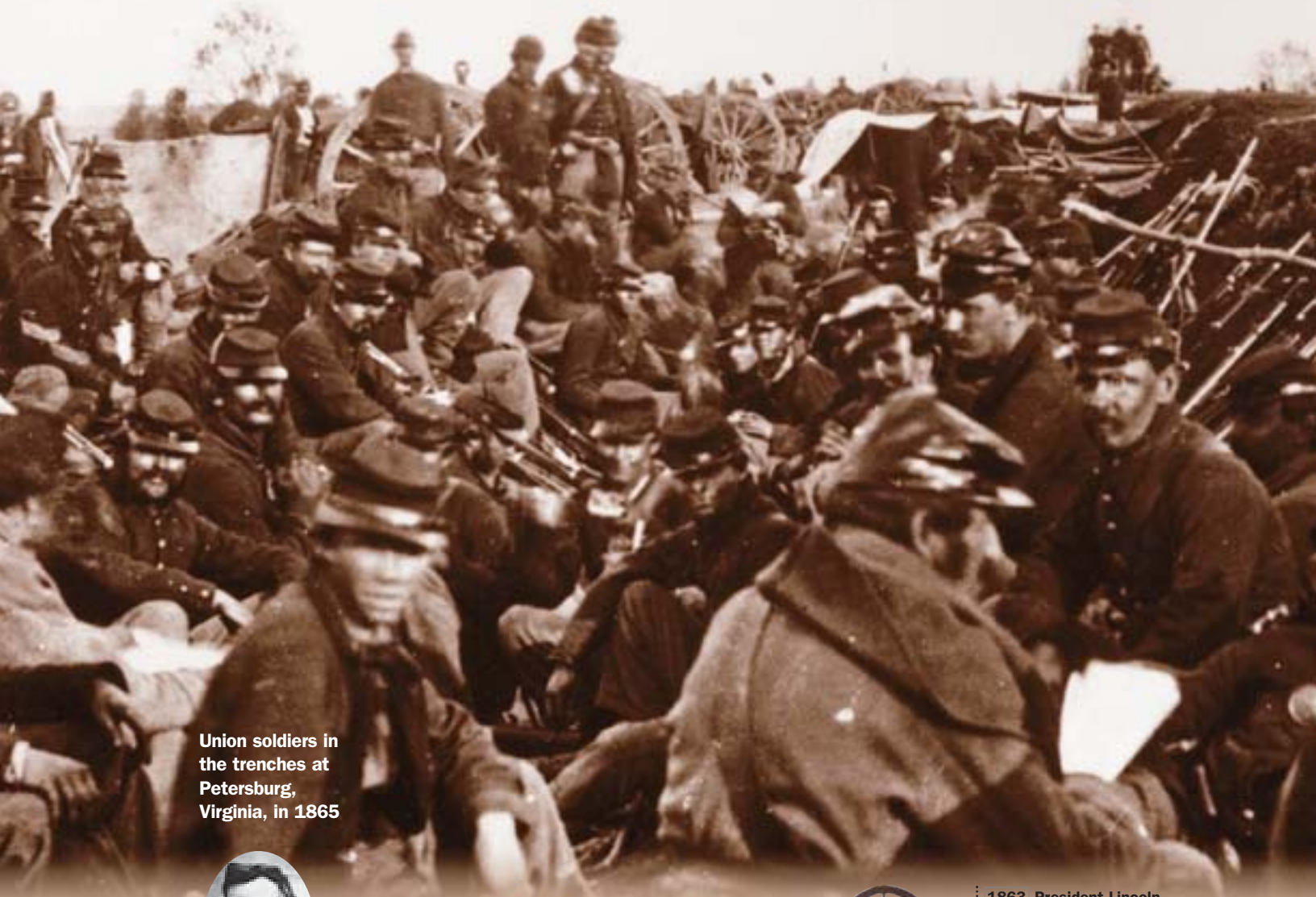


CHAPTER  
**11**

# THE CIVIL WAR



Union soldiers in the trenches at Petersburg, Virginia, in 1865



**1861** Inauguration of President Lincoln

**1861** Fort Sumter is taken by the Confederates.

**1862** North and South clash at Shiloh.



**1863** President Lincoln issues the Emancipation Proclamation.

**1863** The Union wins at Gettysburg and Vicksburg.

USA  
WORLD

**1861**

**1862**

**1863**

**1861** Victor Emmanuel II proclaims an independent Kingdom of Italy.

**1861** Alexander II emancipates the Russian serfs.

**1862** Otto von Bismarck is named prime minister of Prussia.

**1863** Shir 'Ali Khan becomes emir of Afghanistan.

# INTERACT

## WITH HISTORY

The year is 1861. Seven Southern states have seceded from the Union over the issues of slavery and states rights. They have formed their own government, called the Confederacy, and raised an army. In March, the Confederate army attacks and seizes Fort Sumter, a Union stronghold in South Carolina. President Lincoln responds by issuing a call for volunteers to serve in the Union army.

### *Can the use of force preserve a nation?*

#### Examine the Issues

- Can diplomacy prevent a war between the states?
- What makes a civil war different from a foreign war?
- How might a civil war affect society and the U.S. economy?



RESEARCH LINKS

CLASSZONE.COM

Visit the Chapter 11 links for more information about The Civil War.

**1864** The Confederate vessel *Hunley* makes the first successful submarine attack in history.



**1864** Abraham Lincoln is reelected.

**1865** Lee surrenders to Grant at Appomattox.

**1865** Andrew Johnson becomes president after Lincoln's assassination.

**1863**

**1864**

**1865**



**1864** Leo Tolstoy writes *War and Peace*.



**1865** Joseph Lister pioneers antiseptic surgery.



# SECTION 1

## The Civil War Begins

### MAIN IDEA

The secession of Southern states caused the North and the South to take up arms.

### WHY IT MATTERS NOW

The nation's identity was forged in part by the Civil War.

### Terms & Names

- Fort Sumter
- Anaconda plan
- Bull Run
- Stonewall Jackson
- George McClellan
- Ulysses S. Grant
- Shiloh
- David G. Farragut
- Monitor
- Merrimack
- Robert E. Lee
- Antietam

### One American's Story

On April 18, 1861, the federal supply ship *Baltic* dropped anchor off the coast of New Jersey. Aboard was Major Robert Anderson, a 35-year army veteran on his way from Charleston, South Carolina, to New York City. That day, Anderson wrote out a report to the secretary of war, describing his most recent command.

#### A PERSONAL VOICE

ROBERT ANDERSON

“Having defended Fort Sumter for thirty-four hours, until the quarters were entirely burned, the main gates destroyed by fire, . . . the magazine surrounded by flames, . . . four barrels and three cartridges of powder only being available, and no provisions but pork remaining, I accepted terms of evacuation . . . and marched out of the fort . . . with colors flying and drums beating . . . and saluting my flag with fifty guns.”

—quoted in *Fifty Basic Civil War Documents*



The flag that Major Anderson saluted was the Stars and Stripes. After it came down, the Confederates raised their own flag, the Stars and Bars. The confederate attack on Fort Sumter signaled the start of the Civil War.

▲ Major Anderson (far left) and Fort Sumter's Union troops

### Confederates Fire on Fort Sumter

The seven southernmost states that had already seceded formed the Confederate States of America on February 4, 1861. Confederate soldiers immediately began taking over federal installations in their states—courthouses, post offices, and especially forts. By the time of Abraham Lincoln's inauguration on March 4, only two Southern forts remained in Union hands. The more important was South Carolina's **Fort Sumter**, on an island in Charleston harbor.

The day after his inauguration, the new president received an urgent dispatch from the fort's commander, Major Anderson. The Confederacy was demanding that he surrender or face an attack, and his supplies of food and ammunition would last six weeks at the most.

**LINCOLN'S DILEMMA** The news presented Lincoln with a dilemma. If he ordered the navy to shoot its way into Charleston harbor and reinforce Fort Sumter, he would be responsible for starting hostilities, which might prompt the slave states still in the Union to secede. If he ordered the fort evacuated, he would be treating the Confederacy as a legitimate nation. Such an action would anger the Republican Party, weaken his administration, and endanger the Union.

**FIRST SHOTS** Lincoln executed a clever political maneuver. He would not abandon Fort Sumter, but neither would he reinforce it. He would merely send in "food for hungry men."

Now it was Jefferson Davis who faced a dilemma. If he did nothing, he would damage the image of the Confederacy as a sovereign, independent nation. On the other hand, if he ordered an attack on Fort Sumter, he would turn peaceful secession into war. Davis chose war. At 4:30 A.M. on April 12, Confederate batteries began thundering away. Charleston's citizens watched and cheered as though it were a fireworks display. The South Carolinians bombarded the fort with more than 4,000 rounds before Anderson surrendered. **A**

**VIRGINIA SECEDES** News of Fort Sumter's fall united the North. When Lincoln called for 75,000 volunteers to serve for three months, the response was overwhelming. In Iowa, 20 times the state's quota rushed to enlist.

Lincoln's call for troops provoked a very different reaction in the states of the upper South. On April 17, Virginia, unwilling to fight against other Southern states, seceded—a terrible loss to the Union. Virginia was the most heavily populated state in the South and the most industrialized (with a crucial ironworks and navy yard). In May, Arkansas, Tennessee, and North Carolina followed Virginia, bringing the number of Confederate states to 11. However, the western counties of Virginia were antislavery, so they seceded from Virginia and were admitted into the Union as West Virginia in 1863. The four remaining slave states—Maryland, Delaware, Kentucky, and Missouri—remained in the Union, although many of the citizens in those states fought for the Confederacy.

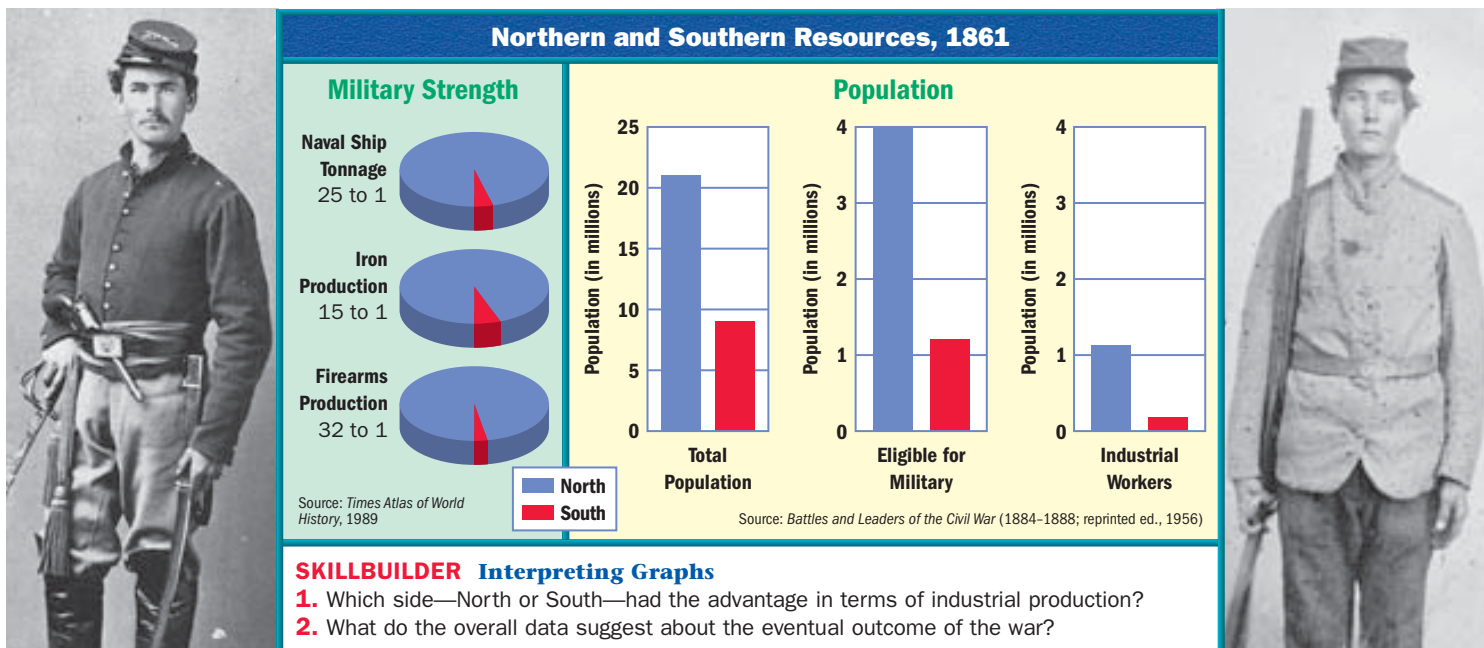
### MAIN IDEA

#### Analyzing Causes

**A** Why did Jefferson Davis choose to go to war?

Most Union troops saw the war as a struggle to preserve the Union.

Most Confederate soldiers fought to protect the South from Northern aggression.





## Americans Expect a Short War

Northerners and Confederates alike expected a short, glorious war. Soldiers left for the front with bands playing and crowds cheering. Both sides felt that right was on their side.

**UNION AND CONFEDERATE STRATEGIES** In reality the two sides were unevenly matched. The Union enjoyed enormous advantages in resources over the South—more fighting power, more factories, greater food production, and a more extensive railroad system. In addition, Lincoln proved to be a decisive yet patient leader, skillful at balancing political factions.

*“The die was cast; war was declared . . . and we were all afraid it would be over and we [would] not be in the fight.”*

SAM WATKINS,  
CONFEDERATE SOLDIER

The Confederacy likewise enjoyed some advantages, notably “King Cotton” (and the profits it earned on the world market), first-rate generals, a strong military tradition, and soldiers who were highly motivated because they were defending their homeland. However, the South had a tradition of local and limited government, and there was resistance to the centralization of government necessary to run a war. Several Southern governors were so obstinate in their assertion of states’ rights that they refused to cooperate with the Confederate government. **B**

The two sides pursued different military strategies. The Union, which had to conquer the South to win, devised a three-part plan: (1) the Union navy would blockade Southern ports, so they could neither export cotton nor import much-needed manufactured goods, (2) Union riverboats and armies would move down the Mississippi River and split the Confederacy in two, and (3) Union armies would capture the Confederate capital at Richmond, Virginia.

### MAIN IDEA

#### Contrasting

**B** Contrast the strengths of the North and the South.

## Civil War, 1861–1862

Click to Activate



### Battles of the West



### Fall of New Orleans



### GEOGRAPHY SKILLBUILDER

- 1. Region** In which region of the country did Northern forces have the most success?
- 2. Place** In which states did Confederate troops attempt invasions of the North?

Northern newspapers dubbed the strategy the **Anaconda plan**, after a snake that suffocates its victims in its coils. Because the Confederacy's goal was its own survival as a nation, its strategy was mostly defensive. However, Southern leaders encouraged their generals to attack—and even to invade the North—if the opportunity arose.

**BULL RUN** The first major bloodshed occurred on July 21, about three months after Fort Sumter fell. An army of 30,000 inexperienced Union soldiers on its way toward the Confederate capital at Richmond, only 100 miles from Washington, D.C., came upon an equally inexperienced Confederate army encamped near the little creek of **Bull Run**, just 25 miles from the Union capital. Lincoln commanded General Irvin McDowell to attack, noting, “You are green, it is true, but they are green also.”

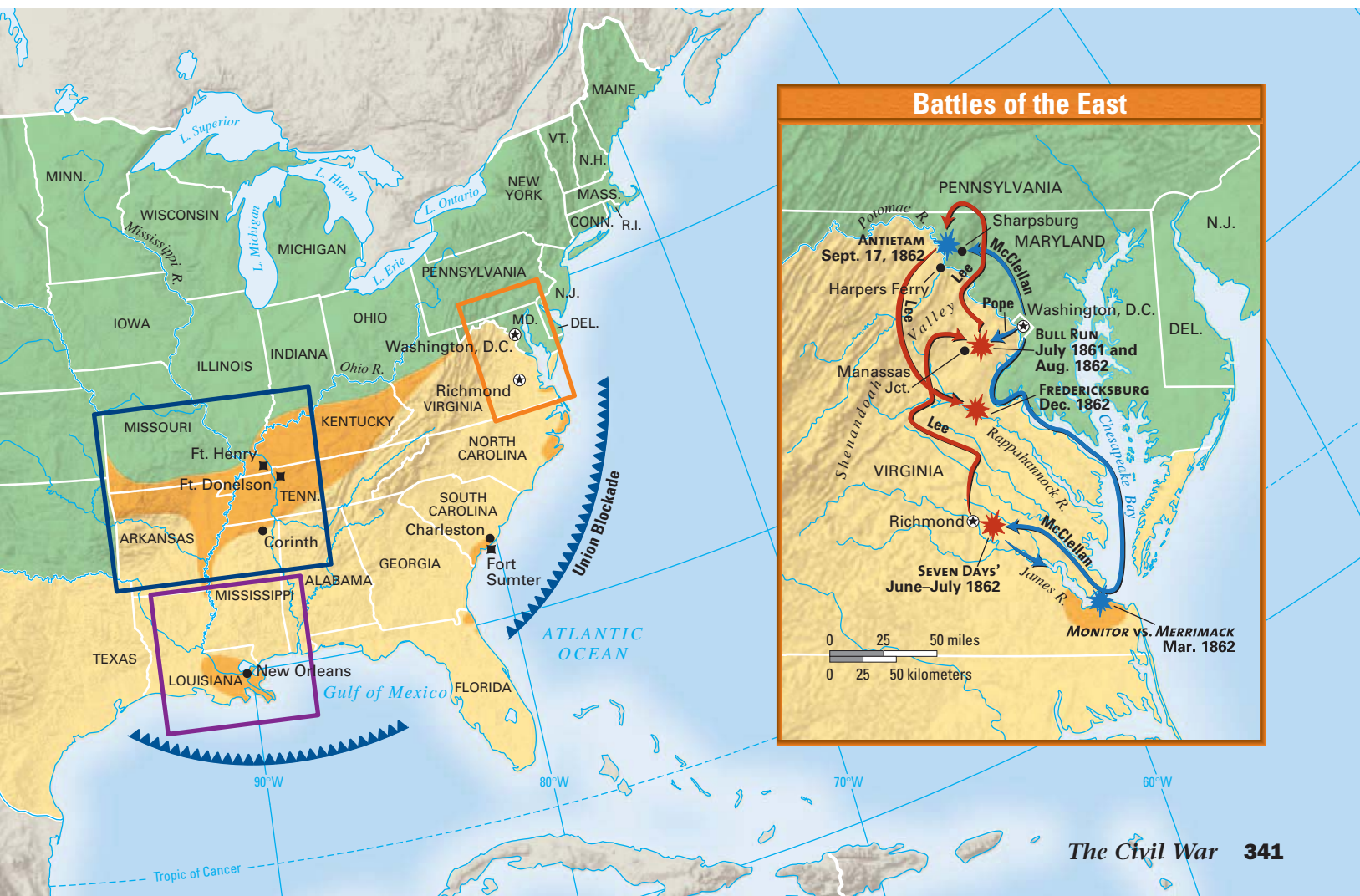
The battle was a seesaw affair. In the morning the Union army gained the upper hand, but the Confederates held firm, inspired by General Thomas J. Jackson. “There is Jackson standing like a stone wall!” another general shouted, originating the nickname **Stonewall Jackson**. In the afternoon Confederate reinforcements arrived and turned the tide of battle into the first victory for the South. The routed Union troops began a panicky retreat to the capital.

## HISTORICAL SPOTLIGHT

### PICNIC AT BULL RUN

Before the First Battle of Bull Run, the inexperienced soldiers weren't the only ones who expected the war to be a “picnic.” In Washington, ladies and gentlemen put on their best clothes and mounted their carriages. Carrying baskets of food and iced champagne, they rode out to observe the first encounter of the war.

The battle did not turn out to be the entertainment viewers expected. When the Confederates forced the Union to retreat, the Northerners were blocked by the carriages of the panicking civilians. After that disaster, no one in the North predicted that the war would be over after just one skirmish.






A newspaper reporter described the chaos at the scene.

### ★ A PERSONAL VOICE


“I saw officers . . . —majors and colonels who had deserted their commands—pass me galloping as if for dear life. . . . For three miles, hosts of Federal troops . . . all mingled in one disorderly rout. Wounded men lying along the banks . . . appealed with raised hands to those who rode horses, begging to be lifted behind, but few regarded such petitions.”

—correspondent, *New York World*, July 21, 1861

Fortunately for the Union, the Confederates were too exhausted and disorganized to attack Washington. Still, Confederate morale soared. Bull Run “has secured our independence,” declared a Georgia secessionist, and many Southern soldiers, confident that the war was over, left the army and went home. 

### MAIN IDEA

#### Analyzing Effects

 How did Southerners react to the outcome of Bull Run?

## Union Armies in the West

Lincoln responded to the defeat at Bull Run by calling for the enlistment of 500,000 men to serve for three years instead of three months. Three days later, he called for an additional 500,000 men. He also appointed General **George McClellan** to lead this new Union army, encamped near Washington. While McClellan drilled his men—soon to be known as the Army of the Potomac—the Union forces in the West began the fight for control of the Mississippi.

*“No terms except unconditional and immediate surrender . . .”*


ULYSSES S. GRANT

**FORTS HENRY AND DONELSON** In February 1862 a Union army invaded western Tennessee. At its head was General **Ulysses S. Grant**, a rumpus West Point graduate who had failed at everything he had tried in civilian life—whether as farmer, bill collector, real estate agent, or store clerk. He was, however, a brave, tough, and decisive military commander.

In just 11 days, Grant’s forces captured two Confederate forts that held strategic positions on important rivers, Fort Henry on the Tennessee River and Fort Donelson on the Cumberland River. In the latter victory, Grant informed the Southern commander that “no terms except unconditional and immediate surrender can be accepted.” The Confederates surrendered and, from then on, people said that Grant’s initials stood for “Unconditional Surrender” Grant.




▲  
Grant, at Shiloh in  
1862

**SHILOH** One month after the victories at Fort Henry and Fort Donelson, in late March of 1862, Grant gathered his troops near a small Tennessee church named **Shiloh**, which was close to the Mississippi border. On April 6 thousands of yelling Confederate soldiers surprised the Union forces. Many Union troops were shot while making coffee; some died while they were still lying in their blankets. With Union forces on the edge of disaster, Grant reorganized his troops, ordered up reinforcements, and counterattacked at dawn the following day. By midafternoon the Confederate forces were in retreat. The Battle of Shiloh taught both sides a strategic lesson. Generals now realized that they had to send out scouts, dig trenches, and build fortifications. Shiloh also demonstrated how bloody the war might become, as nearly one-fourth of the battle’s 100,000 troops were killed, wounded, or captured. Although the battle seemed to be a draw, it had a long-range impact on the war. The Confederate failure to hold on to its Ohio-Kentucky frontier showed that at least part of the Union’s three-way strategy, the drive to take the Mississippi and split the Confederacy, might succeed. 

### MAIN IDEA

#### Summarizing

 What did the battle of Shiloh show about the future course of the Civil War?

**FARRAGUT ON THE LOWER MISSISSIPPI** As Grant pushed toward the Mississippi River, a Union fleet of about 40 ships approached the river's mouth in Louisiana. Its commander was sixty-year-old **David G. Farragut**; its assignment, to seize New Orleans, the Confederacy's largest city and busiest port.

On April 24, Farragut ran his fleet past two Confederate forts in spite of booming enemy guns and fire rafts heaped with burning pitch. Five days later, the U.S. flag flew over New Orleans. During the next two months, Farragut took control of Baton Rouge and Natchez. If the Union captured all the major cities along the lower Mississippi, then Texas, Louisiana, Arkansas, and Tennessee would be cut off. Only Port Hudson, Louisiana, and Vicksburg, Mississippi, perched high on a bluff above the river, still stood in the way.

## A Revolution in Warfare

Instrumental in the successes of Grant and Farragut in the West was a new type of war machine: the ironclad ship. This and other advances in technology changed military strategy and contributed to the war's high casualty rate.

**IRONCLADS** The ironclad ship could splinter wooden ships, withstand cannon fire, and resist burning. Grant used four ironclad ships when he captured Forts Henry and Donelson. On March 9, 1862, every navy in the world took notice after the North's ironclad **Monitor** traded fire with the South's ironclad **Merrimack**.

A Union steam frigate, the *Merrimack*, had sunk off the coast of Virginia in 1861. The Confederates recovered the ship, and Confederate secretary of the navy Stephen R. Mallory put engineers to work plating it with iron. When Union secretary of the navy Gideon Welles heard of this development, he was determined to respond in kind. Naval engineer John Ericsson designed a ship, the *Monitor*, that resembled a "gigantic cheese box" on an "immense shingle," with two guns mounted on a revolving turret. On March 8, 1862, the *Merrimack* attacked three wooden Union warships, sinking the first, burning the second, and driving the third aground. The *Monitor* arrived and, the following day, engaged the Confederate vessel. Although the battle was a draw, the era of wooden fighting ships was over. **E**

### MAIN IDEA

#### Evaluating

**E** What advantages did ironclad ships have over wooden ships?

**NEW WEAPONS** Even more deadly than the development of ironclad ships was the invention of the rifle and the minié ball. Rifles were more accurate than old-fashioned muskets, and soldiers could load rifles more quickly and therefore fire more rounds during battle. The minié ball was a soft lead bullet that was more destructive than earlier bullets. Troops in the Civil War also used primitive hand grenades and land mines.



◀ An engagement between the *Monitor* and the *Merrimack*, March, 9, 1862, painted by J. G. Tanner





## HISTORICAL SPOTLIGHT

### BOYS IN WAR

Both the Union and Confederate armies had soldiers who were under 18 years of age. Union soldier Arthur MacArthur (father of World War II hero Douglas MacArthur) became a colonel when he was only 19.

Examination of some Confederate recruiting lists for 1861–1862 reveals that approximately 5 percent were 17 or younger—with some as young as 13. The percentage of boys in the Union army was lower, perhaps 1.5 percent. These figures, however, do not count the great number of boys who ran away to follow each army without officially enlisting. The young man pictured above was killed at Petersburg, Virginia, shortly before the end of the war.

The new technology gradually changed military strategy. Because the rifle and the minié could kill far more people than older weapons, soldiers fighting from inside trenches or behind barricades had a great advantage in mass infantry attacks. **F**

## MAIN IDEA

### Analyzing Effects

**F** How did technology affect military strategy during the Civil War?

## The War for the Capitals

As the campaign in the west progressed and the Union navy tightened its blockade of Southern ports, the third part of the North's three-part strategy—the plan to capture the Confederate capital at Richmond—faltered. One of the problems was General McClellan.

Although he was an excellent administrator and popular with his troops, McClellan was extremely cautious. After five full months of training an army of 120,000 men, he insisted that he could not move against Richmond until he had 270,000 men. He complained that there were only two bridges across the Potomac, not enough for an orderly retreat should the Confederates repulse the Federals. Northern newspapers began to mock his daily bulletins of “All quiet on the Potomac,” and even the patient Lincoln commented that he would like to “borrow McClellan's army if the general himself was not going to use it.” **G**

**“ON TO RICHMOND”** After dawdling all winter, McClellan finally got under way in the spring of 1862. He transported the Army of the Potomac slowly toward the Confederate capital. On the way he encountered a Confederate army commanded by General Joseph E. Johnston. After a series of battles, Johnston was wounded, and command of the army passed to **Robert E. Lee**.

Lee was very different from McClellan—modest rather than vain, and willing to go beyond military textbooks in his tactics. He had opposed secession. However, he declined

an offer to head the Union army and cast his lot with his beloved state of Virginia.

Determined to save Richmond, Lee moved against McClellan in a series of battles known collectively as the Seven Days' Battles, fought from June 25 to July 1, 1862. Although the Confederates had fewer soldiers and suffered higher casualties, Lee's determination and unorthodox tactics so unnerved McClellan that he backed away from Richmond and headed down the peninsula to the sea.

**ANTIETAM** Now Lee moved against the enemy's capital. On August 29 and 30, his troops won a resounding victory at the Second Battle of Bull Run. A few days later, they crossed the Potomac into the Union state of Maryland. A resident of one Potomac River town described the starving Confederate troops.

## A PERSONAL VOICE MARY BEDINGER MITCHELL

“All day they crowded to the doors of our houses, with always the same drawing complaint: ‘I’ve been a-marchin’ and a-fightin’ for six weeks stiddy, and I ain’t had n-a-r-thin’ to eat ’cept green apples an’ green cawn, an’ I wish you’d please to gimme a bite to eat.’ . . . That they could march or fight at all seemed incredible.”

—quoted in *Battle Cry of Freedom*

## MAIN IDEA

### Contrasting

**G** Contrast Grant and McClellan as generals.

At this point McClellan had a tremendous stroke of luck. A Union corporal, exploring a meadow where the Confederates had camped, found a copy of Lee's army orders wrapped around a bunch of cigars! The plan revealed that Lee's and Stonewall Jackson's armies were separated for the moment.

For once McClellan acted aggressively and ordered his men forward after Lee. The two armies fought on September 17 beside a sluggish creek called the **Antietam** (ăn-tē'təm). The clash proved to be the bloodiest single-day battle in American history. Casualties totaled more than 26,000, as many as in the War of 1812 and the war with Mexico combined. Instead of pursuing the battered Confederate army and possibly ending the Civil War, however, McClellan, cautious as always, did nothing. Though the battle itself was a standoff, the South, which had lost a quarter of its men, retreated the next day across the Potomac into Virginia.

On November 7, 1862, Lincoln fired McClellan. This solved one problem by getting rid of the general whom Lincoln characterized as having "the slows." However, the president would soon face a diplomatic conflict with Britain and increased pressure from abolitionists.



▲ Lincoln and McClellan confer at Antietam in 1862.



## ASSESSMENT

**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- Fort Sumter
- Anaconda plan
- Bull Run
- Stonewall Jackson
- George McClellan
- Ulysses S. Grant
- Shiloh
- David G. Farragut
- Monitor
- Merrimack
- Robert E. Lee
- Antietam

## MAIN IDEA

### 2. TAKING NOTES

For each month listed below, create a newspaper headline summarizing a key Civil War battle that occurred. Write your headlines in a chart like the one shown.

1861	
Month	Headline
•April	
•July	
1862	
Month	Headline
•February	
•April	
•September	

## CRITICAL THINKING

### 3. HYPOTHESIZING

What if Virginia had not seceded from the Union in 1861? Speculate on how this might have affected the course of the war. Support your answer with examples. **Think About:**

- Virginia's influence on other Southern states
- Virginia's location and its human and material resources
- how the North's military strategy might have been different

### 4. DRAWING CONCLUSIONS

What do you think were General McClellan's major tactical errors? Support your response with details from the text.

### 5. EVALUATING DECISIONS

Do you think Lincoln's decision to fire McClellan was a good one? Why or why not?



SECTION  
2

# The Politics of War

## MAIN IDEA

By issuing the Emancipation Proclamation, President Lincoln made slavery the focus of the war.

## WHY IT MATTERS NOW

The Proclamation was a first step toward improving the status of African Americans.

## Terms & Names

- Emancipation Proclamation
- habeas corpus
- Copperhead
- conscription

## One American's Story

Shortly after the Civil War began, William Yancey of Alabama and two other Confederate diplomats asked Britain—a major importer of Southern cotton—to formally recognize the Confederacy as an independent nation. The British Secretary of State for Foreign Affairs met with them twice, but in May 1861, Britain announced its neutrality. Insulted, Yancey returned home and told his fellow Southerners not to hope for British aid.

### A PERSONAL VOICE WILLIAM YANCEY

“You have no friends in Europe. . . . The sentiment of Europe is anti-slavery, and that portion of public opinion which forms, and is represented by, the government of Great Britain, is abolition. They will never recognize our independence until our conquering sword hangs dripping over the prostrate heads of the North. . . . It is an error to say that ‘Cotton is King.’ It is not. It is a great and influential factor in commerce, but not its dictator.”

—quoted in *The Civil War: A Narrative*



William Yancey,  
1851

In spite of Yancey's words, many Southerners continued to hope that economic necessity would force Britain to come to their aid. Meanwhile, abolitionists waged a public opinion war against slavery, not only in Europe, but in the North.

## Britain Remains Neutral

A number of economic factors made Britain no longer dependent on Southern cotton. Not only had Britain accumulated a huge cotton inventory just before the outbreak of war, it also found new sources of cotton in Egypt and India. Moreover, when Europe's wheat crop failed, Northern wheat and corn replaced cotton as an essential import. As one magazine put it, “Old King Cotton's dead and buried.” Britain decided that neutrality was the best policy—at least for a while.

**THE TRENT AFFAIR** In the fall of 1861, an incident occurred to test that neutrality. The Confederate government sent two diplomats, James Mason and John Slidell, in a second attempt to gain support from Britain and France. The two men

traveled aboard a British merchant ship, the *Trent*. Captain Charles Wilkes of the American warship *San Jacinto* stopped the *Trent* and arrested the two men. The British threatened war against the Union and dispatched 8,000 troops to Canada. Aware of the need to fight just “one war at a time,” Lincoln freed the two prisoners, publicly claiming that Wilkes had acted without orders. Britain was as relieved as the United States was to find a peaceful way out of the crisis.

The first page of Lincoln's handwritten copy of the Emancipation Proclamation ▼

## Proclaiming Emancipation

As the South struggled in vain to gain foreign recognition, abolitionist feeling grew in the North. Some Northerners believed that just winning the war would not be enough if the issue of slavery was not permanently settled.

**LINCOLN'S VIEW OF SLAVERY** Although Lincoln disliked slavery, he did not believe that the federal government had the power to abolish it where it already existed. When Horace Greeley urged him in 1862 to transform the war into an abolitionist crusade, Lincoln replied that although it was his personal wish that all men could be free, his official duty was different: “My paramount object in this struggle is to save the Union, and is not either to save or destroy Slavery.”

As the war progressed, however, Lincoln did find a way to use his constitutional war powers to end slavery. Slave labor built fortifications and grew food for the Confederacy. As commander in chief, Lincoln decided that, just as he could order the Union army to seize Confederate supplies, he could also authorize the army to emancipate slaves.

Emancipation offered a strategic benefit. The abolitionist movement was strong in Britain, and emancipation would discourage Britain from supporting the Confederacy. Emancipation was not just a moral issue; it became a weapon of war. **A**

**EMANCIPATION PROCLAMATION** On January 1, 1863, Lincoln issued his **Emancipation Proclamation**. The following portion captured national attention.

*from* **THE EMANCIPATION PROCLAMATION** ABRAHAM LINCOLN

“All persons held as slaves within any State or designated part of a State the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free. . . . And upon this act, sincerely believed to be an act of justice, warranted by the Constitution upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.”

Lincoln presents the Emancipation Proclamation to his cabinet, 1862. ▼

The Proclamation did not free any slaves immediately because it applied only to areas behind Confederate lines, outside Union control. Since the Proclamation was a military action aimed at the states in rebellion, it did not apply to Southern territory already occupied by Union troops nor to the slave states that had not seceded.



### MAIN IDEA

#### Summarizing

**A** In what way was the Emancipation Proclamation a part of Lincoln's military strategy?



**REACTIONS TO THE PROCLAMATION** Although the Proclamation did not have much practical effect, it had immense symbolic importance. For many, the Proclamation gave the war a high moral purpose by turning the struggle into a fight to free the slaves. In Washington, D.C., the Reverend Henry M. Turner, a free-born African American, watched the capital's inhabitants receive the news of emancipation.

**A PERSONAL VOICE** HENRY M. TURNER

**“Men squealed, women fainted, dogs barked, white and colored people shook hands, songs were sung, and by this time cannons began to fire at the navy yard. . . . Great processions of colored and white men marched to and fro and passed in front of the White House. . . . The President came to the window . . . and thousands told him, if he would come out of that palace, they would hug him to death.”**

—quoted in *Voices from the Civil War*

Free blacks also welcomed the section of the Proclamation that allowed them to enlist in the Union army. Even though many had volunteered at the beginning of the war, the regular army had refused to take them. Now they could fight and help put an end to slavery.

Not everyone in the North approved of the Emancipation Proclamation, however. The Democrats claimed that it would only prolong the war by antagonizing the South. Many Union soldiers accepted it grudgingly, saying they had no love for abolitionists or African Americans, but they would support emancipation if that was what it took to reunify the nation.

Confederates reacted to the Proclamation with outrage. Jefferson Davis called it the “most execrable [hateful] measure recorded in the history of guilty man.” As Northern Democrats had predicted, the Proclamation had made the Confederacy more determined than ever to fight to preserve its way of life.

After the Emancipation Proclamation, compromise was no longer an option. The Confederacy knew that if it lost, its slave-holding society would perish, and the Union knew that it could win only by completely defeating the Confederacy. From January 1863 on, it was a fight to the death. **B**

## KEY PLAYERS



**ABRAHAM LINCOLN**  
1809–1865

Abraham Lincoln was born to illiterate parents, and once said that in his boyhood there was “absolutely nothing to excite ambition for education.” Yet he hungered for knowledge.

He educated himself and, after working as rail-splitter, storekeeper, and surveyor, he taught himself law. This led to a career in politics—and eventually to the White House. In Europe at that time, people were more or less fixed in the station into which they had been born. In the United States, Lincoln was free to achieve whatever he could. Small wonder that he fought to preserve the nation he described as “the last best hope of earth.”



**JEFFERSON DAVIS**  
1808–1889

Jefferson Davis, who was named after Thomas Jefferson, was born in Kentucky and grew up in Mississippi. After graduating from West Point, he served in the army and then became a planter. He was elected to the U.S. Senate in 1846 and again in 1856, resigning when Mississippi seceded.

His election as president of the Confederacy dismayed him. As his wife Varina wrote, “I thought his genius was military, but as a party manager he would not succeed.”

Varina was right. Davis had poor relations with many Confederate leaders, causing them to put their states’ welfare above the Confederacy’s.

### MAIN IDEA

#### Analyzing Effects

**B** What effects did the Emancipation Proclamation have on the war?

## Both Sides Face Political Problems

Neither side in the Civil War was completely unified. There were Confederate sympathizers in the North, and Union sympathizers in the South. Such divided loyalties created two problems: How should the respective governments handle their critics? How could they ensure a steady supply of fighting men for their armies?

**DEALING WITH DISSENT** Lincoln dealt forcefully with disloyalty. For example, when a Baltimore crowd attacked a Union regiment a week after Fort Sumter, Lincoln sent federal troops to Maryland. He also suspended in that state the writ of **habeas corpus**, a court order that requires authorities to bring a person held in jail before the court to determine why he or she is being jailed. Lincoln used this same strategy later in the war to deal with dissent in other states. As a result, more than 13,000 suspected Confederate sympathizers in the Union were arrested and held without trial, although most were quickly released. The president also seized telegraph offices to make sure no one used the wires for subversion. When Supreme Court Chief Justice Roger Taney declared that Lincoln had gone beyond his constitutional powers, the president ignored his ruling.

Those arrested included **Copperheads**, or Northern Democrats who advocated peace with the South. Ohio congressman Clement Vallandigham was the most famous Copperhead. Vallandigham was tried and convicted by a military court for urging Union soldiers to desert and for advocating an armistice.

Jefferson Davis at first denounced Lincoln's suspension of civil liberties. Later, however, Davis found it necessary to follow the Union president's example. In 1862, he suspended habeas corpus in the Confederacy.

Lincoln's action in dramatically expanding presidential powers to meet the crises of wartime set a precedent in U.S. history. Since then, some presidents have cited war or "national security" as a reason to expand the powers of the executive branch of government.

**CONSCRIPTION** Although both armies originally relied on volunteers, it didn't take long before heavy casualties and widespread desertions led to **conscription**, a draft that would force certain members of the population to serve in the army. The Confederacy passed a draft law in 1862, and the Union followed suit in 1863. Both laws ran into trouble.

The Confederate law drafted all able-bodied white men between the ages of 18 and 35. (In 1864, as the Confederacy suffered more losses, the limits changed to 17 and 50.) However, those who could afford to were allowed to hire substitutes to serve in their places. The law also exempted planters who owned 20 or more slaves. Poor Confederates howled that it was a "rich man's war but a poor man's fight." In spite of these protests, almost 90 percent of eligible Southern men served in the Confederate army.

The Union law drafted white men between 20 and 45 for three years, although it, too, allowed draftees to hire substitutes. It also provided for commutation, or paying a \$300 fee to avoid conscription altogether. In the end, only 46,000 draftees actually went into the army. Ninety-two percent of the approximately 2 million soldiers who served in the Union army were volunteers—180,000 of them African-American.

### Background

A **copperhead** is a poisonous snake with natural camouflage.

### MAIN IDEA

#### Evaluating Leadership

**C** What actions did Lincoln take to deal with dissent?

### Vocabulary

**commutation:** the substitution of one kind of payment for another

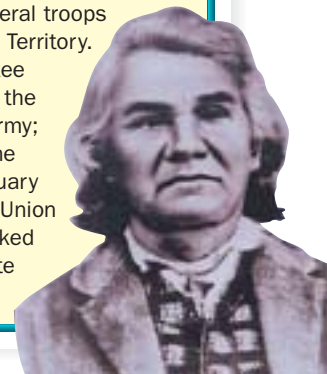
### ANOTHER PERSPECTIVE

#### THE CHEROKEE AND THE WAR

Another nation divided by the Civil War was the Cherokee Nation. Both the North and the South wanted the Cherokee on their side. This was because the Cherokee Nation was located in the Indian Territory, an excellent grain- and livestock-producing area. For their part, the Cherokee felt drawn to both sides—to the Union because federal treaties guaranteed Cherokee rights, and to the Confederacy because many Cherokee owned slaves.

The Cherokee signed a treaty with the South in October 1861. However, the alliance did not last. Efforts by the pro-Confederate leader Stand Watie (*below*) to govern the Cherokee Nation failed, and federal troops invaded Indian Territory.

Many Cherokee deserted from the Confederate army; some joined the Union. In February 1863, the pro-Union Cherokee revoked the Confederate treaty.





**THE RIOT CONTINUED.**  
**Violence and Pillage.**  
 General Rioting About the City.  
 The Mob Repelled by the Police  
 and Military.  
 LABOR SUSPENDED IN FACTORIES.  
 CITIZENS ARMED AND ARMIES.  
 A Number of the Rioters Supposed  
 to be Killed.  
 COL. GREEN BEATEN ALMOST TO DEATH.  
 RAILROAD TRAVEL SUSPENDED.  
 BARRICKS BUILT IN SEVERAL  
 Parts of the City Throughout the City.



**DRAFT RIOTS** In 1863 New York City was a tinderbox waiting to explode. Poor people were crowded into slums, crime and disease ran rampant, and poverty was ever-present. Poor white workers—especially Irish immigrants—thought it unfair that they should have to fight a war to free slaves. The white workers feared that Southern blacks would come north and compete for jobs. When officials began to draw names for the draft, angry men gathered all over the city to complain.

For four days, July 13–16, mobs rampaged through the city. The rioters wrecked draft offices, Republican newspaper offices, and the homes of antislavery leaders. They attacked well-dressed men on the street (those likely to be able to pay the \$300 commutation fee) and attacked African Americans. By the time federal troops ended the melee, more than 100 persons lay dead.

The draft riots were not the only dramatic development away from the battlefield. Society was also experiencing other types of unrest.

▲ In New York City in July 1863, draft rioters vented their anger on African-American institutions such as this orphanage.



## ASSESSMENT

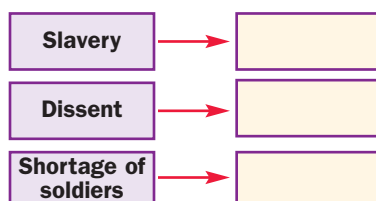
**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- Emancipation Proclamation
- habeas corpus
- Copperhead
- conscription

### MAIN IDEA

#### 2. TAKING NOTES

In a diagram like the one shown, note the political measures that Lincoln took to solve each problem.



### CRITICAL THINKING

#### 3. EVALUATING LEADERSHIP

Do you think that Lincoln's measures to deal with disloyalty and dissent represented an abuse of power? Why or why not? **Think About:**

- conditions of wartime versus peacetime
- Lincoln's primary goal
- Supreme Court Justice Roger Taney's view of Lincoln's powers

#### 4. ANALYZING PRIMARY SOURCES

**“To fight against slaveholders, without fighting against slavery, is but a half-hearted business, and paralyzes the hands engaged in it.”**

—Frederick Douglass, quoted in *Battle Cry of Freedom*

How do you think Lincoln would have replied to Douglass?

# SECTION 3

## Life During Wartime

### MAIN IDEA

The Civil War brought about dramatic social and economic changes in American society.

### WHY IT MATTERS NOW

The expansion of roles for African Americans and women set the stage for later equalities of opportunity.

### Terms & Names

•Fort Pillow  
•income tax

•Clara Barton  
•Andersonville

### One American's Story

Mary Chesnut, a well-born Southerner whose husband served in the Confederate government, kept a diary describing key war events, such as the attack on Fort Sumter. Her diary paints a vivid picture as well of the marriages and flirtations, hospital work, and dinner parties that comprised daily life in the South.

In 1864, Chesnut found that her social standing could no longer protect her from the economic effects of the war.

#### A PERSONAL VOICE MARY CHESNUT

“September 19th . . . My pink silk dress I have sold for six hundred dollars, to be paid in installments, two hundred a month for three months. And I sell my eggs and butter from home for two hundred dollars a month. Does it not sound well—four hundred dollars a month, regularly? In what? ‘In Confederate money.’ Hélas! [Alas!]”

—quoted in *Mary Chesnut's Civil War*

The “Confederate money” Chesnut received was almost worthless. Inflation, or a sharp increase in the cost of living, had devalued Confederate currency to such an extent that \$400 was worth only a dollar or two compared to prewar currency. Not all the effects of the Civil War were economic—the war also caused profound social changes.



VIDEO

**WAR OUTSIDE MY WINDOW**  
**Mary Chesnut's Diary of the Civil War**

## African Americans Fight for Freedom

African Americans played an important role in the struggle to end slavery. Some served as soldiers, while others took action away from the battlefield.

**AFRICAN-AMERICAN SOLDIERS** When the Civil War started, it was a white man's war. Neither the Union nor the Confederacy officially accepted African Americans as soldiers.

In 1862, Congress passed a law allowing African Americans to serve in the military. It was only after the Emancipation Proclamation was decreed, however,





▲  
**Battery A of the  
2nd United States  
Colored Artillery  
at gun drill**

that large-scale enlistment occurred. Although African Americans made up only 1 percent of the North's population, by war's end nearly 10 percent of the Union army was African American. The majority were former slaves from Virginia and other slave states, both Confederate and Union.

Although accepted as soldiers, African Americans suffered discrimination. They served in separate regiments commanded by white officers. Usually African Americans could not rise above the rank of captain—although Alexander T. Augustana, a surgeon, did attain the rank of Lieutenant Colonel. White privates earned \$13 a month, plus a \$3.50 clothing allowance. Black privates earned only \$10 a month, with no clothing allowance. Blacks protested, and several regiments served without pay for months rather than accept the lesser amount. Congress finally equalized the pay of white and African-American soldiers in 1864.

The mortality rate for African-American soldiers was higher than that for white soldiers, primarily because many African Americans were assigned to labor duty in the garrisons, where they were likely to catch typhoid, pneumonia, malaria, or some other deadly disease. Then, too, the Confederacy would not treat captured African-American soldiers as prisoners of war. Many were executed on the spot, and those who were not killed were returned to slavery. A particularly gruesome massacre occurred at **Fort Pillow**, Tennessee, in 1864. Confederate troops killed over 200 African-American prisoners and some whites as they begged for their lives.

Even though most Southerners opposed the idea of African-American soldiers, the Confederacy did consider drafting slaves and free blacks in 1863 and again in 1864. One Louisiana planter argued that since slaves “*caused* the fight,” they should share in the burden of battle. Georgia general Howell Cobb responded, “If slaves will make good soldiers our whole theory of slavery is wrong.”

**SLAVE RESISTANCE IN THE CONFEDERACY** As Union forces pushed deeper into Confederate territory, thousands of slaves sought freedom behind the lines of the Union army. Those who remained on plantations sometimes engaged in sabotage, breaking plows, destroying fences, and neglecting livestock. When Southern plantation owners fled before approaching Union troops, many slaves refused to be dragged along. They waited to welcome the Yankees, who had the power to liberate them. **A**

For whites on farms and plantations in the South, slave resistance compounded the stresses and privations of the war. Fearful of a general slave uprising, Southerners tightened slave patrols and spread rumors about how Union soldiers abused runaways. No general uprising occurred, but slave resistance gradually weakened the plantation system. By 1864 even many Confederates realized that slavery was doomed.

## HISTORICAL SPOTLIGHT



### GLORY FOR THE 54TH MASSACHUSETTS

In July 1863, the African-American 54th Massachusetts Infantry, including two sons of Frederick Douglass, led an assault on Fort Wagner, near Charleston harbor. The attack failed. More than 40 percent of the soldiers were killed. Confederates found the regiment's flag (above) under a pile of dead soldiers. Among the dead was the white commander, Colonel Robert G. Shaw. Among the survivors were Douglass's sons and Sergeant William Carney, the first African American to win a Congressional Medal of Honor.

As the New York *Tribune* pointed out, “If this Massachusetts 54th had faltered when its trial came, 200,000 troops for whom it was a pioneer would never have put into the field.” Shaw's father declared that his son lay “with his brave, devoted followers. . . . what a bodyguard he has!”

### MAIN IDEA

#### Drawing Conclusions

**A** How did African Americans contribute to the struggle to end slavery?

## The War Affects Regional Economies

The decline of the plantation system was not the only economic effect that the Civil War caused. Other effects included inflation and a new type of federal tax. In general, the war expanded the North's economy while shattering that of the South.

### MAIN IDEA

#### Analyzing Causes

**B** What caused food shortages in the South?

**SOUTHERN SHORTAGES** The Confederacy soon faced a food shortage due to three factors: the drain of manpower into the army, the Union occupation of food-growing areas, and the loss of slaves to work in the fields. Meat became a once-a-week luxury at best, and even such staples as rice and corn were in short supply. Food prices skyrocketed. In 1861 the average family spent \$6.65 a month on food. By mid-1863, it was spending \$68 a month—if it could find any food to buy. The situation grew so desperate that in 1863 hundreds of women and children—and some men—stormed bakeries and rioted for bread. Mrs. Roger A. Pryor remembered talking to an 18-year-old member of a mob in Richmond on April 2, 1863. **B**

#### A PERSONAL VOICE MRS. ROGER A. PRYOR

“As she raised her hand to remove her sunbonnet, her loose calico sleeve slipped up, and revealed a mere skeleton of an arm. She perceived my expression as I looked at it, and hastily pulled down her sleeve with a short laugh. ‘This is all that’s left of me!’ she said. ‘It seems real funny, don’t it? . . . We are going to the bakeries and each of us will take a loaf of bread. That is little enough for the government to give us after it has taken all our men.’”

—quoted in *Battle Cry of Freedom*

The mob broke up only when President Jefferson Davis climbed up on a cart, threw down all the money he had, and ordered the crowd to disperse or be shot. The next day, the Confederate government distributed some of its stocks of rice.

The Union blockade of Southern ports created shortages of other items, too, including salt, sugar, coffee, nails, needles, and medicines. One result was that many Confederates smuggled cotton into the North in exchange for gold, food, and other goods. Deploring this trade with the enemy, one Confederate general raged that cotton had made “more damn rascals on both sides than anything else.”

**NORTHERN ECONOMIC GROWTH** Overall, the war's effect on the economy of the North was much more positive. Although a few industries, such as cotton textiles, declined, most boomed. The army's need for uniforms, shoes, guns, and other supplies supported woolen mills, steel foundries, coal mines, and many other industries. Because the draft reduced the available work force, western wheat farmers bought reapers and other labor-saving machines, which benefited the companies that manufactured those machines. **C**

The economic boom had a dark side, though. Wages did not keep up with prices, and many people's standard of living declined. When white male workers went out on strike, employers hired free blacks, immigrants, women, and boys to replace them for lower pay.

### ECONOMIC BACKGROUND

#### CURRENCY AND INFLATION

To raise revenue, both the Union and the Confederacy issued paper money. The Union passed a law declaring that its currency was legal tender, so everyone had to accept it. This national currency succeeded because the public maintained confidence in the Northern economy.

The currency issued by the Confederate treasury (pictured below) was unbacked by gold. Added to this, each state in the Confederacy continued to use its own currency. Because of the war-weakened Southern economy, the public lost faith in Confederate currency—its value plummeted, and prices soared. The Confederacy's war inflation rate reached close to 7,000 percent; prices were 70 times higher at the end of the war than at the beginning. The Union inflation rate was 80 percent. (See *inflation*, on page R42 of the Economics Handbook.)



### MAIN IDEA

#### Analyzing Causes

**C** Why was the war less damaging to the economy of the North than to that of the South?



Northern women—who like many Southern women replaced men on farms and in city jobs—also obtained government jobs for the first time. They worked mostly as clerks, copying ledgers and letters by hand. Although they earned less than men, they remained a regular part of the Washington work force after the war.

Because of the booming economy and rising prices, many businesses in the North made immense profits. This was especially true of those with government contracts, mostly because such contractors often cheated. They supplied uniforms and blankets made of “shoddy”—fibers reclaimed from rags—that came apart in the rain. They passed off spoiled meat as fresh and demanded twice the usual price for guns. This corruption spilled over into the general society. The *New York Herald* commented on the changes in the American character: “The individual who makes the most money—no matter how—and spends the most—no matter for what—is considered the greatest man. . . . The world has seen its iron age, its silver age, its golden age, and its brazen age. This is the age of shoddy.”

Congress decided to help pay for the war by tapping its citizens’ wealth. In 1863 Congress enacted the tax law that authorized the nation’s first **income tax**, a tax that takes a specified percentage of an individual’s income.

## Soldiers Suffer on Both Sides

Both Union and Confederate soldiers had marched off to war thinking it would prove to be a glorious affair. They were soon disillusioned, not just by heavy casualties but also by poor living conditions, diet, and medical care.

**LIVES ON THE LINES** Garbage disposal and latrines in army camps were almost unknown. Although army regulations called for washing one’s hands and face every day and taking a complete bath once a week, many soldiers failed to do so. As a result, body lice, dysentery, and diarrhea were common.

Army rations were far from appealing. Union troops subsisted on beans, bacon, and hardtack—square biscuits that were supposedly hard enough to stop a bullet. As one Northerner wrote:

The soldiers’ fare is very rough,  
The bread is hard, the beef is tough;  
If they can stand it, it will be,  
Through love of God, a mystery.

Wounded Union  
troops recuperate  
after battle near a  
makeshift field  
hospital.



## BATTLEFIELD MEDICINE

In the Civil War, weapons technology overtook medical technology. Minié balls, soft lead bullets, caused traumatic wounds that could often be treated only by amputation. As the effects of bacteria were not yet known, surgeons never sterilized instruments, making infection one of soldiers' worst enemies.

### Field Hospitals ▼

The badly wounded were taken to field hospitals, like this one at Gettysburg. The surgeon is



### Clara Barton ▶

As a war nurse, Clara Barton collected and distributed supplies and dug bullets out of soldiers' bodies with her penknife. Barton was particularly good at anticipating troop movements and sometimes arrived at the battlefield before the fighting had even begun. Most women, however, served in hospitals rather than at the front lines. On the battlefield soldiers were usually attended by male medics.



### Surgeon's Tools ▼

A surgeon's kit might contain cloth for bandages or administering chloroform, opium pills to kill pain, forceps and knives for cleaning wounds, and saws for amputations.



Confederate troops fared equally poorly. A common food was "cush," a stew of small cubes of beef and crumbled cornbread mixed with bacon grease. Fresh vegetables were hardly ever available. Both sides loved coffee, but Southern soldiers had only substitutes brewed from peanuts, dried apples, or corn.

**CIVIL WAR MEDICINE** Soon after Fort Sumter fell, the federal government set up the United States Sanitary Commission. Its task was twofold: to improve the hygienic conditions of army camps and to recruit and train nurses. The "Sanitary" proved a great success. It sent out agents to teach soldiers such things as how to avoid polluting their water supply. It developed hospital trains and hospital ships to transport wounded men from the battlefield.

At the age of 60, Dorothea Dix became the nation's first superintendent of women nurses. To discourage women looking for romance, Dix insisted applicants be at least 30 and "very plain-looking." Impressed by the work of women nurses he observed, the surgeon general required that at least one-third of Union hospital nurses be women; some 3,000 served. Union nurse **Clara Barton** often cared for the sick and wounded at the front lines. After her courage under fire at Antietam, a surgeon described her as the "angel of the battlefield."

As a result of the Sanitary Commission's work, the death rate among Union wounded, although terrible by 20th-century standards, showed considerable improvement over that of previous wars. **D**

The Confederacy did not have a Sanitary Commission, but thousands of Southern women volunteered as nurses. Sally Tompkins, for example, performed so heroically in her hospital duties that she eventually was commissioned as a captain.

### MAIN IDEA

#### Summarizing

**D** How did the Sanitary Commission improve medical treatment during the war?

The Confederate prison at Andersonville, Georgia, in 1864 ►



**PRISONS** Improvements in hygiene and nursing did not reach the war prisons, where conditions were even worse than in army camps. The worst Confederate prison, at **Andersonville**, Georgia, jammed 33,000 men into 26 acres, or about 34 square feet per man. The prisoners had no shelter from the broiling sun or chilling rain except what they made themselves by rigging primitive tents of blankets and sticks. They drank from the same stream that served as their sewer. About a third of Andersonville's prisoners died. Part of the blame rested with the camp's commander, Henry Wirz (whom the North eventually executed as a war criminal). The South's lack of food and tent canvas also contributed to the appalling conditions. In addition, the prisons were overcrowded because the North had halted prisoner exchanges when the South refused to return African-American soldiers who had been captured in battle.

Prison camps in the North—such as those at Elmira, New York, and at Camp Douglas, Illinois—were only slightly better. Northern prisons provided about five times as much space per man, barracks for sleeping, and adequate food. However, thousands of Confederates, housed in quarters with little or no heat, contracted pneumonia and died. Hundreds of others suffered from dysentery and malnutrition, from which some did not recover. Historians estimate that 15 percent of Union prisoners in Southern prisons died, while 12 percent of Confederate prisoners died in Northern prisons.

A series of battles in the Mississippi Valley and in the East soon sent a fresh wave of prisoners of war flooding into prison camps.



### ASSESSMENT

**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

•Fort Pillow

•income tax

•Clara Barton

•Andersonville

### MAIN IDEA

#### 2. TAKING NOTES

In a two-column chart, list the economic changes that occurred in the North and South as a result of the Civil War. Explain how these changes affected the two regions.

#### ECONOMIC CHANGES

North	South

### CRITICAL THINKING

#### 3. ANALYZING EFFECTS

What effects did the Civil War have on women and African Americans?

##### Think About:

- new opportunities in both the North and the South
- discriminatory practices that persisted for both groups

#### 4. SYNTHESIZING

Imagine you were one of the Northern women and doctors who convinced the government to establish the Sanitary Commission. What reasons would you have offered to justify this commission? Use details from the text to support your response.



# The North Takes Charge

## MAIN IDEA

Key victories at Vicksburg and Gettysburg helped the Union wear down the Confederacy.

## WHY IT MATTERS NOW

These victories clinched the North's win and led to the preservation of the Union.

## Terms & Names

- Gettysburg
- Chancellorsville
- Vicksburg
- Gettysburg Address
- William Tecumseh Sherman
- Appomattox Court House

## One American's Story

Shortly after three o'clock on the afternoon of July 3, 1863, from behind a stone wall on a ridge south of the little town of Gettysburg, Pennsylvania, Union troops watched thousands of Confederate soldiers advance toward them across an open field. Union officer Frank Aretas Haskell described the scene.

### A PERSONAL VOICE

FRANK ARETAS HASKELL

“More than half a mile their front extends . . . man touching man, rank pressing rank. . . . The red flags wave, their horsemen gallop up and down, the arms of [thirteen] thousand men, barrel and bayonet, gleam in the sun, a sloping forest of flashing steel. Right on they move, as with one soul, in perfect order without impediment of ditch, or wall, or stream, over ridge and slope, through orchard and meadow, and cornfield, magnificent, grim, irresistible.”

—quoted in *The Civil War: An Illustrated History*

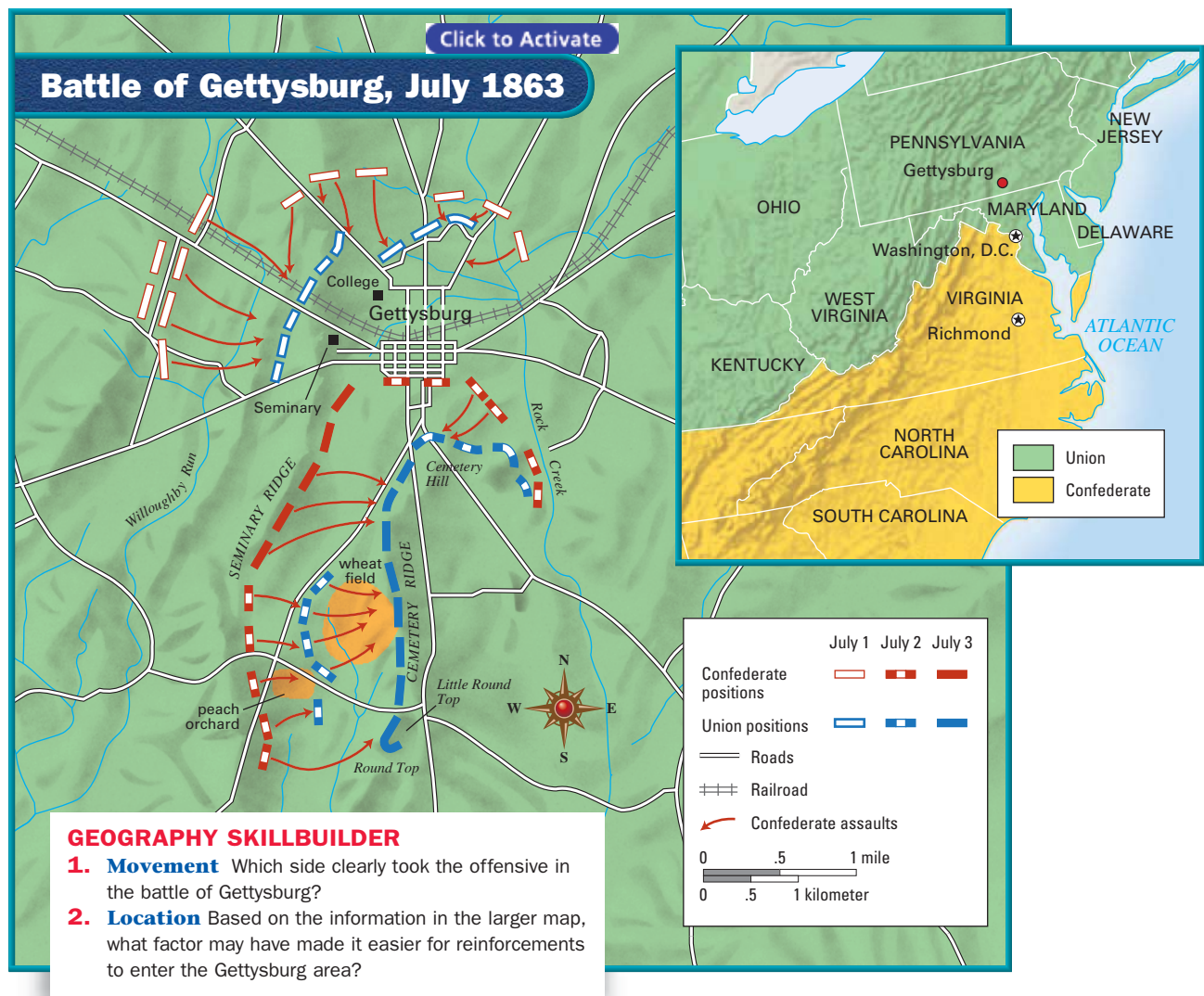


▲ A Confederate charge during the battle of Gettysburg

An hour later, half of the Confederate force lay dead or wounded, cut down by crossfire from massed Union guns. Because of the North's heavy weaponry, it had become suicide for unprotected troops to assault a strongly fortified position.

## Armies Clash at Gettysburg

The July 3 infantry charge was part of a three-day battle at **Gettysburg**, which many historians consider the turning point of the Civil War. The battle of Gettysburg crippled the South so badly that General Lee would never again possess sufficient forces to invade a Northern state.



**PRELUDE TO GETTYSBURG** The year 1863 actually had gone well for the South. During the first four days of May, the South defeated the North at **Chancellorsville**, Virginia. Lee outmaneuvered Union general Joseph Hooker and forced the Union army to retreat. The North's only consolation after Chancellorsville came as the result of an accident. As General Stonewall Jackson returned from a patrol on May 2, Confederate guards mistook him for a Yankee and shot him in the left arm. A surgeon amputated his arm the following day. When Lee heard the news, he exclaimed, "He has lost his left arm, but I have lost my right." But the true loss was still to come; Jackson caught pneumonia and died May 10.

Despite Jackson's tragic death, Lee decided to press his military advantage and invade the North. He needed supplies, he hoped that an invasion would force Lincoln to pull troops away from Vicksburg, and he thought that a major Confederate victory on Northern soil might tip the political balance of power in the Union to pro-Southern Democrats. Accordingly, he crossed the Potomac into Maryland and then pushed on into Pennsylvania. **A**

**GETTYSBURG** The most decisive battle of the war was fought near Gettysburg, Pennsylvania. The town was an unlikely spot for a bloody battle—and indeed, no one planned to fight there.

Confederate soldiers led by A. P. Hill, many of them barefoot, heard there was a supply of footwear in Gettysburg and went to find it, and also to meet up with forces under General Lee. When Hill's troops marched toward Gettysburg, they ran into a couple of brigades of Union cavalry under the command of John Buford, an experienced officer from Illinois.

### MAIN IDEA

#### Analyzing Motives

**A** What did Lee hope to gain by invading the North?



### MAIN IDEA

#### Analyzing Effects

**B** Why was it important that the Union held on to the high ground in Gettysburg?

Buford ordered his men to take defensive positions on the hills and ridges surrounding the town, from which they engaged Hill's troops. The shooting attracted more troops and each side sent for reinforcements.

The Northern armies, now under the command of General George Meade, that were north and west of Gettysburg began to fall back under a furious rebel assault. The Confederates took control of the town. Lee knew, however, that the battle would not be won unless the Northerners were also forced to yield their positions on Cemetery Ridge, the high ground south of Gettysburg. **B**

**THE SECOND DAY** On July 2, almost 90,000 Yankees and 75,000 Confederates stood ready to fight for Gettysburg. Lee ordered General James Longstreet to attack Cemetery Ridge, which was held by Union troops. At about 4:00 P.M., Longstreet's troops advanced from Seminary Ridge, through the peach orchard and wheat field that stood between them and the Union position.

The yelling Rebels overran Union troops who had mistakenly left their positions on Little Round Top, a hill that overlooked much of the southern portion of the battlefield. As a brigade of Alabamans approached the hill, however, Union leaders noticed the undefended position. Colonel Joshua L. Chamberlain, who had been a language professor before the war, led his Maine troops to meet the Rebels, and succeeded in repulsing repeated Confederate attacks. When his soldiers ran short of ammunition and more than a third of the brigade had fallen, Chamberlain ordered a bayonet charge at the Confederates.

The Rebels, exhausted by the uphill fighting and the 25-mile march of the previous day, were shocked by the Union assault and surrendered in droves. Chamberlain and his men succeeded in saving the Union lines from certain rebel artillery attacks from Little Round Top. Although the Union troops had given some ground, their lines still held at the close of day.

**THE THIRD DAY** Lee was optimistic, however. With one more day of determined attack, he felt he could break the Union defenses. Early in the afternoon of July 3, Lee ordered an artillery barrage on the middle of the Union lines. For two hours, the two armies fired at one another in a vicious exchange that could be heard in Pittsburgh. When the Union

### History Through

#### Art

#### GETTYSBURG CYCLORAMA (detail) (1884)

Twenty years after the fact, French artist Paul Philippoteaux depicted the battle of Gettysburg in a giant painting. To ensure that the 360-foot-long and 26-foot-high work was realistic, Philippoteaux studied the battle site and interviewed survivors.

**What details in the painting contribute to its realism and sense of action?**






## *“It’s all my fault”*

GEN. ROBERT E. LEE ON THE  
FAILURE OF PICKETT’S CHARGE

artillery fell silent, Lee insisted that Longstreet press forward. Longstreet reluctantly ordered his men, including those under the command of General Pickett, to attack the center of the Union lines. Deliberately, they marched across the farmland toward the Union high ground. Suddenly, Northern artillery renewed its barrage. Some of the Confederates had nearly reached the Union lines when Yankee infantry fired on them as well. Devastated, the Confederates staggered back. The Northerners had succeeded in holding the high ground south of Gettysburg.


Lee sent cavalry led by General James E. B. (Jeb) Stuart circling around the right flank of Meade’s forces, hoping they would surprise the Union troops from the rear and meet Longstreet’s men in the middle. Stuart’s campaign stalled, however, when his men clashed with Union forces under David Gregg three miles away.

Not knowing that Gregg had stopped Stuart nor that Lee’s army was severely weakened, Union general Meade never ordered a counterattack. After the battle, Lee gave up any hopes of invading the North and led his army in a long, painful retreat back to Virginia through a pelting rain.

The three-day battle produced staggering losses. Total casualties were more than 30 percent. Union losses included 23,000 men killed or wounded. For the Confederacy, approximately 28,000 were killed or wounded. Fly-infested corpses lay everywhere in the July heat; the stench was unbearable. Lee would continue to lead his men brilliantly in the next two years of the war, but neither he nor the Confederacy would ever recover from the loss at Gettysburg or the surrender of Vicksburg, which occurred the very next day. 

### MAIN IDEA

#### Analyzing Effects

 Why was the battle of Gettysburg a disaster for the South?

## Grant Wins at Vicksburg

While the Army of the Potomac was turning back the Confederates in central Pennsylvania, Union general Ulysses S. Grant continued his campaign in the west. **Vicksburg**, Mississippi, was one of only two Confederate holdouts preventing the Union from taking complete control of the Mississippi River, an important waterway for transporting goods.

U. S. Grant,  
photographed in  
August 1864 ▼

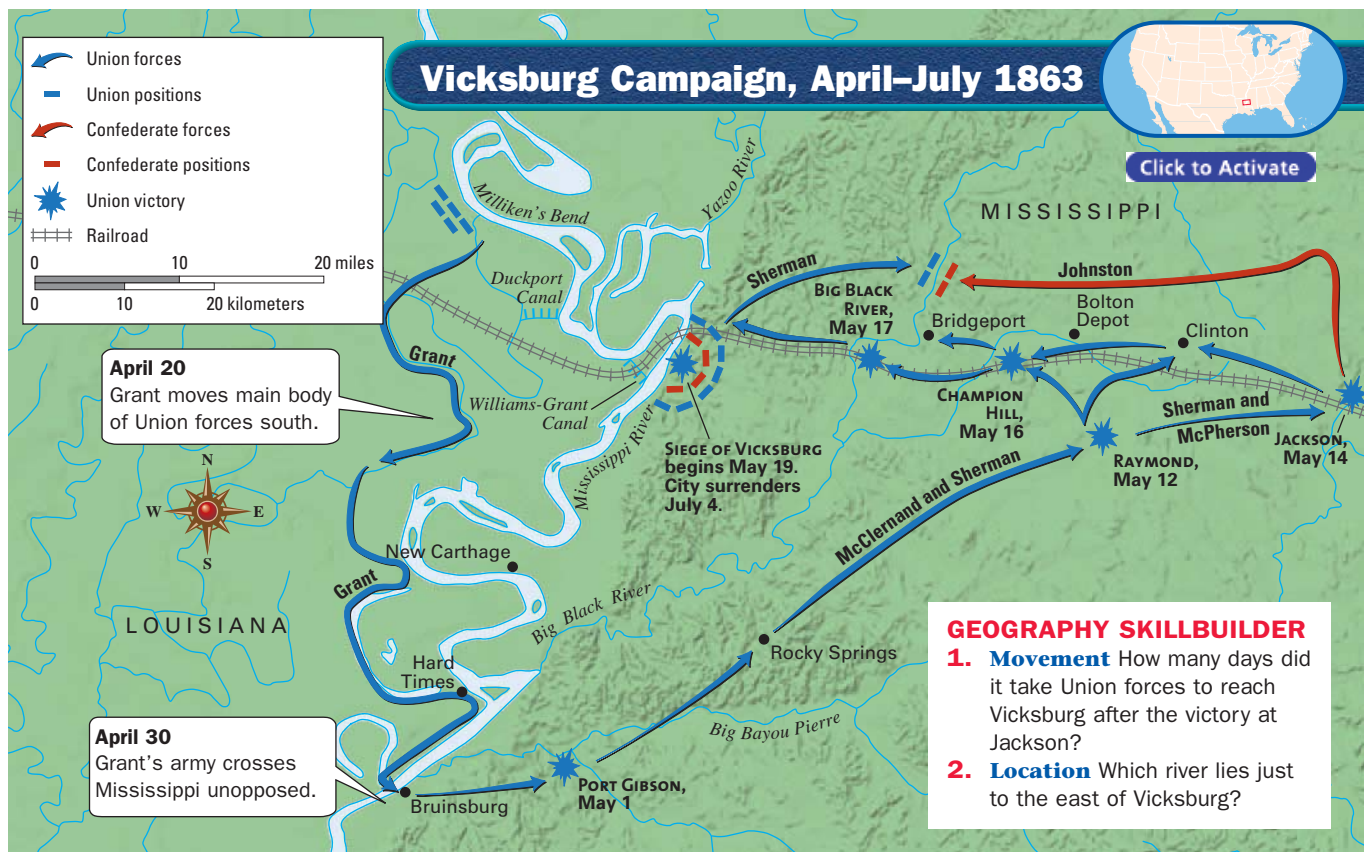


**VICKSBURG UNDER SIEGE** In the spring of 1863, Grant sent a cavalry brigade to destroy rail lines in central Mississippi and draw attention away from the port city. While the Confederate forces were distracted, Grant was able to land infantry south of Vicksburg late on April 30. In 18 days, Union forces whipped several rebel units and sacked Jackson, the capital of the state.

Their confidence growing with every victory, Grant and his troops rushed to Vicksburg. Two frontal assaults on the city failed; so, in the last week of May 1863, Grant settled in for a siege. He set up a steady barrage of artillery, shelling the city from both the river and the land for several hours a day and forcing its residents to take shelter in caves that they dug out of the yellow clay hillsides.

Food supplies ran so low that people ate dogs and mules. At last some of the starving Confederate soldiers defending Vicksburg sent their commander a petition saying, “If you can’t feed us, you’d better surrender.”

On July 3, 1863, the same day as Pickett’s charge, the Confederate commander of Vicksburg asked Grant for terms of surrender. The city fell on July 4. Five days later Port Hudson, Louisiana, the last Confederate holdout on the Mississippi, also fell—and the Confederacy was cut in two.



## The Gettysburg Address

In November 1863, a ceremony was held to dedicate a cemetery in Gettysburg. The first speaker was Edward Everett, a noted orator, who gave a flowery two-hour oration. Then Abraham Lincoln spoke for a little more than two minutes. According to the historian Garry Wills, Lincoln's **Gettysburg Address** "remade America." Before the war, people said, "The United States *are*." After Lincoln's speech, they said, "The United States *is*."

### ★ THE GETTYSBURG ADDRESS ABRAHAM LINCOLN

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

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

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth."

—The Gettysburg Address, November 19, 1863

#### MAIN IDEA

#### Summarizing

**D** What beliefs about the United States did Lincoln express in the Gettysburg Address?



## The Confederacy Wears Down

The twin defeats at Gettysburg and Vicksburg cost the South much of its limited fighting power. The Confederacy was already low on food, shoes, uniforms, guns, and ammunition. No longer able to attack, it could hope only to hang on long enough to destroy Northern morale and work toward an armistice—a cease-fire agreement based on mutual consent—rather than a surrender. That plan proved increasingly unlikely, however. Southern newspapers, state legislatures, and individuals began to call openly for an end to the hostilities, and President Lincoln finally found not just one but two generals who would fight.

**CONFEDERATE MORALE** As war progressed, morale on the Confederacy's home front deteriorated. The Confederate Congress passed a weak resolution in 1863 urging planters to grow fewer cash crops like cotton and tobacco and increase production of food. Farmers resented the tax that took part of their produce and livestock, especially since many rich planters continued to cultivate cot-

ton and tobacco—in some cases even selling crops to the North. Many soldiers deserted after receiving letters from home about the lack of food and the shortage of farm labor to work the farms. In every Southern state except South Carolina, there were soldiers who decided to turn and fight for the North—for example, 2,400 Floridians served in the Union army.

Discord in the Confederate government made it impossible for Jefferson Davis to govern effectively. Members of the Confederate Congress squabbled among themselves. In South Carolina, the governor was upset when troops from his state were placed under the command of officers from another state.

In 1863, North Carolinians who wanted peace held more than 100 open meetings in their state. A similar peace movement sprang up in Georgia in early 1864. Although these movements failed, by mid-1864, Assistant Secretary of War John Campbell was forced to acknowledge that active opposition to the war “in the mountain districts of North Carolina, South Carolina, Georgia, and Alabama menaces the existence of the Confederacy as fatally as . . . the armies of the United States.” **E**

### KEY PLAYERS

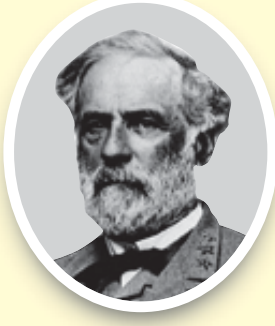


**ULYSSES S. GRANT**  
1822–1885

U. S. Grant once said of himself, “A military life had no charms for me.” Yet, a military man was what he was destined to be. He fought in the war with Mexico—even though he termed it “wicked”—because he believed his duty was to serve his country. His next post was in the West, where Grant grew so lonely for his family that he resigned.

When the Civil War began, Grant served as colonel of the Illinois volunteers because General McClellan had been too busy to see him!

However, once Grant began fighting in Tennessee, Lincoln recognized his abilities. When newspapers demanded Grant's dismissal after Shiloh, Lincoln replied, “I can't spare this man. He fights.”



**ROBERT E. LEE**  
1807–1870

Lee was an aristocrat. His father had been one of George Washington's best generals, and his wife was the great-granddaughter of Martha Washington. As a man who believed slavery was evil, Lee nonetheless fought for the Confederacy out of loyalty to his beloved home state of Virginia. “I did only what my duty demanded. I could have taken no other course without dishonor,” he said.

As a general, Lee was brilliant, but he seldom challenged civilian leaders about their failure to provide his army with adequate supplies. His soldiers—who called him Uncle Robert—almost worshiped him because he insisted on sharing their hardships.

#### MAIN IDEA

#### Analyzing Effects

**E** How did discontent among members of the Confederate Congress affect the war?



**GRANT APPOINTS SHERMAN** In March 1864, President Lincoln appointed Ulysses S. Grant, the hero of the battle at Vicksburg, commander of all Union armies. Grant in turn appointed **William Tecumseh Sherman** as commander of the military division of the Mississippi. These two appointments would change the course of the war.

Old friends and comrades in arms, both men believed in total war. They believed that it was essential to fight not only the South's armies and government but its civilian population as well. They reasoned, first, that civilians produced the weapons, grew the food, and transported the goods on which the armies relied, and, second, that the strength of the people's will kept the war going. If the Union destroyed that will to fight, the Confederacy would collapse.

**GRANT AND LEE IN VIRGINIA** Grant's overall strategy was to immobilize Lee's army in Virginia while Sherman raided Georgia. Even if Grant's casualties ran twice as high as those of Lee—and they did—the North could afford it. The South could not.

Starting in May 1864, Grant threw his troops into battle after battle, the first in a wooded area, known as the Wilderness, near Fredericksburg, Virginia. The fighting was brutal, made even more so by the fires spreading through the thick trees. The string of battles continued at Spotsylvania, at Cold Harbor (where Grant lost 7,000 men in one hour), and finally at Petersburg, which would remain under Union attack from June 1864 to April 1865.

During the period from May 4 to June 18, 1864, Grant lost nearly 60,000 men—which the North could replace—to Lee's 32,000 men—which the South could not replace. Democrats and Northern newspapers called Grant a butcher. However, Grant kept going because he had promised Lincoln, "Whatever happens, there will be no turning back."





▲ Sherman (front) instructed his troops in Atlanta to destroy train tracks by heating and bending the metal rails.

**SHERMAN'S MARCH** After Sherman's army occupied the transportation center of Atlanta on September 2, 1864, a Confederate army tried to circle around him and cut his railroad supply lines. Sherman decided to fight a different battle. He would abandon his supply lines and march southeast through Georgia, creating a wide path of destruction and living off the land as he went. He would make Southerners "so sick of war that generations would pass away before they would again appeal to it." In mid-November he burned most of Atlanta and set out toward the coast. A Georgia girl described the result.

### A PERSONAL VOICE ELIZA FRANCES ANDREWS

"The fields were trampled down and the road was lined with carcasses of horses, hogs, and cattle that the invaders, unable either to consume or to carry away with them, had wantonly shot down, to starve out the people and prevent them from making their crops. . . . The dwellings that were standing all showed signs of pillage . . . while here and there lone chimney stacks, 'Sherman's sentinels,' told of homes laid in ashes."

—quoted in *Voices from the Civil War*

After taking Savannah just before Christmas, Sherman's troops turned north to help Grant "wipe out Lee." Following behind them now were about 25,000 former slaves eager for freedom. As the army marched through South Carolina in 1865, it inflicted even more destruction than it had in Georgia. As one Union private exclaimed, "Here is where treason began and, by God, here is where it shall end!" The army burned almost every house in its path. In contrast, when Sherman's forces entered North Carolina, which had been the last state to secede, they stopped destroying private homes and—anticipating the end of the war—began handing out food and other supplies. **F**

**THE ELECTION OF 1864** As the 1864 presidential election approached, Lincoln faced heavy opposition. Many Democrats, dismayed at the war's length, its high casualty rates, and recent Union losses, joined pro-Southern party members to nominate George McClellan on a platform of an immediate armistice. Still resentful over having been fired by Lincoln, McClellan was delighted to run.

Lincoln's other opponents, the Radical Republicans, favored a harsher proposal than Lincoln's for readmitting the Confederate states. They formed a third political party and nominated John C. Frémont as their candidate. To attract Democrats, Lincoln's supporters dropped the Republican name, retitled themselves the National Union Party, and chose Andrew Johnson, a pro-Union Democrat from Tennessee, as Lincoln's running mate.

Lincoln was pessimistic about his chances. "I am going to be beaten," he said in August, "and unless some great change takes place, badly beaten." However, some great change did take place. On August 5, Admiral David Farragut entered Mobile Bay in Alabama and within three weeks shut down that major Southern port. On September 2, Sherman telegraphed, "Atlanta is ours." By month's end, Frémont had withdrawn from the presidential race. On October 19, General

### MAIN IDEA

#### Analyzing Motives

**F** What were Sherman's objectives in marching his troops from Atlanta to Savannah?





◀ Thomas Lovell's *Surrender at Appomattox* is a modern rendering of Lee's surrender to Grant.

Philip Sheridan finally chased the Confederates out of the Shenandoah Valley in northern Virginia. The victories buoyed the North, and with the help of absentee ballots cast by Union soldiers, Lincoln won a second term.

**THE SURRENDER AT APPOMATTOX** By late March 1865, it was clear that the end of the Confederacy was near. Grant and Sheridan were approaching Richmond from the west, while Sherman was approaching from the south. On April 2—in response to news that Lee and his troops had been overcome by Grant's forces at Petersburg—President Davis and his government abandoned their capital, setting it afire to keep the Northerners from taking it. Despite the fire-fighting efforts of Union troops, flames destroyed some 900 buildings and damaged hundreds more.

Lee and Grant met to arrange a Confederate surrender on April 9, 1865, in a Virginia village called **Appomattox** (ăp'ə-măt'əks) **Court House**. At Lincoln's request, the terms were generous. Grant paroled Lee's soldiers and sent them home with their personal possessions, horses, and three days' rations. Officers were permitted to keep their side arms. Within two months all remaining Confederate resistance collapsed. After four long years, at tremendous human and economic costs, the Civil War was over.



## ASSESSMENT

**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- Gettysburg
- Vicksburg
- William Tecumseh Sherman
- Appomattox Court House
- Chancellorsville
- Gettysburg Address

## MAIN IDEA

### 2. TAKING NOTES

Create a time line of the major battles and political events relating to the final two years of the Civil War. Use the dates already plotted on the time line below as a guide.



Which event was the turning point? Why?

## CRITICAL THINKING

### 3. EVALUATING

Do you think that a general's win-loss record on the battlefield is the best gauge of measuring greatness as a military leader? Why or why not? **Think About:**

- Grant's campaign in Virginia, Sherman's march to Atlanta, and Lee's surrender
- Democrats' and Northern newspapers' criticism of Grant
- the criteria you would use to evaluate a military leader

### 4. EVALUATING DECISIONS

Grant and Sherman presented a logical rationale for using the strategy of total war. Do you think the end—defeating the Confederacy—justified the means—causing harm to civilians? Explain.

### 5. ANALYZING MOTIVES

Why do you think Lincoln urged generous terms for a Confederate surrender?

# SECTION 5

## The Legacy of the War

### MAIN IDEA

The Civil War settled long-standing disputes over states' rights and slavery.

### WHY IT MATTERS NOW

The federal government established supreme authority, and no state has threatened secession since.

### Terms & Names

- National Bank Act
- Thirteenth Amendment
- Red Cross
- John Wilkes Booth

### One American's Story

Garland H. White, a former slave from Virginia, marched with other Yankee soldiers into the Confederate capital of Richmond after it fell. Now chaplain of the 28th United States Colored troops, White was returning to the state where he had once served in bondage. As the soldiers marched along the city streets, thousands of African Americans cheered. A large crowd of soldiers and civilians gathered in the neighborhood where the slave market had been. Garland White remembered the scene.

#### A PERSONAL VOICE GARLAND H. WHITE

"I marched at the head of the column, and soon I found myself called upon by the officers and men of my regiment to make a speech, with which, of course, I readily complied. A vast multitude assembled on Broad Street, and I was aroused amid the shouts of 10,000 voices, and proclaimed for the first time in that city freedom to all [humankind]."

—quoted in *Been in the Storm So Long*

Freedom for slaves was not the only legacy of the Civil War. The struggle transformed the nation's economy, its government, the conduct of warfare, and the future careers of many of its participants.



▲ Union troops in the South sometimes came upon slave markets like this one.

## The War Changes the Nation

In 1869 Professor George Ticknor of Harvard commented that since the Civil War, "It does not seem to me as if I were living in the country in which I was born." The Civil War caused tremendous political, economic, technological, and social change in the United States. It also exacted a high price in the cost of human life.

## MAIN IDEA

### Analyzing Effects

**A** How did the power of the federal government increase during the war?

Though both Union and Confederate soldiers were lucky to escape the war with their lives, thousands—like this young amputee—faced an uncertain future.



**POLITICAL CHANGES** Decades before the war, Southern states had threatened secession when federal policies angered them. After the war, the federal government assumed supreme national authority and no state has ever seceded again. The states' rights issue did not go away; it simply led in a different direction from secession. Today, arguments about states' rights versus federal control focus on such issues as whether the state or national government should determine how to use local funds.

In addition to ending the threat of secession, the war greatly increased the federal government's power. Before the Civil War, the federal government had little impact on most people's daily lives. Most citizens dealt only with their county governments. During the war, however, the federal government reached into people's pockets, taxing private incomes. It also required everyone to accept its new paper currency (even those who had previously contracted to be repaid in coins). Most dramatically, the federal government tore reluctant men from their families to fight in the war. After the war, U.S. citizens could no longer assume that the national government in Washington was too far away to bother them. **A**

**ECONOMIC CHANGES** The Civil War had a profound impact on the nation's economy. Between 1861 and 1865, the federal government did much to help business, in part through subsidizing construction of a national railroad system. The government also passed the **National Bank Act** of 1863, which set up a system of federally chartered banks, set requirements for loans, and provided for banks to be inspected. These measures helped make banking safer for investors.

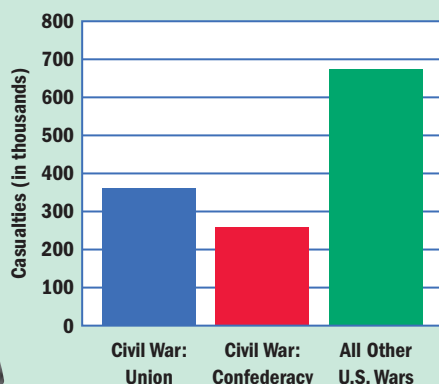
The economy of the Northern states boomed. Northern entrepreneurs had grown rich selling war supplies to the government and thus had money to invest in new businesses after the war. As army recruitment created a labor shortage in the North, the sale of labor-saving agricultural tools such as the reaper increased dramatically. By war's end, large-scale commercial agriculture had taken hold.

The war devastated the South economically. It took away the South's source of cheap labor—slavery—and also wrecked most of the region's industry. It wiped out 40 percent of the livestock, destroyed much of the South's farm machinery and railroads, and left thousands of acres of land uncultivated.

The economic gap between North and South had widened drastically. Before the war, Southern states held 30 percent of the national wealth; in 1870 they held

## The Costs of the Civil War

### Casualties



Sources: *The World Book Encyclopedia*; *Historical Statistics of the United States: Colonial Times to 1970*; *The United States Civil War Center*

### Economic Costs

- Union war costs totaled \$2.3 billion.
- Confederate war costs ran to \$1 billion.
- Union war costs increased the national debt from \$65 million in 1860 to \$2.7 billion in 1865.
- Confederate debt ran over \$1.8 billion in 1864.
- Union inflation peaked at 182% in 1864.
- Confederate inflation rose to 7,000%.



### SKILLBUILDER Interpreting Data

1. Based on the bar graph, how did the combined Union and Confederate losses compare with those of other wars?
2. Why was inflation worse in the Confederacy than in the Union?



only 12 percent. In 1860, Southerners earned about 70 percent of the Northern average; in 1870, they earned less than 40 percent. This economic disparity between the regions would not diminish until the 20th century.

**COSTS OF THE WAR** The human costs of the Civil War were staggering. They affected almost every American family. Approximately 360,000 Union soldiers and 260,000 Confederates died, nearly as many as in all other American wars combined. Another 275,000 Union soldiers and 225,000 Confederates were wounded. Veterans with missing limbs became a common sight nation wide. In addition, military service had occupied some 2,400,000 men—nearly 10 percent of the nation's population of approximately 31,000,000—for four long years. It disrupted their education, their careers, and their families.

The Civil War's economic costs were just as extensive. Historians estimate that the Union and the Confederate governments spent a combined total of about \$3.3 billion during the four years of war, or more than twice what the government had spent in the previous 80 years! The costs did not stop when the war ended. Twenty years later, interest payments on the war debt plus veterans' pensions still accounted for almost two-thirds of the federal budget.

## The War Changes Lives

The war not only impacted the nation's economy and politics, it also changed individual lives. Perhaps the biggest change came for African Americans.

**NEW BIRTH OF FREEDOM** The Emancipation Proclamation, which Lincoln had issued under his war powers, freed only those slaves who lived in the states that were behind Confederate lines and not yet under Union control. The government had to decide what to do about the border states, where slavery was still legal.

The president believed that the only solution would be a constitutional amendment abolishing slavery. The Republican-controlled Senate approved an amendment in the summer of 1864, but the House, with its large Democratic membership, did not. After Lincoln's reelection, the amendment was reintroduced in the House in January of 1865. This time the administration convinced

a few Democrats to vote in its favor with promises of government jobs after they left office. The amendment passed with two votes to spare. Spectators—many of them African Americans who were now allowed to sit in the congressional galleries—burst into cheers, while Republicans on the floor shouted in triumph.

By year's end 27 states, including 8 from the South, had ratified the **Thirteenth Amendment**. The U.S. Constitution now stated that "Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States."

A store in Richmond, Virginia, decorated in celebration of Liberation Day, the anniversary of the Emancipation Proclamation



**MATHEW BRADY'S PHOTOGRAPHS**

The Civil War marked the first time in United States history that photography, a resource since 1839, played a major role in a military conflict. Hundreds of photographers traveled with the troops, working both privately and for the military. The most famous Civil War photographer was Mathew Brady, who employed about 20 photographers to meet the public demand for pictures from the battlefield. This was the beginning of American news photography, or photojournalism.

Many of Brady's photographs are a mix of realism and artificiality. Due to the primitive level of photographic technology, subjects had to be carefully posed and remain still during the long exposure times.

In this 1864 photograph Brady posed a kneeling soldier, offering a canteen of water, beside a wounded soldier with his arm in a sling. Images like this, showing the wounded or the dead, brought home the harsh reality of war to the civilian population.



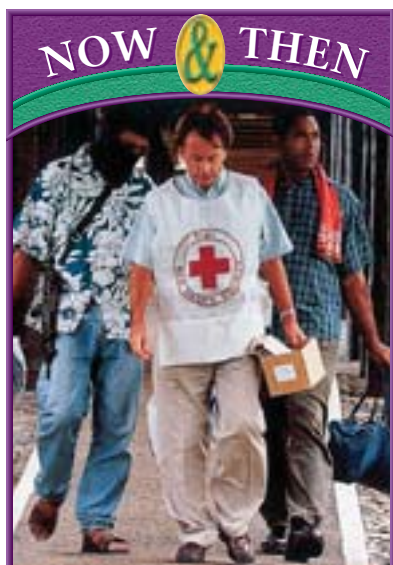
▲ **"Encampment of the Army of the Potomac" (May 1862).** Few photographs of the Civil War are as convincing in their naturalism as this view over a Union encampment. Simply by positioning the camera behind the soldiers, the photographer draws the viewer into the composition. Although we cannot see the soldiers' faces, we are compelled to see through their eyes.

**SKILLBUILDER Interpreting Visual Sources**

1. What elements in the smaller photograph seem posed or contrived? What elements are more realistic?
2. How do these photographs compare with more heroic imagery of traditional history painting?



**SEE SKILLBUILDER HANDBOOK, PAGE R23.**



### THE RED CROSS

Civil War nurse Clara Barton led the American branch of the Red Cross for 23 years. Today's International Red Cross can be found wherever human suffering occurs, not just in conventional armed conflicts. In Fiji in June 2000, rebels took the country's prime minister and 30 members of parliament hostage. The Red Cross employee above was given safe passage to give hostages medical attention, mattresses, and blankets.

Swiss businessman Henri Dunant first had the idea for the Red Cross when, in 1859, he saw injured soldiers abandoned on the battlefield in Italy. Horrified, he organized local people to provide aid to the wounded. Back in Switzerland, Dunant, and a group of lawyers and doctors, founded an international committee for the relief of wounded soldiers.

**CIVILIANS FOLLOW NEW PATHS** After the war ended, those who had served—Northerners and Southerners alike—had to find new directions for their lives.

Some war leaders continued their military careers, while others returned to civilian life. William Tecumseh Sherman remained in the army and spent most of his time fighting Native Americans in the West. Robert E. Lee lost Arlington, his plantation, which the Secretary of War of the Union had turned into a cemetery for Union dead. Lee became president of Washington College in Virginia, now known as Washington and Lee University. Lee swore renewed allegiance to the United States, but Congress accidentally neglected to restore his citizenship (until 1975). Still, Lee never spoke bitterly of Northerners or the Union.

Many veterans returned to their small towns and farms after the war. Others, as Grant noted, “found they were not satisfied with the farm, the store, or the workshop of the villages, but wanted larger fields.” Many moved to the burgeoning cities or went west in search of opportunity.

Others tried to turn their wartime experience to good. The horrors that Union nurse Clara Barton witnessed during the war inspired her to spend her life helping others. In 1869, Barton went to Europe to rest and recuperate from her work during the war. She became involved in the activities of the International Committee of the Red Cross during the Franco-Prussian War. Returning to the United States, Barton helped found the American **Red Cross** in 1881. **B**

**THE ASSASSINATION OF LINCOLN** Whatever plans Lincoln had to reunify the nation after the war, he never got to implement them. On April 14, 1865, five days after Lee surrendered to Grant at Appomattox Court House, Lincoln and his wife went to Ford's Theatre in Washington to see a British comedy, *Our American Cousin*. During the play's third act, a man silently opened the unguarded doors to the presidential box. He crept up behind Lincoln, raised a pistol, and fired, hitting the president in the back of the head.

The assassin, **John Wilkes Booth**—a 26-year-old actor and Southern sympathizer—then leaped down to the stage. In doing so, he caught his spur on one of the flags draped across the front of the box. Booth landed hard on his left leg and broke it. He rose and said something that the audience had trouble understanding. Some thought it was the state motto

of Virginia, “*Sic semper tyrannis*”—in English “Thus be it ever to tyrants.” Others thought he said, “The South is avenged!” Then he limped offstage into the wings.

Despite a broken leg, Booth managed to escape. Twelve days later, Union cavalry trapped him in a Virginia tobacco barn, and set the building on fire. When Booth still refused to surrender, a shot was fired. He may have been shot by cavalry or by himself, but the cavalry dragged him out. Booth is said to have whispered, “Tell my mother I died for my country. I did what I thought was best.” His last words were “Useless, useless.”

After Lincoln was shot, he remained unconscious through the night. He died at 7:22 A.M. the following morning, April 15. It was the first time a president of the United States had been assassinated. Secretary of the Navy Gideon Welles recorded the public's immediate reactions in his diary.

### MAIN IDEA

#### Summarizing

**B** What were some effects that the war had on individuals?



## A PERSONAL VOICE

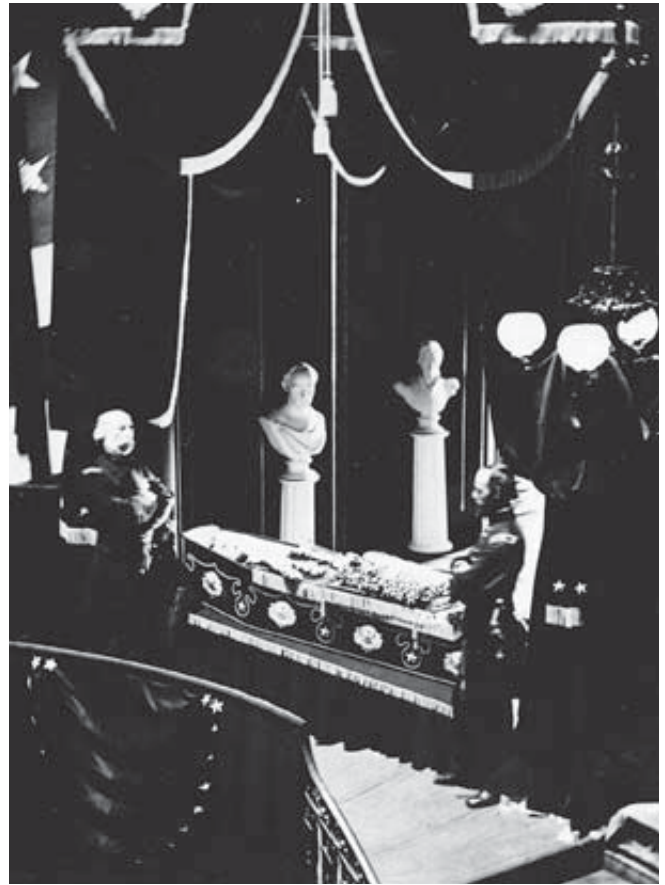
GIDEON WELLES

“It was a dark and gloomy morning, and rain set in. . . . On the Avenue in front of the White House were several hundred colored people, mostly women and children, weeping and wailing their loss. This crowd did not appear to diminish through the whole of that cold, wet day; they seemed not to know what was to be their fate since their great benefactor was dead, and their hopeless grief affected me more than almost anything else, though strong and brave men wept when I met them.”

—quoted in *Voices from the Civil War*

The funeral train that carried Lincoln’s body from Washington to his hometown of Springfield, Illinois, took 14 days for its journey. Approximately 7 million Americans, or almost one-third of the entire Union population, turned out to publicly mourn the martyred leader.

The Civil War had ended. Slavery and secession were no more. Now the country faced two different problems: how to restore the Southern states to the Union and how to integrate approximately 4 million newly freed African Americans into national life.



▲ Lincoln’s body lies in state.



## ASSESSMENT

**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

•National Bank Act

•Thirteenth Amendment

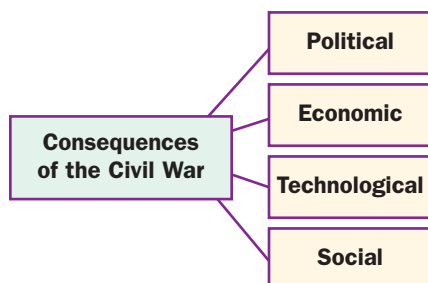
•Red Cross

•John Wilkes Booth

## MAIN IDEA

### 2. TAKING NOTES

Copy the multiple-effects chart below on your paper and fill it in with consequences of the Civil War.



## CRITICAL THINKING

### 3. HYPOTHESIZING

Imagine that you are a member of a group of Southern leaders who must rebuild the South after the war. What would you recommend that the government do to help the South?

**Think About:**

- the economic devastation of the South
- the human costs of the war
- the numbers of newly freed slaves

### 4. ANALYZING ISSUES

What political and social issues from the Civil War era do you think are still issues today? Use details from the text to support your answer.

### 5. SYNTHESIZING

Write three questions that you have about the lives of African Americans after the Civil War.

## VISUAL SUMMARY

## THE CIVIL WAR

## LONG-TERM CAUSES

- Conflict over slavery in territories
- Economic differences between North and South
- Conflict between states' rights and federal control

## IMMEDIATE CAUSES

- Election of Lincoln
- Secession of southern states
- Firing on Fort Sumter

## THE CIVIL WAR

## IMMEDIATE EFFECTS

- Abolition of slavery
- Widening gap between economies of North and South
- Physical devastation of the South
- Reunification of the country

## LONG-TERM EFFECTS

- Reconstruction of the South
- Industrial boom
- Increased federal authority

## TERMS &amp; NAMES

For each term or name below, write a sentence explaining its connection to the Civil War.

1. Ulysses S. Grant
2. Robert E. Lee
3. Emancipation Proclamation
4. conscription
5. income tax
6. Andersonville
7. Gettysburg Address
8. Appomattox Court House
9. Thirteenth Amendment
10. John Wilkes Booth

## MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

**The Civil War Begins** (pages 338–345)

1. What were the military strategies of the North and South at the outset of the Civil War?
2. What advantages did the North have over the South?

**The Politics of War** (pages 346–350)

3. How did different groups react to the Emancipation Proclamation? Give examples.

**Life During Wartime** (pages 351–356)

4. What acts of protest occurred in both the North and South?

**The North Takes Charge** (pages 357–365)

5. In what ways did the South's morale deteriorate?
6. What was Grant and Sherman's rationale for using the strategy of total war?

**The Legacy of the War** (pages 366–371)

7. How did the Civil War provide the economic foundation for the United States to become an industrial giant?

## CRITICAL THINKING

1. **USING YOUR NOTES** On a continuum like the one shown, mark where Abraham Lincoln's and Jefferson Davis's policies would fall. Support your ratings with evidence from the text.



2. **ANALYZING PRIMARY SOURCES** Poet Walt Whitman made the following observation about Lincoln.

“He leaves for America’s history and biography, so far, not only its most dramatic reminiscence—he leaves, in my opinion, the greatest . . . personality. . . . By many has *this Union* been . . . help’d; but if one name, one man, must be pick’d out, he, most of all, is the conservator of it, to the future. He was assassinated—but the Union is not assassinated.”

—Walt Whitman, *Specimen Days*

Do you agree or disagree about Lincoln’s legacy? Explain why.

3. **INTERPRETING MAPS** Compare the maps on pages 340–341 and 363. What do they tell you about the progress of the Civil War from 1861–1865? Explain your answer.

## Standardized Test Practice

Use the cartoon and your knowledge of U.S. history to answer question 1.



- According to the cartoon, President Lincoln's "two difficulties" are how to —
  - pay government salaries and build support in Congress.
  - reduce taxes and find good generals.
  - avoid bankruptcy and stop the draft riots.
  - finance the war and find enough soldiers to fight.
- What technological advance contributed most to the Civil War's high casualty rate?
  - the ironclad ship
  - the minié ball
  - the land mine
  - the camera
- Which pair of events are listed in the order in which they occurred?
  - Battle of Gettysburg; Battle of Antietam
  - New York City draft riots; First Battle of Bull Run
  - Battle of Gettysburg; fall of Atlanta
  - First Battle of Bull Run; firing on Fort Sumter
- Which of the following is *not* true of the South after the Civil War?
  - It held 30 percent of the national wealth.
  - Most of its industry was destroyed.
  - Its labor system was dismantled.
  - As much as 40 percent of its livestock was wiped out.

**ADDITIONAL TEST PRACTICE, pages S1–S33.**



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## ALTERNATIVE ASSESSMENT

- INTERACT**  
WITH HISTORY

 Recall your discussion of the question on page 337:

### *Can the use of force preserve a nation?*

Write a short editorial—either supporting or opposing the war—for an 1861 newspaper. In light of what you now know about the Civil War, reconsider the question, along with the following points.

- What might have happened if the North had allowed the South to secede?
- Could war have been avoided?
- Did the eventual result of the war justify its cost?

- VIDEO**

**LEARNING FROM MEDIA** View the *American Stories* video, "War Outside My Window: Mary Chesnut's Diary of the Civil War." Discuss the following questions with a small group; then do the activity.

- What is Mary Chesnut's attitude toward the North?
- What similarities and differences might you find between Mary Chesnut's diary and the diary of an upper-class woman living in the North during the war?

**Cooperative Learning Activity** As a group, create several diary entries that Mary Chesnut might have written. Make sure the entries are in keeping with her personality and writing style. Each entry should refer to significant events, issues, or people of the Civil War. Share your entries with the class.