

# The Civil War

1861–1865

## Why It Matters

The Civil War was a milestone in American history. The four-year-long struggle determined the nation's future. With the North's victory, slavery was abolished. During the war, the Northern economy grew stronger, while the Southern economy stagnated. Military innovations, including the expanded use of railroads and the telegraph, coupled with a general conscription, made the Civil War the first "modern" war.

## The Impact Today

The outcome of this bloody war permanently changed the nation.

- The Thirteenth Amendment abolished slavery.
- The power of the federal government was strengthened.



**The American Vision Video** The Chapter 11 video, "Lincoln and the Civil War," describes the hardships and struggles that Abraham Lincoln experienced as he led the nation in this time of crisis.



- 1861**
- Fort Sumter fired upon
  - First Battle of Bull Run

- 1862**
- Confederate loss at Battle of Antietam halts Lee's first invasion of the North



- 1863**
- Lincoln presents Emancipation Proclamation
  - Battle of Gettysburg

- 1859**
- John Brown leads raid on federal arsenal at Harpers Ferry, Virginia

Lincoln  
1861–1865

1859

1861

1863



World

- 1859**
- Work on the Suez Canal begins in Egypt

- 1861**
- Russian serfs emancipated by Czar Alexander II

- 1862**
- Source of the Nile River confirmed by John Hanning Speke and James A. Grant

- 1863**
- French troops occupy Mexico City



*Charge* by Don Troiani, 1990, depicts the advance of the Eighth Pennsylvania Cavalry during the Battle of Chancellorsville.

**1865**

- Lee surrenders to Grant at Appomattox Courthouse
- Abraham Lincoln assassinated by John Wilkes Booth

**1864**

- Fall of Atlanta
- Sherman marches to the sea

*A. Johnson*  
1865–1869

1865



1867

**1864**

- Karl Marx founds First International Workingmen's Association to promote socialism

**1866**

- Gregor Mendel publishes theory on genetic heredity

**1867**

- Swedish chemist Alfred Nobel invents dynamite

**HISTORY**  
*Online*

**Chapter Overview**

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# SECTION 1 The Opposing Sides

## Guide to Reading

### Main Idea

The North and the South each had distinct advantages and disadvantages at the beginning of the Civil War.

### Key Terms and Names

Robert E. Lee, greenback, Copperheads, conscription, habeas corpus, James Mason, John Slidell, *Trent* Affair, attrition, Anaconda Plan

### Reading Strategy

**Taking Notes** As you read about the North and South's advantages and disadvantages at the start of the Civil War, use the major headings of the section to create an outline similar to the one below.

- I. Choosing Sides
- II.
- A.
- B.
- III.
- IV.

### Reading Objectives

- **Assess** the strengths and weaknesses of each region's economy.
- **Contrast** the political situations of the Union and the Confederacy.

### Section Theme

**Groups and Institutions** The Confederacy's weak central government had difficulty coordinating the war effort.

### Preview of Events

◆ April 1861

**April 1861**

Robert E. Lee resigns from the U.S. Army

◆ October 1861

**November 1861**

*Trent* Affair

◆ April 1862

**February 1862**

Congress passes Legal Tender Act

**April 1862**

Confederate Congress passes conscription law



Theodore Upson

## ★ An American Story ★

While husking corn on his family's Indiana farm in April 1861, 16-year-old Theodore Upson heard a neighbor tell his father Jonathan that "the Rebels have fired upon and taken Fort Sumter."

"Father said little," Upson remembered. However, when the family sat down for dinner later, the boy saw that his father "looked ten years older."

Upson later recalled, "We sat down to the table. Grandma wanted to know what was the trouble. Father told her and she began to cry. 'Oh, my poor children in the South. Now they will suffer!'"

Upson's father offered to let their Southern relatives come and stay at the farm. "No, they will not do that," the grandmother replied. "There is their home. There they will stay. Oh, to think that I should have lived to see the day when Brother should rise against Brother."

—adapted from *With Sherman to the Sea*

## Choosing Sides

On the same day that he learned his home state of Virginia had voted to secede from the Union, **Robert E. Lee**—one of the best senior officers in the United States Army—received an offer from General Winfield Scott to command the Union's troops. Although Lee had spoken against secession and considered slavery "a moral and political evil," he wrote, "I cannot raise my hand against my birthplace, my home, my children." Instead, he resigned from the army and offered his services to the Confederacy.

Lee was only one of hundreds of military officers who had to choose whether to support the Union or the Confederacy. Eventually 313 officers, or about one-third of the

total, resigned to join the Confederacy. These officers enabled the South to organize an effective fighting force quickly, as did the strong military tradition in the South. In 1860 the United States had eight military colleges, but seven of them were in the South. These colleges provided the South with a large number of trained officers to lead its armies.

Just as the South had a strong military tradition, the North had a strong naval tradition. More than three-quarters of the United States Navy's officers came from the North. At the same time, the crews of American merchant ships were almost entirely from the North. They provided a large pool of trained sailors for the Union navy as it expanded. Perhaps even more important, most of the navy's warships and all but one of the country's shipyards remained under Union control as well.

**Reading Check** **Explaining** What advantage did the Southern army have as the war began?

## Advantages and Disadvantages

Although the South had many experienced officers to lead its troops in battle, the North had several economic advantages. In 1860 the population of the North was about 22 million, while the South had about 9 million people. The North's larger population

gave it a great advantage in raising an army and in supporting the war effort. Because of the smaller population in the South, about one-third of whom were enslaved, a larger percentage of its men had to fight if Southern armies were to match the Union armies in size. As a result, the South had fewer people working to support the war effort.

### **ECONOMICS**

**Industry and Agriculture** The North's industries gave the region an important economic advantage over the South. In 1860 roughly 80 percent of the nation's factories were in the North. These Northern factories produced more than 90 percent of the country's clothing, boots, and shoes, and 93 percent of its pig iron (unrefined iron), essential for manufacturing weapons and equipment. Almost all of the country's firearms were manufactured in the North, and the Du Pont factories in Delaware made most of the nation's gunpowder. In contrast, the South had only one factory capable of producing cannons, the **Tredegar Iron Works** in Richmond, Virginia, and no major facilities for making gunpowder.

To remedy these deficiencies, the Confederacy's Ordnance Bureau set up armories and foundries in several Southern states, and it created a huge gunpowder mill in Augusta, Georgia. By the summer of



1862, the South was producing enough weapons, gunpowder, and ammunition to meet its needs.

The South also was capable of producing its own food. Although much of the South's fertile land was used for the production of cash crops such as cotton and tobacco, Southern farmers also grew rice and great quantities of corn. The problem facing the South was not its ability to produce food, but its ability to distribute it once the war began and Union troops invaded Southern soil.

The South had only half as many miles of railroad track as the North and had only one line—from Memphis to Chattanooga—connecting the western states of the Confederacy to the east. This made it much easier for Northern troops to disrupt the Southern rail system and prevent the movement of food and troops.

**Financing the War** Both the North and the South had to act quickly to raise money for the war. The North enjoyed several financial advantages. In addition to controlling the national treasury, the


Union could expect continued revenue from tariffs. Many Northern banks also held large reserves of cash, which they loaned the government by purchasing bonds.

Concern about the North's ability to win the war caused many people to withdraw gold and silver from the banks. Without gold and silver, the banks could not buy government bonds, and without the gold and silver from the sale of bonds, the government could not pay its suppliers and troops. To solve this problem, Congress passed the **Legal Tender Act** in February 1862. This act created a national currency and allowed the government to issue paper money. The paper money came to be known as **greenbacks**, because of its color.

In contrast to the Union, the Confederacy's financial situation was not good, and it became worse over time. Most Southern planters were in debt and unable to buy bonds. At the same time, Southern banks were small and had few cash reserves. They too could not buy many bonds.

The best hope for the South to raise money was by taxing trade. Shortly after the war began, however, the Union Navy blockaded Southern ports, which reduced trade and revenues. The Confederacy then resorted to direct taxation of its own people. It imposed new taxes on property and farm products, but many Southerners resented the taxes and refused to pay.

Lacking sufficient money from taxes or bonds, the Confederacy was also forced to print paper money to pay its bills. This caused rapid inflation in the South. Confederate paper money became almost worthless. By the end of the war, the South had experienced 9,000 percent inflation, compared to only 80 percent in the North.

 **Reading Check** **Examining** How was having a larger population than the South an advantage for the North?

## Party Politics in the North

As the Civil War began, President Lincoln had to contend with divisions within his own party. Many members of the Republican Party were abolitionists. Lincoln's goal, however, was to preserve the Union, even if it meant allowing slavery to continue.

The president also had to contend with Democrats who challenged his policies. Northern Democrats were themselves sharply divided. One faction, called **War Democrats**, strongly supported the conflict and hoped to restore the Union to the way it was before the war. This group also opposed ending slavery.



### The Income Tax

#### Past: Funding the War

On July 1, 1862, a new tax law gave the United States a comprehensive federal income tax. A temporary way of funding the war debt, the tax was repealed in 1872. Another income tax passed in 1894 was challenged in court, and the Supreme Court ruled that the idea of an income tax was unconstitutional. The Sixteenth Amendment (1913) again made the income tax legal.

\$5 greenback



#### Present: The IRS Today

Today the income tax is the biggest source of federal government funding. The Internal Revenue Service (IRS) administers the tax, receiving and processing about 200 million returns every year.



Another faction of Northern Democrats were known as the Peace Democrats. This group opposed the war and called for reuniting the states through negotiation rather than force. Their support of this unlikely possibility angered Republicans, who saw any opposition to the war as treason. Republicans referred to Peace Democrats as **Copperheads**, after the venomous snake.

One major disagreement between Republicans and Democrats concerned civil liberties. In the summer of 1862, Congress introduced a militia law that required states to use **conscription**—or forcing people into military service—if this was necessary to fill their regiments. Many Democrats opposed the law, and riots erupted in several strongly Democratic districts in Indiana, Ohio, Pennsylvania, and Wisconsin.

To enforce the militia law, Lincoln suspended writs of **habeas corpus**. Habeas corpus refers to a person's right not to be imprisoned unless charged with a crime and given a trial. A writ of habeas corpus is a court order that requires the government to either charge an imprisoned person with a crime or let the person go free. When writs of habeas corpus are suspended, a person can be imprisoned indefinitely without trial. In this case, President Lincoln suspended the writ for anyone who openly supported the rebels or encouraged others to resist the militia draft.

Criticized for his suspension of writs of habeas corpus, Lincoln justified his actions: "Must I shoot a simple-minded soldier boy who deserts," the president asked, "while I must not touch a hair of a wily agitator who induces him to desert?"

 **Reading Check** **Summarizing** How were Northern Democrats divided over the Civil War?

## Weak Southern Government

Although the South had no organized opposition party, President Jefferson Davis still faced many political problems. The Confederate constitution emphasized states' rights and limited the central government's power. This commitment to states' rights often interfered with Davis's ability to conduct the war.



### Analyzing Political Cartoons

**Political Disagreements** Northern Democrats who favored peace were mockingly called "Copperheads," after the poisonous snake, by their political opponents. [How did President Lincoln deal with political criticism during the Civil War?](#)

Although many Southern leaders supported the war, some opposed Jefferson Davis when he supported conscription and established martial law in the spring of 1862. Leaders from North Carolina and Georgia, including Davis's vice president, **Alexander Stephens**, were among those who dissented. They objected to the Confederacy forcing people to join the army and opposed Davis's decision to suspend writs of habeas corpus. The new taxes the Confederacy had imposed were another complaint.

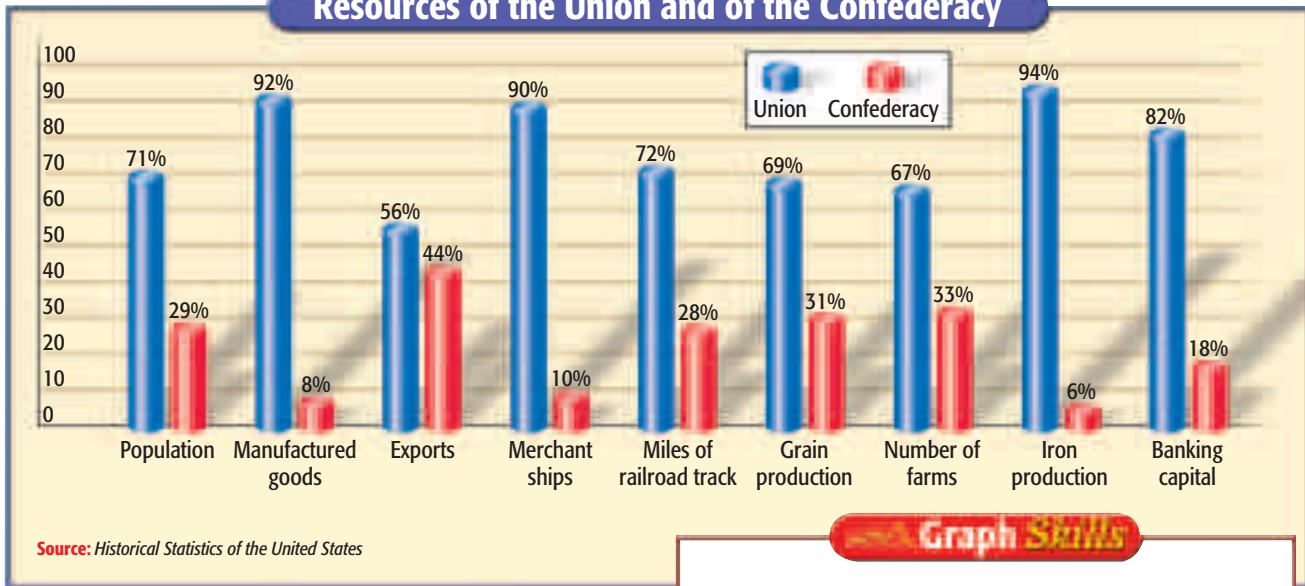
 **Reading Check** **Summarizing** What problems did Jefferson Davis face in governing the Confederacy?

## The Diplomatic Challenge

The outbreak of the Civil War put the major governments of Europe in a difficult situation. The United States did not want the Europeans interfering in the war. In particular, it did not want the Europeans to recognize the Confederate States of America as an independent country. It also wanted the Europeans to respect the Union navy's blockade of the South.

Confederate leaders wanted the exact opposite. They wanted the Europeans, particularly the British, to recognize the South, declare the Union blockade illegal, and then use the British navy to assist the South in

## Resources of the Union and of the Confederacy



### Graph Skills

- Interpreting Graphs** In which category is the difference between the resources of Union and the Confederacy the greatest?
- Making Inferences** What additional factors are not considered when comparing population percentages between the Union and the Confederacy?

its struggle with the North. Southern leaders knew that European textile factories, particularly in Britain and France, depended on Southern cotton. To pressure the British and French, many Southern planters voluntarily agreed not to sell their cotton in these markets until the Europeans recognized the Confederacy.

The British and French met informally with Confederate representatives in May 1861. The French promised to recognize the Confederacy if the British would do so as well. British leaders, however, did not want to risk war with the United States unless absolutely necessary. They also were not willing to recognize the Confederacy until decisive victories on the battlefield proved the South could survive and eventually win the war.

At one point, Britain and the United States did come close to war. In the autumn of 1861, the Confederacy decided to send permanent ministers to Britain and France to represent its interests. **James Mason** of Virginia was to go to Britain, and **John Slidell** of Louisiana was to go to France. Mason and Slidell slipped past the Union blockade on a Southern ship and traveled to Havana, Cuba, where they boarded the *Trent*, a British ship. When the ship left Havana, Charles Wilkes, captain of the Union warship *San Jacinto*, intercepted the *Trent* and arrested the two men.

Northerners applauded Wilkes's action. The British, however, were furious over the interference with their ship. They sent an ultimatum to the United States, demanding the release of the two Confederates. Britain sent troops to Canada to strengthen the Atlantic fleet, and war seemed imminent. After a few tense weeks, Lincoln freed Mason and Slidell, commenting, "One war at a time."

After being freed, the diplomats continued on their journey to seek Confederate allies. Although the arrest of Mason and Slidell in the so-called *Trent Affair* had excited interest worldwide, their diplomatic mission failed to gain the support the South wanted.

**Reading Check** **Explaining** Why did the Confederate States want Britain and France to recognize them?

## The First "Modern" War

The economic and political situation in the North and South was very important to the outcome of the war because, in many respects, the Civil War was the first "modern" war. Unlike most of the wars fought in Europe during the previous two centuries, the Civil War was not fought by small disciplined armies with limited goals. It involved huge armies made up mostly of civilian volunteers that required vast amounts of supplies and equipment.

**Military Technology and Tactics** Many of the top officers who led the Union and Confederate troops had studied the campaigns of Napoleon and had themselves fought in the war with Mexico in the 1840s. They believed that the best way to win a battle was to organize the troops into tight columns and go on the offensive. Troops would march toward the enemy, firing in massed volleys. When they got close enough, they would charge the enemy and attack

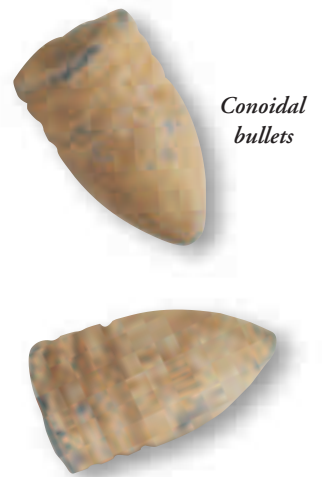
with **bayonets**—long knives attached to the front of their guns. These tactics were necessary earlier in the century because soldiers used smoothbore muskets loaded with round metal balls. These muskets were very inaccurate except at close range.

By the 1850s, French and American inventors had developed a new inexpensive conoidal—or cone-shaped—bullet for rifles. Rifles firing conoidal bullets were accurate at much greater ranges. This meant that troops would be fired upon several more times while charging enemy lines.

At the same time, instead of standing in a line, troops defending positions in the Civil War began to use trenches and barricades to protect themselves. The combination of rifles and trenches created a deadly situation where the attacking force often suffered very high casualties.

High casualties meant that armies had to keep replacing their soldiers. **Attrition**—the wearing

down of one side by the other through exhaustion of soldiers and resources—played a critical role as the war dragged on. The North, with its large population, could draw on new troops for replacements, but the South had fewer men to replace soldiers who died or were wounded in battle.



Conoidal bullets

**The South's Strategy** Early in the war, Jefferson Davis imagined a struggle similar to the American war for independence against Britain. Like George Washington, his generals would pick their battles carefully, attacking and retreating when necessary and avoiding large battles that might risk heavy losses. In this manner, the South would wage a

## What If...

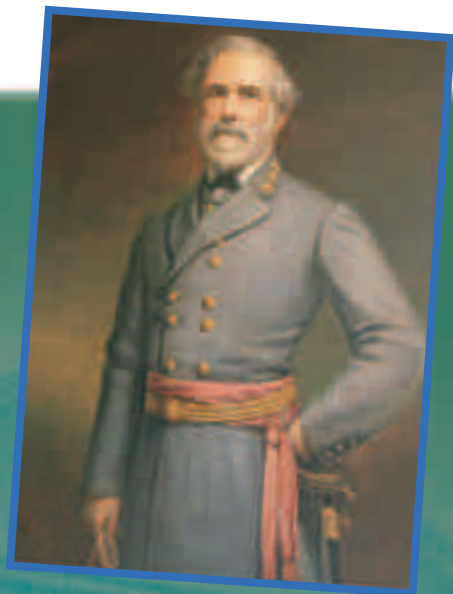
### *Lee Had Not Followed Virginia in Secession?*

General Robert E. Lee was one of the most famous Confederate officers. The troops and the Southern population trusted his leadership and military judgment. Lee's tactical skill allowed his army to achieve many battlefield successes against difficult odds. What if, however, Lee had remained loyal to the U.S. Army at the start of the war?

U.S. General Winfield Scott met with Lee on the day after Virginia voted to break ties with the United States. Scott offered Lee the opportunity to lead the Union army into the South, hoping that a strong display of force would forestall actual warfare. The *Alexandria Gazette* also speculated about what Lee would do:

“It is probable that the secession of Virginia will cause an immediate resignation of many officers of the Army and Navy from this State. . . . [If Lee] should resign his present position in the Army of the United States, we call the immediate attention of our State to him. . . . There is no man who would command more of the confidence of the people of Virginia, than this distinguished officer; and no one under whom the volunteers and militia would more gladly rally.”

—from *Almost America*

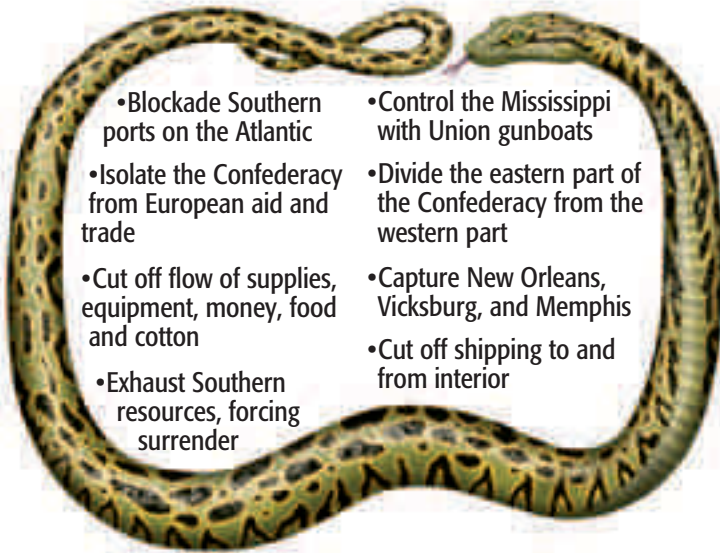


### What might have happened?

1. What might have happened if Lee had chosen to remain in the United States Army? If war had begun, would Lee's military skills have helped the Union defeat the Confederacy more quickly?
2. Do you believe an early show of force would have convinced the rebelling states to negotiate peace? Why or why not?



## The Anaconda Plan



- Blockade Southern ports on the Atlantic
- Isolate the Confederacy from European aid and trade
- Cut off flow of supplies, equipment, money, food and cotton
- Exhaust Southern resources, forcing surrender
- Control the Mississippi with Union gunboats
- Divide the eastern part of the Confederacy from the western part
- Capture New Orleans, Vicksburg, and Memphis
- Cut off shipping to and from interior

### Chart Skills

1. **Interpreting Charts** How would a naval blockade accomplish several elements of the Anaconda Plan at once?
2. **Analyzing** Why was General Winfield Scott in favor of this plan?

**defensive war of attrition**, Davis believed, forcing the Union to spend its resources until it became tired of the war and agreed to negotiate.

The idea of a defensive war of attrition, however, outraged many Southerners. Believing themselves superior fighters, they scorned the idea of defensive warfare. “The idea of waiting for blows, instead of inflicting them, is altogether unsuited to the genius of our people,” declared the *Richmond Examiner* in 1861.

The Southern disdain for remaining on the defensive meant that when battles occurred, Southern troops often went on the offensive, charging enemy lines and suffering enormous casualties. In 1862 and 1863, Confederate armies fought nine large battles. In six of those battles they went on the offensive, and they suffered 20,000 more casualties than the Union. These were losses the South could not afford.

**The Union’s Anaconda Plan** Early in the war, the general in chief of the United States, **Winfield Scott**, proposed a strategy for defeating the South. Scott suggested that the Union blockade Confederate ports and send gunboats down the Mississippi to divide the Confederacy. The South, thus separated, would gradually run out of resources and surrender. The plan would take time, Scott admitted, but it would defeat the South with the least amount of bloodshed.

Many Northerners rejected the plan as too slow and indirect for certain victory, favoring instead a strong, quick invasion of the South. Northern newspapers scorned this strategy, which they called the **Anaconda Plan**, after the snake that slowly strangles its prey to death. Although Lincoln eventually agreed to implement Scott’s suggestions and imposed a blockade of Southern ports, he hoped that a quick victory by Northern troops over the Southern forces massing in Virginia might discredit the secessionists and bring about a negotiated end to the crisis. Ultimately, he and other Union leaders realized that only a long war that focused on destroying the South’s armies had any chance of success.

**Reading Check** **Describing** What war strategy did Jefferson Davis develop for the South?

## SECTION 1 ASSESSMENT

### Checking for Understanding

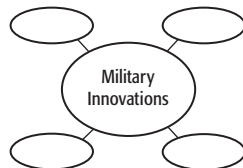
1. **Define:** *greenback*, *conscription*, *habeas corpus*, *attrition*.
2. **Identify:** Robert E. Lee, Copperheads, James Mason, John Slidell, *Trent* Affair, Anaconda Plan.
3. **Explain** why the South had difficulty getting supplies from foreign nations.

### Reviewing Themes

4. **Groups and Institutions** How did a belief in states’ rights hamper the South during the war?

### Critical Thinking

5. **Comparing** Why did the North have an economic advantage over the South?
6. **Analyzing** Why did the South resort to using paper money during the war?
7. **Organizing** Using a graphic organizer similar to the one below, list the military innovations of the Civil War era.



### Analyzing Visuals

8. **Examining Artifacts** Examine the conoidal bullets shown on page 355. How did conoidal bullets affect the war effort? What other innovations made the Civil War the first “modern” war?

### Writing About History

9. **Descriptive Writing** Imagine that you are living in one of the border states at the beginning of the Civil War. Write a letter to a relative explaining why you are planning on joining either the Union or Confederate army.

## Guide to Reading

## Main Idea

Union forces suffered defeat in Virginia, advanced down the Mississippi, and stopped the South's invasion of Maryland.

## Key Terms and Names

"Stonewall" Jackson, Irwin McDowell, bounty, blockade runner, David G. Farragut, Ulysses S. Grant, George B. McClellan, Emancipation Proclamation

## Reading Strategy

**Categorizing** As you read about the early battles of the war, complete a chart like the one below by filling in the results of each battle listed.

Battle	Results
First Battle of Bull Run	
Battle of Shiloh	
Battle of Murfreesboro	
Seven Days' Battle	
Second Battle of Bull Run	

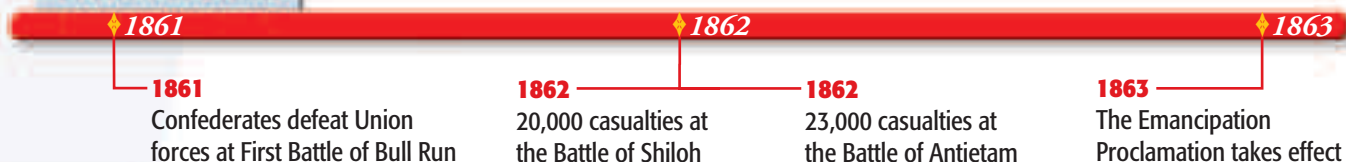
## Reading Objectives

- **Describe** the progress of war in the West.
- **Compare** the eastern campaigns to those in the West.

## Section Theme

**Geography and History** The Union hoped to seize the Mississippi Valley and cut the Confederacy in two.

## Preview of Events



## ★ An American Story ★



Civil War cannons near Bull Run in Manassas National Battlefield Park

On July 21, 1861—a hot, sultry Sunday perfect for family outings—hundreds of people from Washington, D.C., picnicked along Bull Run near Manassas Junction, Virginia. They had gathered to watch the first battle between the Union and Confederate forces.

“The spectators were all excited,” wrote one reporter, “and a lady with an opera glass who was near me was quite beside herself when an unusually heavy discharge roused the current of her blood: ‘That is splendid! Oh, my! Is not that first-rate?’”

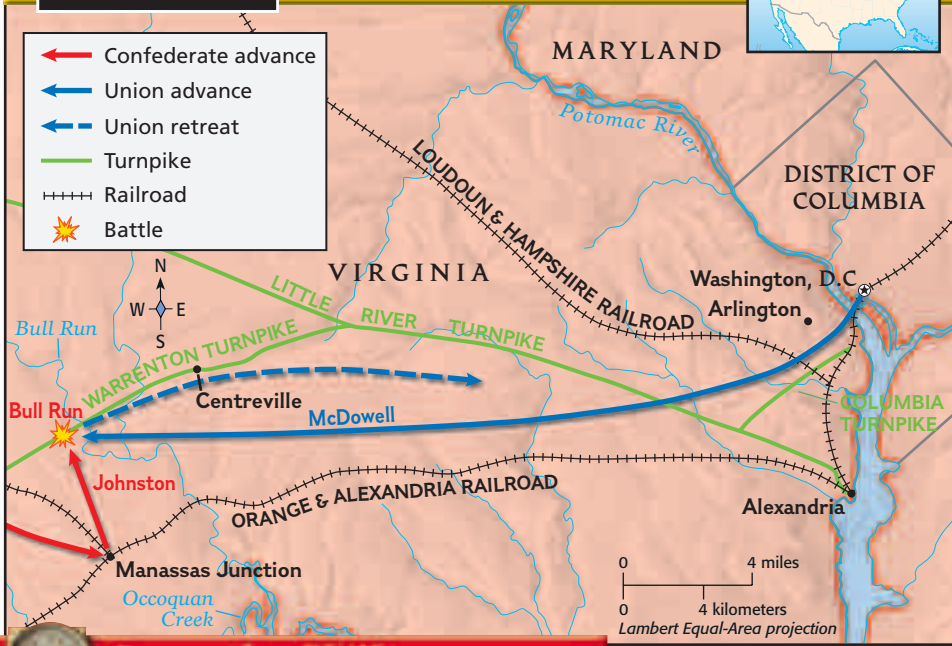
The spectators who came to Bull Run expected a short, exciting fight and a quick surrender by the rebel troops. Unexpectedly, the Confederates routed the Union army. A reporter with the *Boston Journal*, Charles Coffin, described the chaos:

“Men fall. . . . They are bleeding, torn, and mangled. . . . The trees are splintered, crushed, and broken, as if smitten by thunderbolts. . . . There is smoke, dust, wild talking, shouting; hissings, howlings, explosions. It is a new, strange, unanticipated experience to the soldiers of both armies, far different from what they thought it would be.”

—quoted in *Voices of the Civil War*

## Mobilizing the Troops

In the first months of the Civil War, President Lincoln was under great pressure to strike quickly against the South. Confederate troops, led by General **P.G.T. Beauregard**, were gathering 25 miles (40 km) south of Washington, D.C., near Manassas Junction, an important railroad center in northern Virginia. Lincoln approved an assault on these forces, hoping that a Union victory would lead to a quick end to the conflict.



young men volunteered, forcing both governments to resort to conscription. The South introduced conscription in April 1862 for all white men between the ages of 18 and 35. Exemptions were provided for key government workers, for teachers, and for planters who held at least 20 enslaved African Americans.

The North at first tried to encourage voluntary enlistment by offering a **bounty**—a sum of money given as a bonus—to individuals who promised three years of military service. Congress also passed the **Militia Act** in July 1862, giving Lincoln the authority to call state militias,

which included drafted troops, into federal service. Finally, in 1863, Congress introduced a national draft to raise the necessary troops.

**Reading Check Summarizing** What was the significance of the First Battle of Bull Run?

**Geography Skills**

- 1. Interpreting Maps** Who led the Confederate forces at the First Battle of Bull Run?
- 2. Applying Geography Skills** How many miles from Washington, D.C., was the battlefield?

At first, the attack went well for the Union. Its forces slowly pushed the Confederates back from their positions behind a stream called Bull Run. During the fighting, Southern reinforcements from Virginia, led by Thomas J. Jackson moved into the line. As Confederate troops retreated past Jackson, their commander yelled: “There is Jackson standing like a stone wall! Rally behind the Virginians!” Afterward, Jackson became known as “**Stonewall Jackson**,” and he went on to become one of the most effective commanders in the Confederate army.

As Confederate reinforcements arrived, Union commander General **Irwin McDowell** decided to fall back. The retreat quickly turned into a panic, although the exhausted Confederate troops did not pursue the Union forces very far.

The Union defeat at the First Battle of Bull Run made it clear that the North would need a large, well-trained army to defeat the South. Lincoln had originally called for 75,000 men to serve for three months. The day after Bull Run, he signed another bill for the enlistment of 500,000 men for three years.

At first, excitement about the war inspired many Northern and Southern men to enlist, swamping recruitment offices and training camps. As the war dragged on and casualties rose, however, fewer

**The Naval War**

While the Union and Confederacy mobilized their armies, the Union navy began operations against the South. In April 1861, President Lincoln proclaimed a blockade of all Confederate ports. By the spring of 1862, the Union navy had sealed off every major Southern harbor along the Atlantic coast, except for Charleston, South Carolina and Wilmington, North Carolina. Lincoln intended to

**Fact**

**Fiction**

**Folklore**

**Same Battles, Different Names** Many Civil War battles have two names. The Union usually named battles after the nearest body of water, while the Confederacy usually named them after the nearest settlement. Therefore, the battle known as the Battle of Bull Run (a creek) in the North was known as the Battle of Manassas (a town) in the South. Likewise, the Battle of Antietam was remembered in the South as the Battle of Sharpsburg.

put as much pressure on the South's economy as possible by cutting its trade with the world.

**The Blockade** Although the Union blockade became increasingly effective as the war dragged on, Union vessels were thinly spread and found it difficult to stop all of the **blockade runners**—small, fast vessels the South used to smuggle goods past the blockade, usually under cover of night. By using blockade runners, the South could ship at least some of its cotton to Europe in exchange for shoes, rifles, and other supplies. The amount of material that made it through the blockade, however, was much less than the amount that had been shipped before the war.

At the same time, Confederate ships operating out of foreign ports attacked Northern merchant ships at sea. Two of the most famous Confederate raiders were the warships *Alabama* and *Florida*, both of which the Confederacy had built in Britain. The *Alabama* captured 64 ships before a Union warship sank it off the coast of France in 1864. The *Florida* destroyed 38 merchant ships before being captured at a harbor in Brazil.

The damage done by these two ships strained relations between the United States and Great Britain. Union officials did not think Great Britain should have allowed the ships to be built, and they demanded Britain pay damages for the losses the Union suffered.

**Farragut Captures New Orleans** While the Union navy fought to seal off the Confederacy's Atlantic ports, it also began preparations to seize New Orleans and gain control of the lower Mississippi River. In February 1862, **David G. Farragut** took command of a Union force composed of 42 warships and 15,000 soldiers led by General Benjamin Butler.

At the time, Farragut was 60 years old. He had gone to sea at age 9 and was a veteran of the War of 1812 and the war with Mexico. His father had moved to the United States from Spain in 1776 and had fought in the Revolutionary War and served as governor of the Mississippi Territory. Although born in the South, Farragut was a staunch supporter of the Union.

Farragut's actions at the battle for New Orleans made him a hero in the North. In early April, his fleet began bombarding Confederate forts defending the lower Mississippi River. When the attack failed to destroy the forts, Farragut made a daring decision. At 2:00 A.M. on April 24, 1862, his ships headed upriver past the forts in single file, exposing themselves to attack. The forts opened fire with more than 80 guns, while Confederate gunboats tried to ram the fleet and tugboats placed flaming rafts in front of the Union ships. Remarkably, all but four of Farragut's ships survived the battle and continued upriver.

## Ironclads Clash at Sea, March 9, 1862

Southerners hoped to break the Union blockade with a secret weapon—an iron-plated ship built by covering the hull of the wooden ship *Merrimack*, a captured Union warship, with iron. The armored vessel, renamed the *Virginia*, could easily withstand Union cannon fire.

On March 8, 1862, the *Virginia* sank two Union ships guarding the James River at Hampton Roads, Virginia. On the worst day of the war for the Union navy, 240 sailors died. The next day, the Union's own ironclad ship, the newly completed *Monitor*, challenged the *Virginia*. The two ships fought for hours, but neither could deliver a decisive blow. Although the vessels never fought again, the *Monitor*'s presence kept the *Virginia* from breaking the Northern blockade.



Young boys known as “powder monkeys” often carried the explosive charges on Union naval vessels.



On April 25, 1862, Farragut arrived at New Orleans. Six days later, General Butler's troops took control of the city. The South's largest city, and a center of the cotton trade, was now in Union hands.

**Reading Check Explaining** How did the Confederates try to break the Union blockade?

## The War in the West

In February 1862, as Farragut prepared for his attack on New Orleans, Union general **Ulysses S. Grant** began a campaign to seize control of two rivers: the Cumberland River, which flowed west past Nashville through Tennessee, and the Tennessee River, which flowed through northern Alabama and western Tennessee. Control of these rivers would cut Tennessee in two and provide the Union with a river route deep into Confederate territory.

Backed by armored gunboats, Grant first seized Fort Henry, the Confederacy's main fort on the

Tennessee River. He then marched his troops east and surrounded Fort Donelson on the Cumberland River. With the fall of Fort Donelson and Fort Henry, all of Kentucky and most of western Tennessee came under Union military control.

**Shiloh** After Grant's victories at Fort Donelson and Fort Henry, his troops headed up the Tennessee River to attack Corinth, Mississippi. Seizing Corinth would cut the Confederacy's only rail line connecting Mississippi and western Tennessee to the east.

Early on April 6, 1862, Confederate forces launched a surprise attack on Grant's troops, who were camped about 20 miles (32 km) north of Corinth near a small church named Shiloh. Hearing the attack, Grant raced from his headquarters to the battle. Although the Union troops were forced back, Grant rushed around the battlefield and managed to assemble a defensive line that held off repeated Southern attacks.

When the first day of the battle ended, several of Grant's commanders advised him to retreat.



Knowing reinforcements were on the way, Grant replied: "Retreat? No. I propose to attack at daylight and whip them." Grant went on the offensive the next morning, surprising the Confederates and forcing General Beauregard, their commander, to order a retreat.

The Battle of Shiloh stunned people in both the North and the South. Twenty thousand troops had been killed or wounded, more than in any other battle up to that point. When newspapers demanded Grant be fired because of the high casualties, Lincoln refused, saying, "I can't spare this man; he fights."

**Murfreesboro** Grant's victory at Shiloh cheered Lincoln, but it was clear that the fighting was not over. Confederate troops evacuated Corinth and quickly shifted east by railroad to Chattanooga, Tennessee, where they were placed under the command of General **Braxton Bragg**.

Bragg took his troops north into Kentucky, hoping the Union armies would follow. He also hoped that his invasion of Kentucky would lead to an uprising of pro-Confederate supporters in the state. Bragg's invasion failed. Union troops led by General **Don Carlos Buell** stopped Bragg's forces at the battle of Perryville.

After Bragg retreated, General Buell was ordered to seize Chattanooga and cut the railroad lines that passed through the city. Lincoln knew that eastern Tennessee was home to many Union sympathizers, and he wanted the region under Union control. He also knew that by cutting the region's rail lines, he would deprive the Confederacy of "hogs and hominy"—vital supplies of meat and corn that the South needed.

Buell's slow advance across Tennessee frustrated Lincoln, who fired him and replaced him with General **William S. Rosecrans**. As Rosecrans's forces headed south, Bragg's forces attacked them west of the Stones River near Murfreesboro. Although the Union lines fell back before the onslaught, they did not break, and the battle ended inconclusively. Four days later, with Union reinforcements arriving from Nashville, Bragg decided to retreat.

 **Reading Check** **Evaluating** What was the significance of the Battle of Shiloh?

## Profiles IN HISTORY

### Federico Cavada

1832–1871

The Civil War introduced many innovations in warfare. One of the most striking was the use of hot-air balloons for intelligence work.

Cuban-born Federico Cavada was one of the Union soldiers sent aloft to sketch enemy positions. Cavada had enlisted in 1861 and served during the Peninsula campaign. It was during this campaign that his "balloon artistry" came in handy.

Cavada was captured at the Battle of Gettysburg and then imprisoned at Libby Prison in Richmond, Virginia. He wrote sketches, with illustrations, of prison life on any scraps of paper he could find. He hid these in his shoes and socks and got fellow prisoners to do the



same. Later he wrote up an account and published it as "Libby Life."

After the war, he returned to Cuba as U.S. consul. Cavada was executed by a firing squad in July 1871 while supporting revolutionaries hoping to win Cuban independence.

## The War in the East

While Union and Confederate troops were struggling for control of Tennessee and the Mississippi River, another major campaign was being waged in the east to capture Richmond, Virginia. After General McDowell's failure at the First Battle of Bull Run, President Lincoln ordered General **George B. McClellan** to lead the Union army in the east.

**McClellan's Peninsula Campaign** After taking several months to prepare his forces, McClellan began transporting his troops by ship to the mouth of the James River, southeast of Yorktown, Virginia. From there he intended to march up the peninsula formed by the James and York Rivers toward Richmond, only 70 miles (113 km) away.

Although popular with the troops, McClellan proved overly cautious and unwilling to attack unless he had overwhelming strength. He took 30 days to capture Yorktown, giving the Confederates time to move their troops into position near Richmond.

As McClellan advanced toward Richmond, he made another mistake. He allowed his forces to become divided by the Chickahominy River. Seizing this opportunity, the Confederate commander, General **Joseph E. Johnston**, attacked McClellan's



## The Second Battle of Bull Run

As McClellan’s troops withdrew, Lee decided to attack the Union forces defending Washington. The maneuvers by the two sides led to another battle at Bull Run, near Manassas Junction—the site of the first major battle of the war. Again, the South forced the North to retreat, leaving the Confederate forces only 20 miles (32 km) from Washington. Soon after, word arrived that Lee’s forces had crossed into Maryland and begun an invasion of the North.

### TURNING POINT

## The Battle of Antietam

Lee decided to invade Maryland for several reasons. Both he and Jefferson Davis believed that only an invasion would convince the North to accept the South’s independence. They also thought that a victory on Northern soil might help the South win recognition from the British and help the Peace Democrats gain control of Congress in the upcoming midterm elections. By heading north, Lee could also feed his troops from Northern farms and draw Union troops out of Virginia during harvest season.

When he learned that McClellan had been sent after him, Lee ordered his troops to congregate near Sharpsburg, Maryland. Meanwhile, McClellan’s troops took positions along Antietam (an·TEE·tuhm) Creek, east of Lee. On September 17, 1862, McClellan ordered his troops to attack.

The Battle of Antietam, the bloodiest one-day battle in the war and in American history, ended with over 6,000 men killed and another 16,000 wounded. Although McClellan did not break Lee’s lines, he inflicted so many casualties that Lee decided to retreat to Virginia.

The Battle of Antietam was a crucial victory for the Union. The British government had been ready to intervene in the war as a mediator if Lee’s invasion had succeeded. It had also begun making plans to recognize the Confederacy in the event the North rejected mediation. Lee’s defeat at Antietam changed everything. The British decided once



## Geography Skills

- 1. Interpreting Maps** Which battles shown took place outside of Virginia’s borders?
- 2. Applying Geography Skills** How far apart are the two capital cities of Richmond and Washington, D.C.?

army, inflicting heavy casualties. After Johnston was wounded in the battle, General Robert E. Lee was placed in command.

In late June of 1862, Lee began a series of attacks on McClellan’s army that became known collectively as the **Seven Days’ Battle**. Although Lee was unable to decisively defeat the Union army, he inflicted heavy casualties and forced McClellan to retreat to the James River. Together the two sides suffered over 30,000 casualties. Despite McClellan’s protests, Lincoln ordered him to withdraw from the peninsula and bring his troops back to Washington.

again to wait and see how the war progressed, and with this decision the South lost its best chance at gaining international recognition and support. The South's defeat at Antietam had an even greater political impact in the United States. It convinced Lincoln that the time had come to end slavery in the South.

**Reading Check Explaining** Why did President Lincoln choose General George B. McClellan after the Union's failure at the First Battle of Bull Run?

## The Emancipation Proclamation

Although most Democrats opposed any move to end slavery, Republicans were divided on the issue. Many Republicans were strong abolitionists, but others, like Lincoln, did not want to endanger the loyalty of the slaveholding border states that had chosen to remain in the Union. The war's primary purpose, in their opinion, was to save the Union.

With Northern casualties rising to staggering levels, however, many Northerners began to agree that slavery had to end, in part to punish the South and in part to make the soldiers' sacrifices worthwhile. George Julian, a Republican from Indiana, summed up the argument for freeing the slaves in an important speech delivered early in 1862:

“When I say that this rebellion has its source and life in slavery, I only repeat a simple truism. . . . The mere suppression of the rebellion will be an empty mockery of our sufferings and sacrifices, if slavery

shall be spared to canker the heart of the nation anew, and repeat its diabolical misdeeds.”

—quoted in *Battle Cry of Freedom*

As Lee's forces marched toward Antietam, Lincoln said that if the Union could drive those forces from Northern soil, he would issue a proclamation ending slavery.

On September 22, 1862, encouraged by the Union victory at Antietam, Lincoln publicly announced that he would issue the **Emancipation Proclamation**—a decree freeing all enslaved persons in states still in rebellion after January 1, 1863. Because the Proclamation freed enslaved African Americans only in states at war with the Union, it did not address slavery in the border states. Short of a constitutional amendment, however, Lincoln could not end slavery in the border states, nor did he want to endanger their loyalty. (See page 1071 for the text of the Emancipation Proclamation.)

The Proclamation, by its very existence, transformed the conflict over preserving the Union into a war of liberation. “We shout for joy that we live to record this righteous decree,” exulted Frederick Douglass. Abolitionists rejoiced at the president's announcement, and they looked forward to new energy among Union forces. “We were no longer merely the soldiers of a political controversy,” recalled Union officer Regis de Trobiand. “We were now the missionaries of a great work of redemption, the armed liberators of millions.”

**Reading Check Examining** Why did Lincoln issue the Emancipation Proclamation?

## SECTION 2 ASSESSMENT

### Checking for Understanding

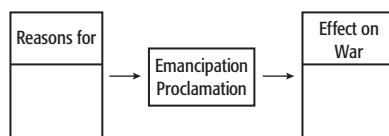
- Define:** *bounty*, *blockade runner*.
- Identify:** “Stonewall” Jackson, Irwin McDowell, David G. Farragut, Ulysses S. Grant, George B. McClellan, Emancipation Proclamation.
- Summarize** why David G. Farragut was considered a hero in the North.

### Reviewing Themes

- Geography and History** Why was seizing control of the Mississippi River an important strategy of the Union navy?

### Critical Thinking

- Forming an Opinion** Do you think the draft for military service during the Civil War violated civil liberties, or was the need for defense more important? Explain your answer.
- Organizing** Use a graphic organizer to explain President Lincoln's reasons for issuing the Emancipation Proclamation and the effects it had on the war.



### Analyzing Visuals

- Examining Art** Examine the painting of the battle between the *Monitor* and the *Virginia* on page 359. What made these vessels superior to regular warships used by the Union and the Confederacy?

### Writing About History

- Persuasive Writing** Imagine that you are asked to advise President Lincoln about issuing the Emancipation Proclamation. Write a short paper in which you explain the reasons for the advice you give him.



# SECTION 3 Life During the War

## Guide to Reading

### Main Idea

The Civil War brought great changes to the lives of soldiers and civilians alike.

### Key Terms and Names

54th Massachusetts, hardtack, Elizabeth Blackwell, United States Sanitary Commission, Clara Barton, Henry Wirz

### Reading Strategy

**Organizing** As you read about life during the war, complete a table listing why the North experienced a wartime economic boom.

Reasons for North's Economic Boom

### Reading Objectives

- **Contrast** the effects of war on regional economies.
- **Evaluate** the soldiers' wartime experiences.

### Section Theme

**Groups and Institutions** The Civil War brought great suffering to civilians as well as soldiers on both sides of the conflict.

### Preview of Events

January 1863

February 1863

54th Massachusetts regiment begins recruiting African Americans in Boston

March 1863

Congress passes the National Conscription Act

April 1863

April 1863

Women lead food riots in Richmond, Virginia

July 1863

July 1863

Battle of Fort Wagner

## ★ An American Story ★



*Battle-damaged homes in Fredericksburg*

In December 1862, as Union and Confederate forces prepared for battle near the Virginia town of Fredericksburg, the civilian residents fled in haste. Confederate artillery operator Robert Stiles remembers seeing women and children evacuating their homes:

“I never saw a more pitiful procession than they made trudging through the deep snow . . . little children tugging along with their doll babies . . . women so old and feeble that they could carry nothing and could barely hobble themselves. There were women carrying a baby in one arm, and its bottle, its clothes, and its covering in the other. Some had a Bible and a toothbrush in one hand, a picked chicken and a bag of flour in the other.

Most of them had to cross a creek swollen with winter rains, and deadly cold with winter ice and snow. We took the battery horses down and ferried them over, taking one child in front and two behind, and sometimes a woman or a girl on either side with her feet in stirrups, holding on by our shoulders. Where they were going we could not tell, and I doubt if they could.”

—quoted in *Voices of the Civil War*

## The Wartime Economies

Pressed by the costs of the war, both North and South struggled to keep their economies working. The South, with few financial resources and little industry, suffered more from wartime inflation and critical shortages. The North, supported by banks and developing industries, responded quickly to the changes brought about by the war.

**Southern Shortages, Falling Morale** By the end of 1862, the South's economy had begun to suffer from the war. Although many farms had converted from cotton to food crops, the collapse of the South's transportation system and the presence of Union troops in several important agricultural regions led to severe food shortages during the winter of 1862.

The food shortages hurt Southern morale, and people began to question the sacrifices they were being called upon to make—or to demand of others. Hearing of the hardships, many Confederate soldiers deserted and returned home to help their families.

In the spring of 1863, the food shortages led to riots. In several communities, mobs of women armed with knives and guns marched into shops to seize food. In Richmond, several hundred women broke into shops, yelling, "Bread, bread," and then began to loot the stores for food, clothing, shoes, and other goods. The riot finally ended when Jefferson Davis confronted the mob with a company of militia troops and ordered the rioters to disperse.

**The Union's War Boom** In contrast, the North experienced an economic boom because of the war. Its growing industries supplied the troops at the front with clothes, munitions, and other necessities, while innovations in agriculture helped minimize the loss of labor as men left to fight.

The expanded use of mechanized reapers and mowers made farming possible with fewer workers, many of whom were women. One traveler in Iowa in late 1862 commented that he "met more women driving teams on the road and saw more at work in the fields than men."

Women also filled labor shortages in various industries, particularly in clothing and shoemaking factories. New sewing machines greatly increased the productivity of seamstresses. As women entered the textile industry, the North produced an abundance of clothes for its soldiers, and the industry profited from government contracts.

**Reading Check Explaining** What were the effects of food shortages on the South?

## TECHNOLOGY & History

### The Telegraph

Invented by Samuel Morse in 1837, the telegraph was indispensable during the Civil War. It was used to send battle orders and to verify the locations of troops. With no telegraph in the White House, President Lincoln often visited the War Department's telegraph room to receive current information. Telegraph operators sent messages by pressing a key in a pattern of short and long clicks, following Morse's alphabetic code. *In what other areas of life was the telegraph useful?*

- 1 The telegraph operator pressed a switch, called the **key**, breaking an electric current.
- 2 The electric current activated a **sounder**, an electromagnet consisting of coiled wire wrapped around an iron core. The changing electric current created a clicking sound.
- 3 Skilled operators were able to send up to 60 **messages** each hour, keying a message with one hand while translating incoming messages with the other hand.
- 4 **Telegraph wires** allowed the clicking codes to be transmitted geographically.





### Picturing History

**African American Soldiers** Battery A of the 2nd U.S. Colored Light Artillery was only one of many groups of African Americans who fought for their own freedom. [Why did Frederick Douglass favor African American enlistment?](#)

## African Americans in the Military

The Emancipation Proclamation officially permitted African Americans to enlist in the Union army and navy. Almost immediately, thousands of African Americans, including Frederick Douglass's two sons, Charles and Lewis, rushed to join the military. Douglass approved of his sons' decision. He believed that serving in the military would help African Americans overcome discrimination:

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

—quoted in *Battle Cry of Freedom*

About 180,000 African Americans served in the Union army during the Civil War, roughly 9 percent of the army's total soldiers. Another 10,000 to 15,000 served in the Union navy, making up about 10 to 12 percent of the navy's sailors.


Among the first African American regiments officially organized in the North was the **54th Massachusetts**. The regiment fought valiantly at Fort Wagner near Charleston Harbor in July 1863, losing nearly half of its soldiers in the battle. “Men all around me would fall and roll down the slope into the ditch,” remembered Lewis Douglass. “Swept down like chaff, still our men went on and on.”

At the end of the war, the *New York Tribune* declared that the heroism of the 54th Massachusetts

regiment forever answered the question of whether African Americans could make good soldiers:

“It is not too much to say that if this Massachusetts Fifty-Fourth had faltered when its trial came, two hundred thousand [African Americans] for whom it was a pioneer would never have been put into the field. . . . But it did not falter. It made Fort Wagner such a name to [African Americans] as Bunker Hill has been for ninety years to white Yankees.”

—from *Like Men of War*

 **Reading Check** **Analyzing** Why do you think African Americans were so willing to volunteer to fight during the Civil War?

## Military Life

Early in the war, General Irwin McDowell's troops stopped to pick berries and foolishly wasted water from their canteens to wash them. “They were not used to denying themselves much; they were not used to journeys on foot,” the Union commander later reflected. Self-denial and long marches would prove to be only one of the harsh lessons of the war.

**The Soldiers in the Field** Union and Confederate soldiers suffered many hardships during the long days and weeks between battles. Some Southern soldiers had to sleep without blankets and tramp the roads shoeless. Union soldier Elisha Rhodes wrote home that “all that we have to eat is the cattle killed by the way. No bread or salt in the Regiment and I am most starved.”

Soldiers learned to gulp down tasteless food. For the Union soldier, meals often consisted of **hardtack** (a hard biscuit made of wheat flour), potatoes, and beans, flavored at times with dried salt pork (pork fat cured in salty brine). Confederate soldiers had little coffee, and their bread was usually made of cornmeal. Whenever possible, soldiers on both sides supplemented their diet with fruit or vegetables seized or purchased from farms they passed.

**Battlefield Medicine** When Americans went to war in 1861, most were not prepared for the horrors of battle. “The sights and smells that assailed us were simply indescribable,” wrote one Southern soldier. “Corpses were swollen to twice their size, some actually burst asunder. . . . The odors were so deadly that in a short time we all sickened [and] . . . most of us [were] vomiting profusely.”

The Civil War produced huge numbers of casualties, and doctors struggled to tend to the wounded. In the mid-1800s, doctors had little understanding of infectious germs. They used the same unsterilized instruments on patient after patient, and, as a result, infection spread quickly in the field hospitals.

Disease was one of the greatest threats facing Civil War soldiers. In many cases, regiments lost half their men to illness before ever going into battle. Crowded together in army camps, drinking from unsanitary water supplies, many soldiers became sick. Smallpox, when it erupted, could be deadly, as could dysentery, typhoid, and pneumonia.

Battlefield physicians also used extreme measures in treating casualties. Faced with appalling wounds, doctors often amputated arms and legs to prevent gangrene and other infections from spreading to other parts of the body. As one military officer, General Carl Schurz, commented:

“As a wounded man was lifted on the table, often shrieking with pain . . . the surgeon quickly examined the wound and resolved upon cutting off the wounded limb. Some ether was administered. . . . The surgeon snatched the knife from between his teeth, where it had been while his hands were busy, wiped it rapidly once or twice across his blood-stained apron, and the cutting began. The operation accomplished, the surgeon would look around with a deep sigh, and then—'Next!'”

—quoted in *The Civil War*

**The Role of Women in the War** Women helped the war effort at home by managing family farms and businesses. On the battlefield, women made dramatic contributions to the Civil War by serving as nurses to the wounded. Before the Civil War, most army nurses were men. Inspired by the famous British nurse **Florence Nightingale**, American women took on many of the nursing tasks in army hospitals.

In 1861 **Elizabeth Blackwell**, the first female physician in the United States, started the nation's first training program for nurses. Her work led to the creation of the **United States Sanitary Commission**, an organization that provided medical assistance and supplies to army camps and hospitals. Tens of thousands of women volunteered to work for the Commission, raising money to send bandages, medicine, clothing, and food to army camps.

Not all women helping at the front lines were members of the Sanitary Commission. On her own, **Clara Barton** decided to leave her job in a patent office to nurse soldiers on the battlefield. With her face sometimes bluish with gunpowder, Barton fed the sick, bandaged the wounded, and even dug out bullets with her own small knife.

Although Southern women were encouraged to stay at home and support the troops by making bandages and other supplies, many founded small hospitals or braved the horrors of the battlefield. Kate Cumming of Mobile, Alabama, served as a nurse following the Battle of Shiloh. In her diary she vividly described a makeshift hospital:



### **Picturing History**

**Battlefield Medicine** The greatest impact women had on the battlefield was through serving as nurses. Even with their help, disease and infection claimed many thousands of soldiers. **What woman laid the groundwork for the United States Sanitary Commission?**



### **Picturing History**

**Female Volunteers** Soldiers were not the only ones who experienced the Civil War. Wives, mothers, and sisters protected their homes from bands of soldiers. **How else did Southern women experience the effects of the war?**

“Nothing that I had ever heard or read had given me the faintest idea of the horrors witnessed here. . . . The men are lying all over the house. . . . The foul air from this mass of human beings at first made me giddy and sick, but I soon got over it. . . .”

—quoted in *Battle Cry of Freedom*

The Civil War was a turning point for the nursing profession in the United States. The courage and energy shown by women also helped to break down the belief that women were weaker than men.

**Military Prisons** The horrors of the battlefield and danger of disease were not the only hardships endured by soldiers during the Civil War. Prisoners of war—soldiers captured by the enemy in battle—also suffered terribly during the conflict.

Early in the war, the United States and the Confederacy held formal prisoner exchanges. After Lincoln issued the Emancipation Proclamation, however, the Confederacy announced that it would not exchange freed African Americans for Southern white prisoners. Instead, it would either re-enslave or execute all African American troops captured in battle.

In response to the South’s treatment of African American troops, Lincoln stopped all prisoner exchanges. As a result, both the North and the South found themselves with large and growing numbers of prisoners of war. Taking care of them proved difficult, especially in the South. While conditions were bad in Northern prisons, the South was not even able to adequately feed their prisoners because of food shortages.

The most infamous prison in the South, **Andersonville** in southwest Georgia, was an open camp with no shade or shelter for its huge population. Exposure, overcrowding, lack of food, and disease killed more than 100 men per day during the sweltering summer of 1864. In all, 13,000 of the 45,000 prisoners sent to Andersonville died in the camp. After the war, **Henry Wirz**, the commandant at Andersonville, became the only person executed for war crimes during the Civil War.

Life in the Union and Confederate armed forces during the Civil War was brutally hard. Both sides, however, were strongly committed to their cause and prepared to endure whatever hardships were necessary to achieve victory.

**Reading Check Summarizing** What medical problems did Union and Confederate soldiers face?

## SECTION 3 ASSESSMENT

### Checking for Understanding

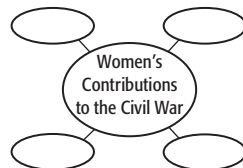
- Define:** *hardtack*.
- Identify:** 54th Massachusetts, Elizabeth Blackwell, United States Sanitary Commission, Clara Barton, Henry Wirz.
- State** the two factors that contributed to a food shortage in the South during the Civil War.

### Reviewing Themes

- Groups and Institutions** How did the Emancipation Proclamation affect African Americans in the military?

### Critical Thinking

- Analyzing** In what ways do you think the Civil War changed people’s opinions about women’s capabilities?
- Organizing** Complete a graphic organizer like the one below listing the contributions of women during the Civil War.



### Analyzing Visuals

- Examining Photographs** Examine the photographs of battlefield hospitals on page 367. Why did infections spread so easily in hospitals, resulting in numerous deaths?

### Writing About History

- Descriptive Writing** Imagine that you are a nurse on one of the battlefields during the Civil War. Write a journal entry describing the conditions of the soldiers and your reaction to the situation.

## Guide to Reading

**Main Idea**

The tide of the war turned after the North won pivotal battles in the west at Vicksburg and in the east at Gettysburg.

**Key Terms and Names**

Benjamin Grierson, forage, siege, Ambrose Burnside, Joseph Hooker, George Meade, Pickett's Charge, William Tecumseh Sherman

**Reading Strategy**

**Categorizing** As you read about Civil War battles that shaped the war, complete a graphic organizer listing the results of the following battles.

Battle	Results
Vicksburg	
Chancellorsville	
Gettysburg	
Chickamauga Creek	
Missionary Ridge	

**Reading Objectives**

- **Evaluate** the importance of events at Vicksburg and Gettysburg.
- **Describe** how battles in Tennessee helped turn the war increasingly in favor of the Union.

**Section Theme**

**Geography and History** The Union victory at Vicksburg cut the Confederacy into two parts.

## Preview of Events

★ **An American Story** ★

Union army headquarters at Gettysburg

At Gettysburg, Pennsylvania, in early July of 1863, Samuel Wilkeson, a reporter, sat to write his account of the battle that had raged for three days near the town. As he composed his dispatch, the body of Lieutenant Bayard Wilkeson—his son—lay dead beside him.

Wilkeson recorded the events that destroyed the peace of the Gettysburg countryside. He recalled “the singing of a bird, which had a nest in a peach tree within the tiny yard of the whitewashed cottage” that served as the Union army headquarters:

“In the midst of its warbling a shell screamed over the house, instantly followed by another and another, and in a moment the air was full of the most complete artillery prelude to an infantry battle that was ever exhibited. Every size and form of shell known to British and to American gunnery shrieked, moaned, whirled, whistled, and wrathfully fluttered over our ground.”

—quoted in *Eyewitness to History*

**Vicksburg Falls**

Gettysburg was only one of a series of horrific encounters in 1863. The first battle took place farther west, where a vital part of the Union strategy involved gaining control of the Mississippi River. In April 1862, Admiral David Farragut had captured New Orleans and secured Union control of the Mississippi River delta. Later that year, Grant seized control of the river as far south as Memphis after his victory at Shiloh. If the Union could capture Vicksburg, Mississippi, the last major Confederate stronghold on the river, the North could cut the South in two.

**Grierson's Raid** The city of Vicksburg was located on the east bank of the Mississippi River. At first Grant tried to approach the city from the north, but the land was too swampy, and the rivers in the area were covered with vegetation and blocked by trees. To get at Vicksburg, Grant decided to move his troops across the Mississippi to the west bank and then march south. Once he was past the city, he intended to cross back to the east bank of the river and attack the city from the south.

To distract the Confederates while he carried out this difficult maneuver, Grant ordered **Benjamin Grierson** to take 1,700 troops on a cavalry raid through Mississippi. Grierson's forces traveled 600 miles (965 km) in two weeks, tearing up railroads, burning depots, and fighting skirmishes. His raid distracted the Confederate forces defending Vicksburg and enabled Grant to move his troops south of the city.

**The Siege of Vicksburg** After returning to the east bank of the Mississippi, Grant embarked on a daring march east, ordering his troops to live off the country. **Foraging**—or searching and raiding for food—as they marched, Grant's troops headed east into Mississippi. They captured the town of Jackson before turning back west toward Vicksburg. Grant's troops marched an astonishing 180 miles (290 km) in 17 days, fought 5 battles, and inflicted 7,200 casualties on the Confederates. The march ended by driving the Confederate forces back into their defenses at Vicksburg.

In May 1863, Grant launched two assaults on Vicksburg, but the city's defenders repulsed both attacks and inflicted high casualties. Grant decided

that the only way to take the city was to put it under **siege**—to cut off its food and supplies and bombard the city until its defenders gave up. On July 4, 1863, with his troops starving, the Confederate commander at Vicksburg surrendered. The Union victory had cut the Confederacy in two.

**Reading Check Explaining** Why did President Lincoln want the Union army to capture Vicksburg?

## The Road to Gettysburg

Shortly after McClellan's victory at Antietam, Lincoln became frustrated with the general. At Antietam, McClellan could have destroyed Lee's army, but he let the Confederates slip away. He then moved so slowly after the battle that Lee was able to recover from his defeat at Antietam and block McClellan's advance on Richmond. On November 7, 1862, Lincoln fired McClellan and gave command of the army to General **Ambrose Burnside**.

Lincoln wanted a general who was not intimidated by Lee's reputation. He urged Burnside to push south into Virginia and destroy Lee's army. Lincoln did not know that the turning point in the east would come not in Virginia, but far to the north in Pennsylvania.

**Fredericksburg and Chancellorsville** On December 13, 1862, Burnside ordered a series of bloody assaults against Lee's troops entrenched in the hills south of Fredericksburg, Virginia. The Union troops suffered more than 12,000 casualties, more than twice as many as the Confederates. Distressed by the defeat and faced with complaints about Burnside from other officers, Lincoln replaced him with General **Joseph Hooker**.

Hooker devised a plan to get at Lee's troops on the hills near Fredericksburg. First, he left a large part of his army at Fredericksburg to keep Lee's troops from moving. He then took the rest of the army

### **Picturing History**

**Vicksburg Besieged** Union troops used this house as a headquarters during the siege of Vicksburg. Nearby are Union trenches and the opening to a tunnel being dug under Confederate lines. **For how long was the city of Vicksburg under siege by Grant's Union forces?**



west to circle around behind Lee’s troops and attack them from the rear. Realizing what was going on, Lee also divided his forces. He too left a small force at Fredericksburg and headed west with most of his troops to stop Hooker.

On May 2, 1863, Lee’s troops attacked Hooker’s forces in dense woods known as the Wilderness near the town of Chancellorsville, Virginia. Although outnumbered two to one, Lee aggressively divided his forces and repeatedly defeated the Union troops. On May 5, Hooker decided to retreat.

### **TURNING POINT**

**The Battle of Gettysburg** Having weakened Union forces at Chancellorsville, Lee wanted to launch another invasion of the North. In June 1863 Lee marched into Pennsylvania, where his troops seized livestock, food, and clothing. After Hooker failed to stop Lee, Lincoln removed him from command and appointed General **George Meade** as his replacement. Meade immediately headed north to intercept Lee.

At the end of June, as Lee’s army foraged in the Pennsylvania countryside, some of his troops headed into the town of Gettysburg, hoping to seize a supply of shoes. When they arrived near the town, they encountered Union cavalry. On July 1, 1863, the Confederates pushed the Union troops out of the town into the hills to the south. At the same time, the main forces of both armies hurried to the scene of the fighting. (See pages 374–375.)

On July 2 Lee attacked, but the Union troops held their ground. The following day, Lee ordered nearly 15,000 men under the command of General George E. Pickett and General A.P. Hill to make a massive assault. The attack became known as **Pickett’s Charge**. As the mile-wide line of Confederate troops marched across open farmland toward Cemetery Ridge where Union forces stood, Union cannons and guns opened fire, inflicting 7,000 casualties in a less than half an hour of fighting. Soldiers like Lieutenant Jesse Bowman Young, who survived Gettysburg, later recalled the deafening gunfire and horrifying bloodshed of the final assault:

“The caisson [ammunition chest] was set on fire, and in a moment with all its stock of ammunition, it exploded. . . . [T]here flashed for a single instant against the sky the sight of wheels, limbs of horses and of men, pieces of timber, and scores of exploding shells, all inextricably interwoven into a spectacle of horror. . . . Then the smoke covered the scene. . . .”

—quoted in *Voices of the Civil War*



**Bridging the Rappahannock** Union troops build a pontoon bridge across the river in preparation for the assault on Confederate forces at Fredericksburg. The battle was a decisive Southern victory.

**Aftermath of the Battle** Less than 5,000 Confederate troops made it up the ridge, and Union troops overwhelmed those who did. Lee quickly rallied his troops, withdrew from Gettysburg on a rainy July 4, and retreated to Virginia. At Gettysburg the Union suffered 23,000 casualties, but the South lost an estimated 28,000 troops, over one-third of Lee’s entire force.

The disaster at Gettysburg proved to be the turning point of the war. The Union’s victory strengthened the Republicans politically and ensured that the British would not recognize the Confederacy. For the rest of the war, Lee’s forces remained on the defensive, slowly giving ground to the Union army.

**The Gettysburg Address** In November 1863, Lincoln came to Gettysburg to dedicate a portion of the battlefield as a military cemetery. His speech—the Gettysburg Address—became one of the best-known orations in American history. Lincoln reminded his listeners that the nation was “conceived in liberty, and dedicated to the proposition that all men are created equal.” He explained that the war was not a battle between regions but a fight for freedom:

**HISTORY**  
*Online* 

**Student Web Activity** Visit the *American Vision* Web site at [tav.glencoe.com](http://tav.glencoe.com) and click on **Student Web Activities—Chapter 11** for an activity on the Civil War.

**CLICK HERE**



# Profiles IN HISTORY

## Ulysses S. Grant

1822–1885

Before his victories in Kentucky and Tennessee, Ulysses S. Grant had been a mediocre West Point cadet, a failed businessperson, and an undistinguished army officer. More than any other Union commander, however, Grant changed the strategy—and the outcome—of the Civil War. Grant's restless urge for offensive fighting and his insistence on "unconditional surrender" at Fort Donelson convinced Lincoln to place the general in command of all the Union troops in 1864. Lincoln's confidence was not misplaced. Despite mounting casualties and accusations that he was a "butcher," Grant pushed relentlessly until he finally accepted Lee's surrender at Appomattox, Virginia.

The Union's enthusiasm for its victorious general made Grant a two-term president after the war, although scandals in his administration marred his reputation. The Civil War had been the high point of Grant's life, the challenge that brought out his best qualities. More than any monument or memorial—including Grant's Tomb, in New York City—Lincoln's defense of his embattled general during the war sums up Grant's character and achievement: "I can't spare this man; he fights."



## Robert E. Lee

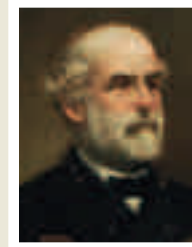
1807–1870

The son of a distinguished—though not wealthy—Virginia family, Robert E. Lee was raised in the socially exclusive world of the aristocratic South. From the beginning, he seemed marked by fate for brilliant success. At West Point he excelled in both his studies and his social life, impressing teachers and fellow cadets with his talent and good nature. As an army officer in the war with Mexico, he performed with brilliance and courage.

Offered command of the Union troops at the beginning of the Civil War, Lee refused, unable to oppose his fellow Virginians. He later commanded the army of Northern Virginia.


A hero to Southerners during the war, Lee felt a responsibility to set an example of Southern honor in defeat. His swearing of renewed allegiance to the United States after the war inspired thousands of former Confederate soldiers to follow his example. As president of Washington College in Virginia (later renamed Washington and Lee), Lee encouraged his students to put the war behind them and to behave as responsible citizens.

Lee died at age 63. In his last moments, he seemed to give orders to his troops, and then at last called out, "Strike the tent!"



“It is . . . 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 the government of the people, by the people, and for the people, shall not perish from the earth.”

—from the Gettysburg Address

 (See page 1072 for more information on the Gettysburg Address.)

 **Reading Check** **Summarizing** What was the result of Pickett's Charge?

## Grant Secures Tennessee

After the Union's major victories at Vicksburg and Gettysburg, fierce fighting erupted in Tennessee near Chattanooga. Chattanooga was a vital railroad junction. Both sides knew that if the Union forces

captured Chattanooga, they would control a major railroad running south to Atlanta. The way would be open for a Union advance into Georgia.

**Chickamauga** During the summer of 1863, Union general William Rosecrans outmaneuvered General Braxton Bragg. In early September, he forced the Confederates to evacuate Chattanooga without a fight. Bragg did not retreat far, however. When Rosecrans advanced into Georgia, Bragg launched an assault against him at Chickamauga Creek on September 19, 1863. Bragg soon smashed through part of the Union defenses, and Rosecrans ordered his troops to fall back to Chattanooga, where he found himself almost completely surrounded by Bragg's forces.

**The Battle of Chattanooga** In an effort to save the Union forces in Chattanooga, Lincoln decided to send some of Meade's forces to help Rosecrans. Dozens of trains were assembled, and 11 days later, 20,000 men with their artillery, horses, and equipment arrived near Chattanooga after travelling more than 1,200 miles (1,930 km).

Lincoln also decided to reorganize the military leadership in the west, and he placed Grant in overall command. Grant then hurried to Chattanooga to take charge of the coming battle. In late November, he ordered his troops to attack Confederate positions on Lookout Mountain. Charging uphill through swirling fog, the Union forces quickly drove the Southern troops off the mountain.

Confederates retreating from Lookout Mountain hurried to join the Southern forces at Missionary Ridge east of Chattanooga. The Confederates were outnumbered, but they awaited a Union attack, secure on a high rugged position just as the Union troops had been at Cemetery Ridge near Gettysburg.

Grant did not intend to storm Missionary Ridge. He believed an all-out assault would be suicidal. Instead he ordered General **William Tecumseh Sherman** to attack Confederate positions on the north end of the ridge. When Sherman failed to break through, Grant ordered 23,000 men under General George Thomas to launch a limited attack against the Confederates in front of Missionary Ridge as a diversion.

To Grant's astonishment, Thomas's troops overran the Confederate trenches and charged up the steep slope of Missionary Ridge itself. "They shouted 'Chickamauga,'" one Confederate remembered, "as though the word itself were a weapon." The rapid charge scattered the surprised Confederates, who retreated in panic, leaving Missionary Ridge—and Chattanooga—to the Union army.

**Grant Becomes General in Chief** By the spring of 1864, Grant had accomplished two crucial objectives for the Union. His capture of Vicksburg had given the Union control of the Mississippi River, while his

## World History Connection



### Gunpowder

The cannon and rifle fire that echoed throughout the valleys of Tennessee during Grant's campaign had become a familiar sound on the battlefields of the United States and the rest of the world by the mid-1800s. The key ingredient in these powerful weapons was gunpowder. Scholars believe that the Chinese invented this explosive mixture and were using it in fireworks and signals as early as the 900s. In 1304 the Arabs used the powder to develop the first gun. In the centuries that followed, numerous nations would develop and improve on the gun—which made all other weapons before it obsolete. *For what peaceful purposes can gunpowder be used?*

victory at Chattanooga had secured eastern Tennessee and cleared the way for an invasion of Georgia. Lincoln rewarded Grant by appointing him general in chief of the Union forces and promoting him to lieutenant general, a rank no one had held since George Washington. When the president met Grant in March 1864, he told him, "I wish to express my satisfaction with what you have done. . . . The particulars of your plan I neither know nor seek to know." The president had finally found a general he trusted to win the war.

**Reading Check** **Examining** Why was capturing Chattanooga important for the Union?

## SECTION 4 ASSESSMENT

### Checking for Understanding

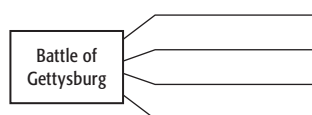
- Define:** *forage, siege.*
- Identify:** Benjamin Grierson, Ambrose Burnside, Joseph Hooker, George Meade, Pickett's Charge, William Tecumseh Sherman.
- Explain** why the Union victory at Gettysburg was so important.

### Reviewing Themes

- Geography and History** Why was capturing Vicksburg important for the Union?

### Critical Thinking

- Analyzing** What do you think might have been the outcome of the war if the Confederates had won the Battle of Gettysburg? Why do you think so?
- Organizing** Using a graphic organizer similar to the one below, list the results of the Battle of Gettysburg. Make sure you consider both the Union and the Confederacy.

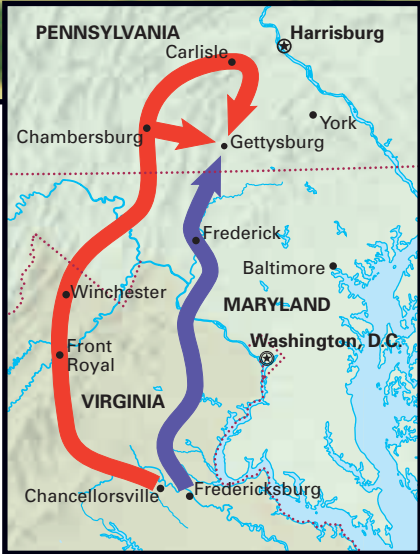
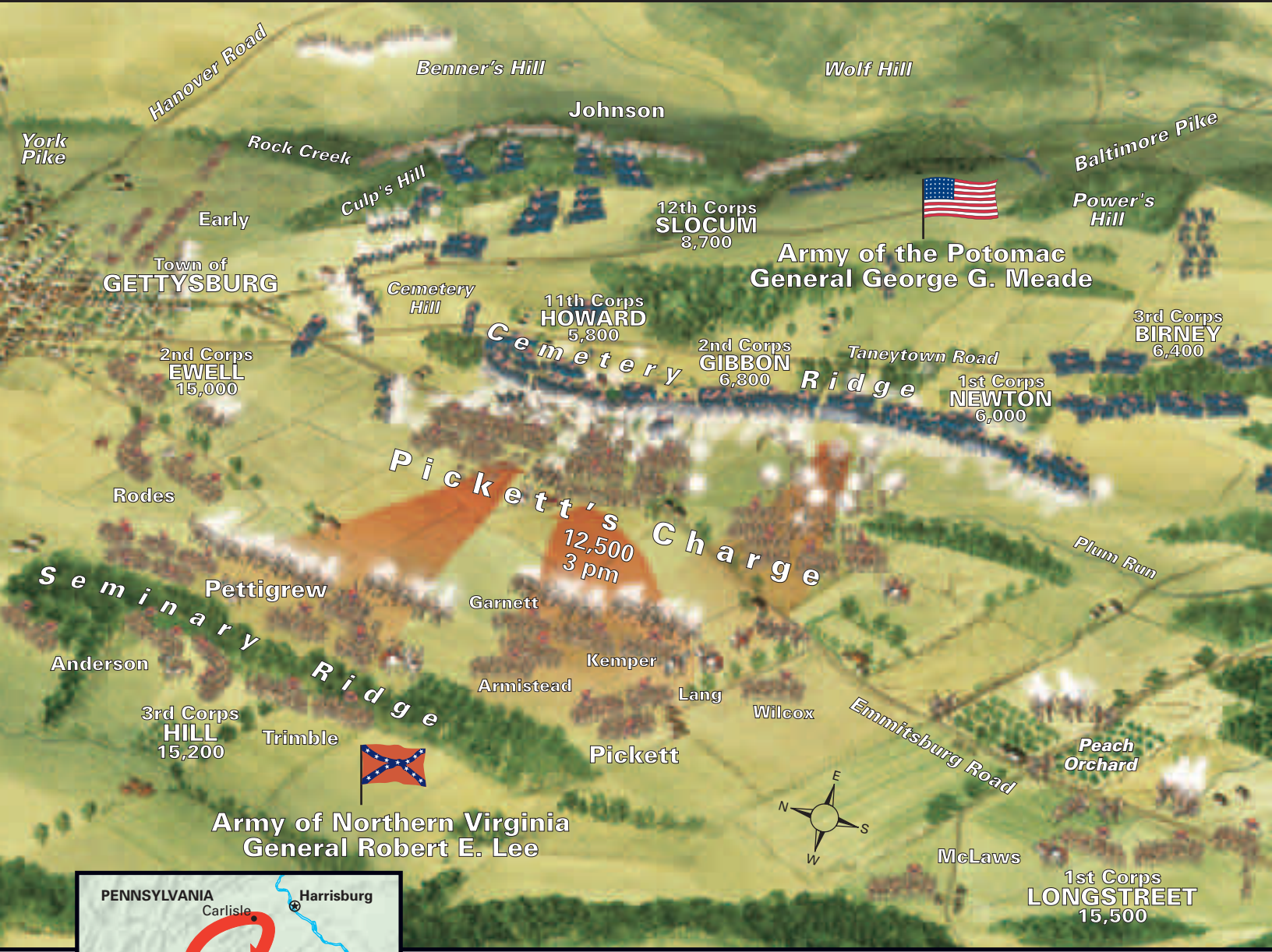


### Analyzing Visuals

- Examining Photographs** Examine the photograph on page 370 of Vicksburg, Mississippi. From looking at the picture, what do you think life was like for troops during a siege? Why do you think the troops were trying to tunnel under Confederate lines?

### Writing About History

- Descriptive Writing** Take on the role of a Confederate soldier at the Battle of Gettysburg. Write a journal entry describing the battle and your feelings about the result of the battle.



## INVADING THE NORTH

After their victory at Chancellorsville in May 1863, the Confederates invaded the North (red arrow). Using the Blue Ridge Mountains to screen their movements, the Confederates advanced down the Shenandoah Valley, crossed the Potomac River, and pushed into Pennsylvania. The Federal army (purple arrow) placed itself between the Confederates and Washington, D.C. On July 1, the two armies met at the crossroads town of Gettysburg, Pennsylvania.

A nurse poses with wounded soldiers outside one of the 400 tents set up as a temporary hospital at Gettysburg. During the battle, the Union army suffered 23,000 casualties, the Confederates 28,000.



# Gettysburg: The Final Day



## CANNON BOMBARDMENT

Pickett's Charge was preceded by a massive artillery bombardment. However, much of the Confederate artillery overshot the Federal positions on Cemetery Ridge, landing well to the rear of the frontline troops.

11th AC  
Hospital

Artillery  
Reserves

5th Corps  
SYKES  
9,500

6th Corps  
SEDGWICK  
13,600

## Gettysburg Forces



Union  
troops



Confederate  
troops

3rd Corps Corp

**HILL**

**15,200**

Commander

Number of  
troops (as of  
noon, July 3rd)

Scale of map varies in  
this perspective  
(distance from Gettysburg  
to Big Round Top 3 miles)

Little  
Round Top

Big  
Round  
Top

Wheat  
Field

Devil's  
Den Hood

Hood



"It's all my fault. It is I who have lost this fight," Lee told the survivors as they struggled back after Pickett's Charge.

The Confederate invasion of Union territory in the summer of 1863 was a bold stroke. By moving north, the Confederate commander of the Army of Northern Virginia, General Robert E. Lee, had relieved pressure on battle-ravaged Virginia. He had threatened the Federal capital of Washington, D.C., and gained access to the rich farms and other resources of Pennsylvania. Indeed, it was the prospect of finding shoes and other army supplies that lured the Confederates to Gettysburg.

By the morning of July 3, however, Lee was lamenting lost opportunities. When his troops arrived in Gettysburg on July 1, they had driven the Federals out of the town. Quickly grasping the advantages of defending the high ground, Major General George Meade had ordered his Federal Army of the Potomac to take up positions in the hills south of town. The Federal line stretched from Culp's Hill and Cemetery Hill south along Cemetery Ridge to another hill called Little Round Top. The Confederates had taken up a position along a roughly parallel ridge to the west known as Seminary Ridge. Between the two positions stretched pastureland and fields of wheat. On July 2, Lee's troops had attacked Federal positions on Culp's Hill, Cemetery Hill, and Little Round Top, but they were pushed back. Now, on the morning of July 3, Lee was determined to punch a hole in the Federal line. Among the officers preparing to attack was Major General George Pickett, who would give his name to the day's infantry charge.

At about 3:00 P.M., more than 12,000 Confederates set out from Seminary Ridge. Three-fourths of a mile away, the Federals waited atop Cemetery Ridge. Federal artillery ripped holes in the Confederate line as it advanced. When the Confederates were 200 yards from the crest of Cemetery Ridge, the Federals unleashed volley after volley. Still the Confederates pressed on. Hundreds made it all the way up the slope of the ridge, but as they did, Federal reinforcements rushed in. Firing at point-blank range, stabbing with bayonets, and striking with the ends of rifles, the Federals drove the Confederates back down the slope. Pickett's Charge had been repulsed. Lee retreated to Virginia, and the tide of war turned in favor of the North.

## LEARNING FROM GEOGRAPHY

1. How did the Confederate army use the mountains of Virginia in its invasion of the North?
2. Why was the Federal army in such a strong position at Gettysburg?

# SECTION 5 The War Ends

## Guide to Reading

### Main Idea

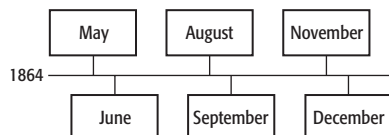
After four long years of fighting, the Civil War ended in 1865 in victory for the Union.

### Key Terms and Names

Philip Sheridan, "Sherman neckties," March to the Sea, pillage, mandate, Thirteenth Amendment, Appomattox Courthouse, John Wilkes Booth

### Reading Strategy

**Sequencing** As you read about the final battles of the war, complete a time line similar to the one below to record the final battles of the Civil War and their results.



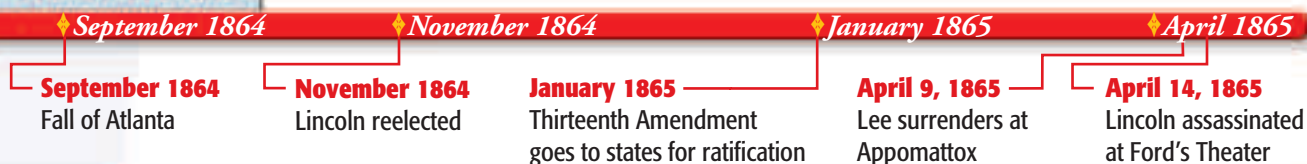
### Reading Objectives

- **Explain** the importance of Union victories in Virginia and the Deep South.
- **Discuss** Lee's surrender and the events of the war's aftermath.

### Section Theme

**Individual Action** In the final year of the Civil War, General Ulysses S. Grant refused to take the pressure off of Lee's weary troops.

### Preview of Events



## ★ An American Story ★



Ulysses S. Grant

"Why, here is General Grant," Lincoln called out at a White House reception in March 1864. "Well, this is a great pleasure, I assure you!" As guests applauded, the president reached over and shook Grant's hand. The crowd, as eager for a look at the victorious general as they were to see the president, pressed in on the pair.

At last Grant climbed up on a couch to greet the crowd, who clamored to see him. For an hour, he balanced there, exchanging greetings with his well-wishers. "For once at least," a guest recalled, "the President of the United States was not the chief figure in the picture. The little, scared-looking man who stood on a crimson-covered sofa was the idol of the hour."

—adapted from *The Civil War*

## Grant Versus Lee

In the spring of 1864, the most successful general of the Union army faced the most renowned Confederate commander. Grant put his most trusted subordinate, William Sherman, in charge of Union operations in the west, then headed to Washington, D.C., to take command of the Union troops facing Lee.

**From the Wilderness to Cold Harbor** "Whatever happens, there will be no turning back," Grant promised Lincoln. He was determined to march southward, attacking Lee's forces relentlessly, until the South surrendered.

The first battle of Grant's campaign erupted in the Wilderness, a densely forested area near Fredericksburg, Virginia. The battle lasted two days, continuing even after the woods caught fire, blinding and choking the combatants. Despite suffering heavy casualties,

Grant did not pause. He headed southeast toward Spotsylvania Courthouse. First in terrible heat and then in pouring rain, the two armies battled near Spotsylvania for 11 days, often in bloody hand-to-hand combat that left many traumatized.

Unlike past campaigns in which several weeks of reinforcing and resupplying followed battles, warfare now continued without pause. Savage combat, advances and retreats, and the digging of defensive trenches filled most days and nights. One Union officer noted that the men “had grown thin and haggard. The experience . . . seemed to have added twenty years to their age.”

Unable to break Lee’s lines at Spotsylvania, Grant headed toward Cold Harbor, a strategic crossroads northeast of Richmond. Convinced that his relentless attacks had weakened and demoralized Lee’s troops, Grant decided to launch an all-out assault on Lee’s forces at Cold Harbor. The attack cost his army 7,000 casualties, compared to 1,500 for the South. Grant conceded, “I regret this assault more than any one I have ever ordered.”

**The Siege of Petersburg** Stopped by Lee at Cold Harbor, Grant tried another plan similar to the one he had used near Vicksburg. He ordered General **Philip Sheridan** to stage a cavalry raid north and west of Richmond. While Sheridan’s troops distracted Lee, Grant headed southeast, crossed the James River, and then turned west toward Petersburg. Capturing Petersburg would cut the only rail line into Richmond.

When the first Union troops reached the outskirts of Petersburg, they paused. The city was defended by miles of barricades 20 feet (7 m) thick. In front of the Confederate trenches were ditches up to 15 feet (4.6 m) deep to slow down attackers. Carefully positioned cannons supported the Confederate lines.

The strength of the defenses the Confederates had erected at Petersburg intimidated the Union troops, who were already exhausted. Realizing a full-scale frontal assault would be suicidal, Grant ordered his troops to put the city under siege.

 **Reading Check** **Summarizing** Why did General Grant decide to capture Petersburg?

 NATIONAL  
GEOGRAPHIC

## MOMENT in HISTORY

### CAMPAINING IN VIRGINIA

Three soldiers from the First Connecticut Heavy Artillery Regiment enjoy a brief lull in the fighting. This regiment participated in the siege of Petersburg, where both armies abandoned the open field and dug themselves in behind parallel lines of trenches and artillery fortifications. In between lay a shell-pocked, barren no-man’s-land—and almost certain death for troops advancing across it. The Union forces suffered approximately 42,000 casualties during the 10-month siege.



## Union Victories in the South

While Grant battled Lee in Virginia, General Sherman marched his army from Chattanooga toward Atlanta. Meanwhile, the Union navy launched an operation to close the port of Mobile, Alabama, the last major Confederate port on the Gulf of Mexico east of the Mississippi.

**Farragut Attacks Mobile** On August 5, 1864, David Farragut took 18 ships past the three Confederate forts defending Mobile Bay. As the fleet headed into the bay, a mine—which in the 1860s was called a torpedo—blew up a Union ship. The explosion brought the fleet to a halt, right in front of a fort’s guns. “Damn the torpedoes! Full speed ahead!” cried Farragut, whose ship led the way through the minefield.

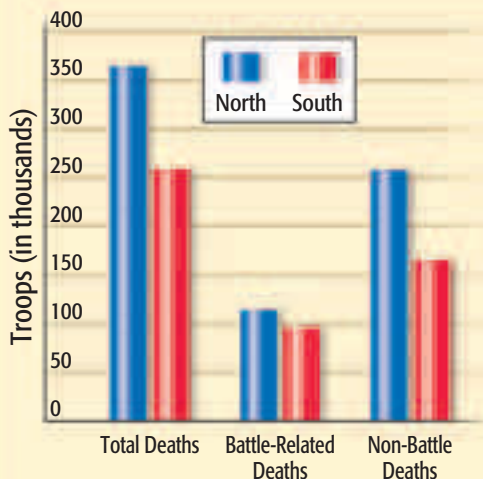
After getting past the Confederate forts, Farragut’s ships destroyed a Confederate fleet defending Mobile Bay. Although Farragut did not capture Mobile, he did seal off the bay. Blockade runners moving goods in and out of the Deep South east of the Mississippi could no longer use any port on the Gulf of Mexico.

**The Fall of Atlanta** While Farragut had been preparing for his attack on Mobile Bay, Sherman’s army pushed toward Atlanta. In late August 1864, Sherman sent his troops south around Atlanta to cut the roads and railways leading into the city. His troops destroyed the rail lines by heating the rails and twisting them into snarls of steel nicknamed “**Sherman neckties**.” To avoid being trapped in the city, Confederate General John B. Hood evacuated Atlanta on September 1.



## Final Campaigns of the Civil War, 1864–1865

### Casualties of the Civil War, 1861–1865



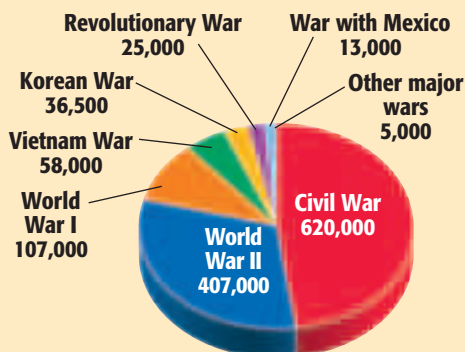
Source: *For the Common Defense*.

### The Costs of War

- Physical destruction of much of the South’s rails, roads, farms, and industrial plants
- \$6.2 billion spent by the North
- \$2.1 billion spent by the South
- Massive inflation: 80% rate in the North; 9,000% rate in the South

*Burned-out Atlanta railyard after the departure of Sherman’s troops*

### American War Deaths (approximate figures)



Source: United States Civil War Center; *For the Common Defense*

CONTENTS

**Sherman's March to the Sea** After occupying Atlanta, Sherman proposed to march across Georgia. "I could cut a swath to the sea," he explained, "and divide the Confederacy in two." The march would be "a demonstration to the world . . . that we have a power that Davis cannot resist. I can make the march, and make Georgia howl!"

Sherman ordered all civilians to leave Atlanta. He explained to the city's mayor that he was "not only fighting hostile armies, but a hostile people." To end the war, he believed, he had no choice but to "make old and young, rich and poor, feel the hard hand of war." Sherman then ordered his troops to destroy everything in the city of military value, including railroads, warehouses, mills, factories, and machine shops. Sherman's troops set fires to destroy these structures, but the fires quickly spread, burning down more than one-third of the city.

On November 15, 1864, Sherman began his **March to the Sea**. His troops cut a path of destruction through Georgia that was in places 60 miles (97 km) wide. They ransacked houses, burned crops, and killed cattle. By December 21, 1864, they had reached the coast and seized the city of Savannah.

After reaching the sea, Sherman turned north and headed into South Carolina—the state that many people believed had started the Civil War. "The whole army," Sherman wrote, "is burning with an insatiable desire to wreak vengeance upon South Carolina." As one of Sherman's soldiers declared about South Carolina, "Here is where treason began and . . . here is where it shall end."

The troops burned and **pillaged**, or looted, nearly everything in front of them. At least 12 towns were set on fire, including Columbia, the state capital. The march demoralized Southerners. As one South Carolinian wrote, "All is gloom, despondency and inactivity. Our army is demoralized and the people panic stricken . . . to fight longer seems madness."

**Reading Check Examining** Why did General Sherman march his army through Georgia?

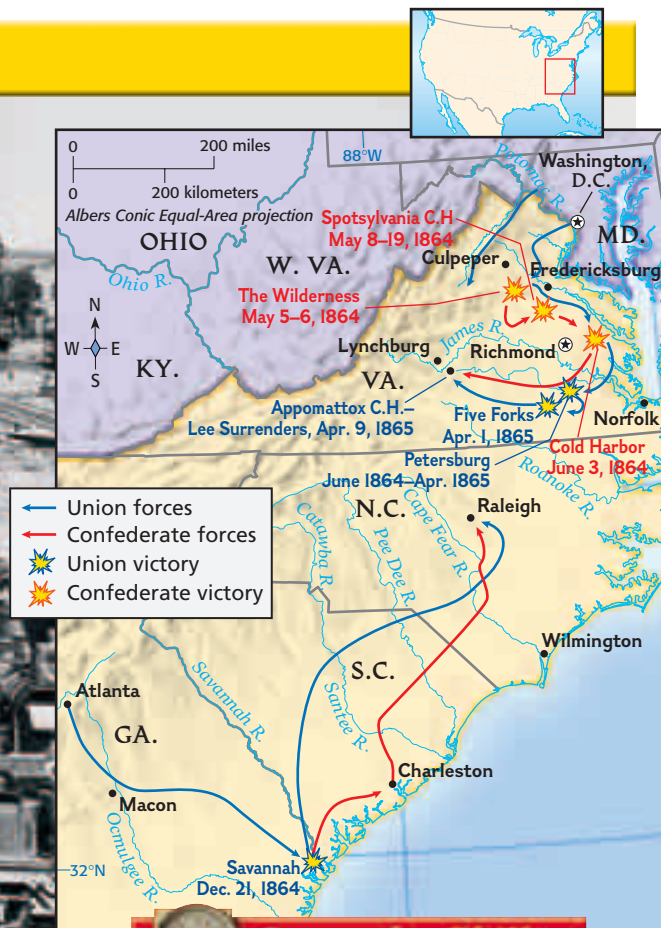
## The South Surrenders

When Sherman and Grant began their campaigns in the spring of 1864, Lincoln knew that his own reelection depended on their success. By summer, sensing the public's anger over the costly war, Lincoln confided to an army officer, "I am going to be beaten." He did not know that the war was rapidly approaching its conclusion. Only a few months later, the Confederacy was on the verge of collapse.

**The Election of 1864** To oppose Lincoln in the 1864 election, the Democrats nominated General George McClellan, whose popularity had remained high despite his dismissal earlier in the war. Playing to the country's growing war weariness, McClellan promised to stop the hostilities and open negotiations with the South to restore the Union peaceably.

The capture of Atlanta came just in time to revitalize Northern support for the war and for Lincoln himself. The president won reelection with 55 percent of the popular vote.

Lincoln interpreted his reelection as a **mandate**, or clear sign from the voters, to end slavery permanently by amending the Constitution. To get the amendment through Congress, Republicans appealed to Democrats who were against slavery to help them. On January 31, 1865, the **Thirteenth Amendment** to the



— Union forces  
 — Confederate forces  
 ★ Union victory  
 ★ Confederate victory

**Geography Skills**

- Interpreting Maps** How long did the siege of Petersburg last?
- Applying Geography Skills** Why did Sherman conduct his march through the South?



Constitution, banning slavery in the United States, narrowly passed the House of Representatives and was sent to the states for ratification.

**Surrender** Meanwhile, in the trenches near Petersburg, Lee knew that time was running out. On April 1, 1865, Union troops led by Phil Sheridan cut the last rail line into Petersburg at the Battle of Five Forks. The following night, Lee's troops withdrew from their positions near the city and raced west.

Lee's desperate attempt to escape Grant's forces failed when Sheridan's cavalry got ahead of Lee's troops and blocked the road at **Appomattox Courthouse**. When his troops failed to break through, Lee sadly observed, "There is nothing left for me to do but go and see General Grant, and I would rather die a thousand deaths." With his ragged and battered troops surrounded and outnumbered, Lee surrendered to Grant on April 9, 1865.

Grant's generous terms of surrender guaranteed that the United States would not prosecute Confederate soldiers for treason. When Grant agreed to let Confederates take their horses home "to put in a crop to carry themselves and their families through the next winter," Lee thanked him, adding that the kindness would "do much toward conciliating our people." As Lee left, he shook hands with Ely Parker, a Seneca who served as Grant's secretary. "I am glad to see a real American here," Lee told the Native American. Parker replied, "We are all Americans."

**Lincoln's Assassination** With the war over, Lincoln described his plan to restore the Southern states to the Union, and in the speech he mentioned including

African Americans in Southern state governments. One listener, the actor **John Wilkes Booth**, sneered to a friend, "That is the last speech he will ever make."

The president's advisers repeatedly warned him not to appear unescorted in public. Nevertheless, Lincoln went to Ford's Theater with his wife on the evening of April 14, 1865, to see a play. During the third act, Booth slipped quietly behind him and shot the president in the back of the head.

Lincoln's death shocked the nation. Once viewed as a rustic, unsophisticated man not suited for the presidency, Lincoln had become the Union's greatest champion. The usually stern General Grant wept openly as Lincoln's body lay in state at the White House. Tens of thousands of men, women, and children lined railroad tracks across the nation as Lincoln's body was transported back to Springfield, Illinois.

**Aftermath of the Civil War** The North's victory in the Civil War strengthened the power of the federal government over the states. It also transformed American society by finally ending the enslavement of millions of African Americans. At the same time, it left the South socially and economically devastated.

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

 **Reading Check** **Explaining** Why did President Lincoln doubt he could win the 1864 election?

## SECTION 5 ASSESSMENT

### Checking for Understanding

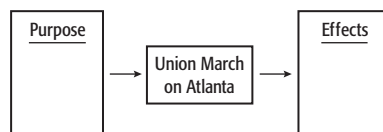
1. **Define:** *pillage, mandate.*
2. **Identify:** Philip Sheridan, "Sherman neckties," March to the Sea, Thirteenth Amendment, Appomattox Courthouse, John Wilkes Booth.
3. **Describe** how General Grant conducted the Confederate surrender.

### Reviewing Themes

4. **Individual Action** How did Northern military strategy change after General Ulysses S. Grant took command of the Union army?

### Critical Thinking

5. **Evaluating** What was the effect of Farragut's blockade of Mobile Bay?
6. **Organizing** Complete a graphic organizer similar to the one below by listing the purpose for the Union march on Atlanta and the effects of the city's capture on the North and South.



### Analyzing Visuals

7. **Examining Charts** Examine the charts of war deaths on page 378. What would account for the thousands of non-battle deaths listed in one of the charts?

### Writing About History

8. **Descriptive Writing** Take on the role of a reporter living in Georgia during General Sherman's March to the Sea. Write a brief article describing the Union's actions and their effects on the people living there.

# Technology SKILLBUILDER

## Evaluating a Web Site

### Why Learn This Skill?

The Internet has become a valuable research tool. It is convenient to use, and the information contained on the Internet is plentiful. However, some Web site information is not necessarily accurate or reliable. When using the Internet as a research tool, you will need to distinguish between quality information and inaccurate or incomplete information.

### Learning the Skill

There are a number of issues to consider when evaluating a Web site. Most important is to check the accuracy of the source and content. The author and publisher or sponsor of the site should be clearly indicated, and the user must also determine the usefulness of the site. The information on the site should be current, and the design and organization of the site should be appealing and easy to navigate.

To evaluate a Web site, ask yourself the following questions:

- Are the facts on the site documented?
- Is more than one source used for background information within the site?
- Are the links within the site appropriate and up-to-date?
- Is the author clearly identified?
- Does the site contain links to other useful resources?
- Is the information easy to access? Is it properly labeled?
- Is the design appealing?

### Practicing the Skill

Visit the following Web site and answer the questions that follow.

<http://sunsite.utk.edu/civil-war/>

- 1 Who is the author or sponsor of the Web site?
- 2 What links does the site contain? Are they appropriate to the topic?



- 3 What sources were used for the information contained on the site?
- 4 Is the design of the site appealing? Why or why not?
- 5 How is the home page organized?

### Skills Assessment

Complete the Practicing Skills questions on page 383 and the Chapter 11 Skill Reinforcement Activity to assess your mastery of this skill.

### Applying the Skill

**Comparing Web Sites** Locate two other Web sites about the Civil War. Evaluate them for accuracy and usefulness, and then compare them to the site featured above. Be certain to go through the various links that the site includes so that you can do a thorough evaluation of the site. Share your findings with the class.



Glencoe's **Skillbuilder Interactive Workbook, CD-ROM Level 2**, provides instruction and practice in key social studies skills.

## Reviewing Key Terms

On a sheet of paper, use each of these terms in a sentence.

- greenback
- conscription
- habeas corpus
- attrition
- bounty
- blockade runner
- hardtack
- forage
- siege
- pillage
- mandate

## Reviewing Key Facts

- Identify:** Robert E. Lee, Copperheads, *Trent* Affair, "Stonewall" Jackson, Ulysses S. Grant, George B. McClellan, Emancipation Proclamation, 54th Massachusetts, Henry Wirz, George Meade, William Tecumseh Sherman, Thirteenth Amendment, John Wilkes Booth.
- What were the military advantages of the North and South at the start of the Civil War?
- What effects did the Emancipation Proclamation have on the war?
- How did the Civil War affect the economies of the North and the South?

## Critical Thinking

- Analyzing Themes: Civic Rights and Responsibilities** President Lincoln suspended writs of habeas corpus to prevent interference with the draft. Do you think suspending civil liberties is justified in some situations? Why or why not?
- Interpreting Primary Sources** At the beginning of the Civil War, Robert E. Lee wrote to his sister, Mrs. Anne Marshall, of his decision to resign from the U.S. Army. Read the excerpt and answer the questions that follow.

## Chapter Summary

1861	1862	1863	1864	1865
<b>Military Campaigns</b>				
<p><b>July</b></p> <ul style="list-style-type: none"> <li>The Battle of Bull Run (Manassas) demonstrates that the war will not be over quickly.</li> </ul> <p><b>September</b></p> <ul style="list-style-type: none"> <li>Grant leads troops into Kentucky and Missouri.</li> </ul>	<p><b>March</b></p> <ul style="list-style-type: none"> <li>Two ironclad ships, the <i>Monitor</i> and the <i>Virginia</i>, battle to a draw.</li> </ul> <p><b>April</b></p> <ul style="list-style-type: none"> <li>The Battle of Shiloh makes General Grant well known.</li> </ul> <p><b>May</b></p> <ul style="list-style-type: none"> <li>Union forces capture New Orleans.</li> </ul> <p><b>September</b></p> <ul style="list-style-type: none"> <li>The Battle of Antietam marks the bloodiest one-day battle in U.S. history.</li> </ul>	<p><b>July</b></p> <ul style="list-style-type: none"> <li>The Battle of Gettysburg turns the tide of war in favor of the Union.</li> </ul>	<p><b>May</b></p> <ul style="list-style-type: none"> <li>Grant and Lee battle in the Wilderness and at Spotsylvania.</li> </ul> <p><b>June</b></p> <ul style="list-style-type: none"> <li>Grant and Lee battle at Cold Harbor.</li> <li>The siege of Petersburg begins.</li> </ul> <p><b>September</b></p> <ul style="list-style-type: none"> <li>Atlanta falls.</li> </ul> <p><b>November</b></p> <ul style="list-style-type: none"> <li>William Sherman begins his destructive March to the Sea.</li> </ul>	<p><b>April</b></p> <ul style="list-style-type: none"> <li>Lee surrenders to Grant at Appomattox Courthouse.</li> </ul>

## Domestic and Foreign Affairs

<p><b>April</b></p> <ul style="list-style-type: none"> <li>Elizabeth Blackwell starts the nation's first training program for nurses.</li> <li>President Lincoln orders a blockade of all Confederate ports.</li> </ul> <p><b>November</b></p> <ul style="list-style-type: none"> <li>The <i>Trent</i> Affair increases tension between Great Britain and the United States.</li> </ul>	<p><b>April</b></p> <ul style="list-style-type: none"> <li>The South introduces conscription for military service.</li> </ul>	<p><b>January</b></p> <ul style="list-style-type: none"> <li>Lincoln's Emancipation Proclamation goes into effect.</li> </ul> <p><b>April</b></p> <ul style="list-style-type: none"> <li>Food shortages in the South lead to rioting.</li> </ul> <p><b>November</b></p> <ul style="list-style-type: none"> <li>Lincoln delivers the Gettysburg Address.</li> </ul>	<p><b>March</b></p> <ul style="list-style-type: none"> <li>Lincoln promotes Ulysses S. Grant to general-in-chief of the Union army.</li> </ul> <p><b>November</b></p> <ul style="list-style-type: none"> <li>Lincoln is reelected.</li> </ul>	<p><b>January</b></p> <ul style="list-style-type: none"> <li>The Thirteenth Amendment to the Constitution, banning slavery in the United States, passes the House of Representatives.</li> </ul> <p><b>April</b></p> <ul style="list-style-type: none"> <li>John Wilkes Booth assassinates Lincoln.</li> </ul>
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CLICK HERE

# HISTORY Online



## Self-Check Quiz

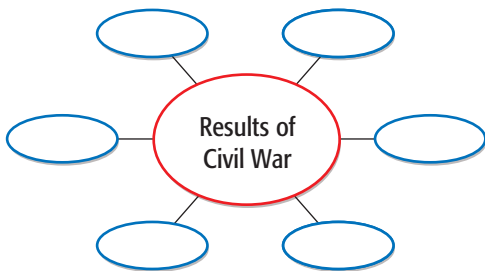
Visit the *American Vision* Web site at [tav.glencoe.com](http://tav.glencoe.com) and click on **Self-Check Quizzes—Chapter 11** to assess your knowledge of chapter content.

“My Dear Sister:

... With all my devotion to the Union and the feeling of loyalty and duty of an American citizen, I have not been able to make up my mind to raise my hand against my relatives, my children, my home. I have, therefore, resigned my commission in the Army, and, save in defense of my native state . . . I hope I may never be called on to draw my sword. I know you will blame me; but you must think as kindly of me as you can. . . .”

—from *Personal Reminiscences, Anecdotes, and Letters of General Robert E. Lee*

- a. What were Robert E. Lee’s feelings about the war?
  - b. Why did he feel it necessary to resign from the Union army and become commander of the Virginia army?
18. **Organizing** Complete a graphic organizer similar to the one below by explaining the results of the Civil War on the nation.



## Practicing Skills

19. **Evaluating a Web Site** Go through the steps described on page 381 for evaluating a Web site. Then search the Internet for Web sites that deal with prisoners of war during the Civil War. Write a report describing the best and worst sites.

## Writing Activity

20. **Portfolio Writing** Write a newspaper article about the surrender of General Robert E. Lee. Write the article from the perspective of either a Southern or Northern reporter.

## Chapter Activity

21. **Technology** Imagine that you are a travel agent preparing a vacation for a family interested in visiting battle sites of the Civil War and Civil War museums in the United States. Search the Internet to find such sites. Using this information, prepare a brochure on the sites.



## Geography and History

22. The map above shows the Peninsula Campaign of 1862. Study the map and answer the questions below.
- a. **Interpreting Maps** How did McClellan move his troops to the southern end of the peninsula?
  - b. **Applying Geography Skills** What disadvantages did both armies face while fighting on the peninsula?



## Standardized Test Practice

**Directions:** Choose the phrase that best completes the statement below.

One advantage the Southern states held during the Civil War was that

- F they received military and financial support from the British and the French.
- G many battles occurred on lands with which Southerners were more familiar.
- H the largest weapons factories were located in the South.
- J most people in the country agreed with the position of Southern states.

**Test-Taking Tip:** When you are not sure of an answer, it can be helpful to use the process of elimination. For example, you probably remember (from Section 1) that the North had a greater population than the South. Therefore, you can eliminate answer J.