Up rose old Barbara Frietchie then,
Bowed with her **fourscore** years and ten;
Bravest of all in Frederick town,
She took up the flag the men hauled down;

In her attic window the staff she set,
To show that one heart was loyal yet.

Up the street came the rebel tread,
Stonewall Jackson riding ahead.

Under his slouched hat left and right
He glanced; the old flag met his sight.

“Halt!”—the dust-brown ranks stood fast.
“Fire!”—out blazed the rifle-blast.

It shivered the window, pane and sash;
It rent the banner with seam and gash,

Quick, as it fell, from the broken staff
Dame Barbara snatched the silken scarf.

She leaned far out on the window-sill,
And shook it forth with a royal will.

“Shoot, if you must, this old gray head,
But spare your country’s flag,” she said.

—excerpted from “Barbara Frietchie”
by John Greenleaf Whittier
in *The Annals of America*, vol. 9



◀ Confederate battle flag



Document-Based Questions

Early Days of the War

1. Why was money being raised?
2. What does Theodore think might happen if he were in the Union army and ran into the Hales?

Destruction Caused by Troops

3. According to Lunt, what did the Yankees do?
4. What is the situation of poor people because of these Yankee actions?

Barbara Frietchie

5. Who came marching into Frederick?
6. What did Barbara Frietchie do that was so unusual?

Read to Write

7. The lives of the people in these readings changed because of the experience of war. Write about an experience that completely changed your attitude toward something. Explain how your outlook changed.

CA 8WA2.1

Chapter 13

Assessment

Standard US8.10

Review Content Vocabulary

- Write a one page essay about the Civil War using the following words.
 - border state
 - casualty
 - emancipate
 - draft
 - entrenched
 - total war

Critical Thinking

- Cause and Effect** Why was controlling the Mississippi River vital to the North and the South? **CA HI2.**
- Infer** Why do you think General Lee was such an effective military leader? **CA HR3.**

Geography Skills

Study the map below and answer the following questions. **CA CS3.**

Review the **Main Ideas**

Section 1 • The Two Sides

- Why did the Union blockade Southern ports?
- What three advantages did the Confederate states have in the war?

Section 2 • Early Years of the War

- Who were the presidents of the United States and of the Confederate States of America?
- Which battle is known as the bloodiest of the Civil War and why?

Section 3 • A Call to Freedom

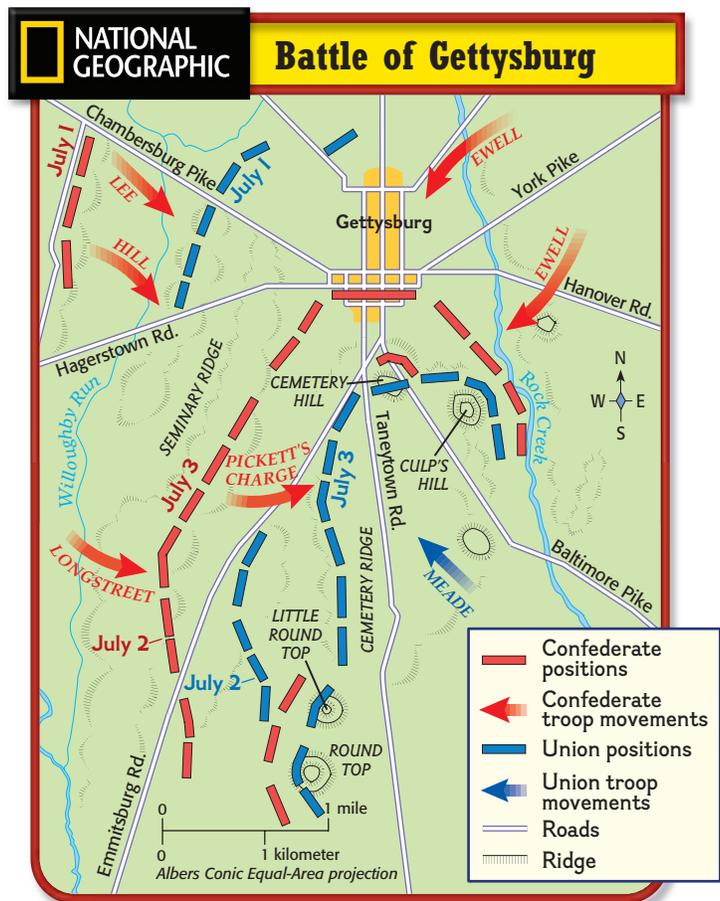
- In what ways did African Americans contribute to the war effort?
- What did the Emancipation Proclamation state?

Section 4 • Life During the Civil War

- What role did Clara Barton play in the Civil War?
- How did the Civil War hurt the South's economy?

Section 5 • The Way to Victory

- What was the outcome of the Battle of Gettysburg?
- What terms of surrender did Grant offer to Lee?



- Location** Along what ridge were the Union troops positioned?
- Movement** Who led forces across Rock Creek?

Read to Write

16. **The Big Ideas Evaluate** Write a short essay that describes the impact that civilians had on the war effort. Include references to both the North and the South. **CA 8WS1.1**
17. **Paraphrase** To explain his reelection, Lincoln stated, “it was not best to swap horses while crossing the river.” Write a paragraph that explains Lincoln’s quotation and how it applied to his career. **CA 8WA2.2**
18. **Using Your FOLDABLES** Use your foldable to write three sentences that summarize the main ideas of this chapter. Share your sentences with the class, and listen to their sentences. Then vote for the one you think best summarizes the chapter. **CA 8RC2.0**

Using Academic Vocabulary

19. Write a paragraph that uses these academic vocabulary words to describe an event from this chapter:
- sufficient
 - reinforce
 - encounter

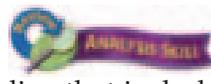
Linking Past and Present

20. **Making Connections** A writ of habeas corpus is a court order that guarantees a person who is arrested the right to appear before a judge in a court of law. During the Civil War, President Lincoln suspended habeas corpus. What recent crisis led to similar actions? Write a short essay describing these actions and why they were taken. **CA CS1**

Economics Connection

21. **Compare** Economic differences had always existed between the North and the South. From your reading of Chapter 13, would you say that the North or the South was better equipped economically for war? Explain your reasoning. **CA HI6**

Reviewing Skills

22.  **Evaluation** Review the section called “Total War” on page 609. Write a paragraph that evaluates the effectiveness of this strategy in accomplishing the Union’s goals. Take into account the impact of this on the Confederacy and its civilians. **CA 8WA2.4**
23.  **Sequencing** Draw a time line that includes the major battles you read about in this chapter. Include battle dates, locations, and outcomes. **CA CS2**



Standards Practice

Select the best answer for each of the following questions.

- 24 **By gaining control of the Mississippi and Tennessee Rivers, the Union was able to**
- capture Fort Sumter.
 - force the Confederacy to surrender.
 - split the Confederacy.
 - defeat the Confederate forces at Gettysburg.
- 25 **The Thirteenth Amendment was important because**
- it gave women the right to vote.
 - it outlawed secession.
 - it abolished slavery in the United States.
 - limited the President to two terms in office.