

Sectionalism and Civil War

(1820–1865)

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ETEXT



INTERACTIVE



WRITING



GAMES



WORKSHEET



ASSESSMENT

Go back to the 1820s

and the era of **SECTIONALISM
AND THE CIVIL WAR.**


Why? Because it was during
this time that the seeds
of the Civil War were sown.
Learn what caused this
terrible conflict.

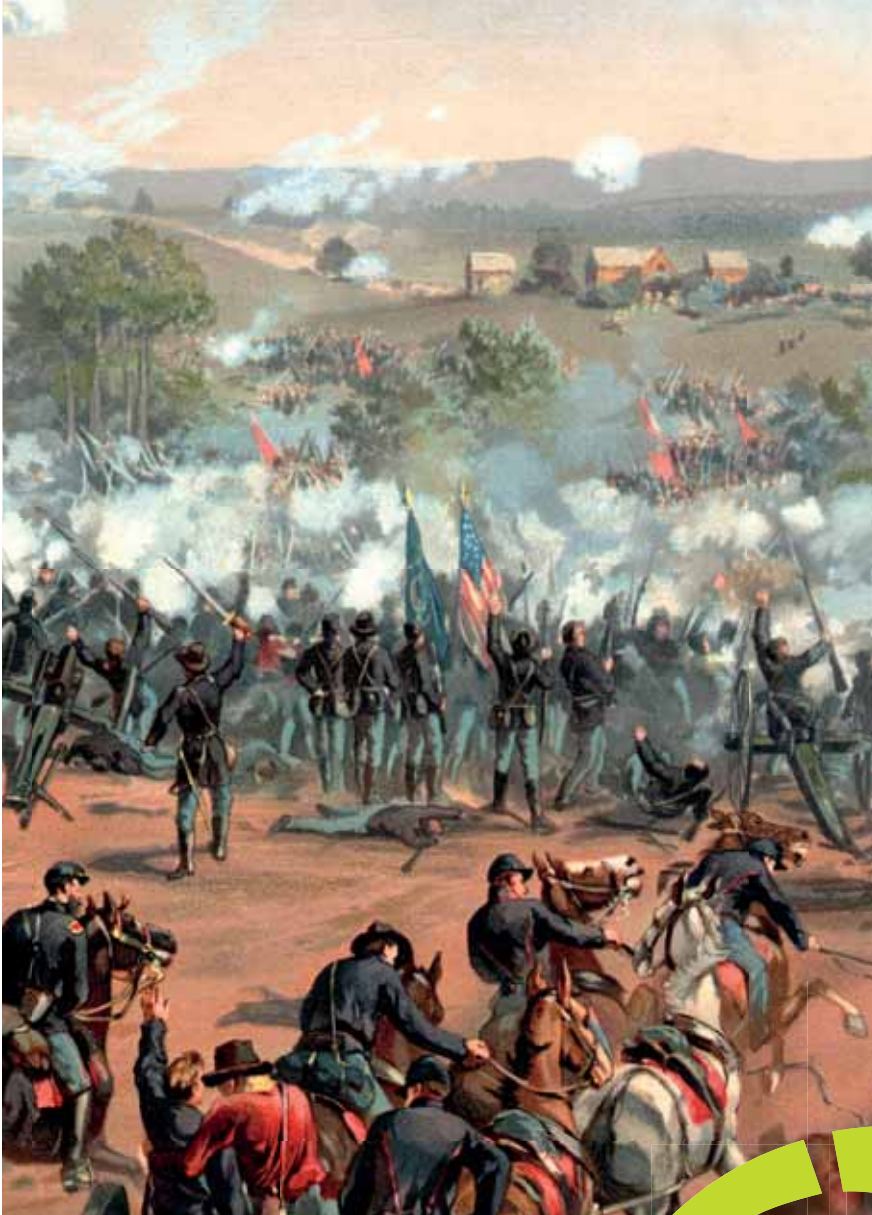
Explore

The Essential Question

When is war justified?

In 1861, southern states quit the Union. President Lincoln had to decide if that was a good enough reason to go to war. What did Lincoln have to consider in making the decision?

Unlock the Essential Question in your
 Active Journal.



Read

about events leading up to the Civil War, the decisions leaders made, and the conflict that raged for four years.

Lesson 1 Conflicts and Compromises

Primary Source Harriet Beecher Stowe, *Uncle Tom's Cabin*

Lesson 2 Growing Tensions

Lesson 3 Division and the Outbreak of War

Lesson 4 The Course of War

Lesson 5 Emancipation and Life in Wartime

Primary Source Abraham Lincoln, The Emancipation Proclamation

Lesson 6 The War's End



Watch

 **NBC LEARN**



 **BOUNCE TO ACTIVATE**  **VIDEO**

Robert E. Lee, the Marble Man

Learn about Robert E. Lee's leadership at the Battle of Chancellorsville.





▲ The Battle of Gettysburg, 1863

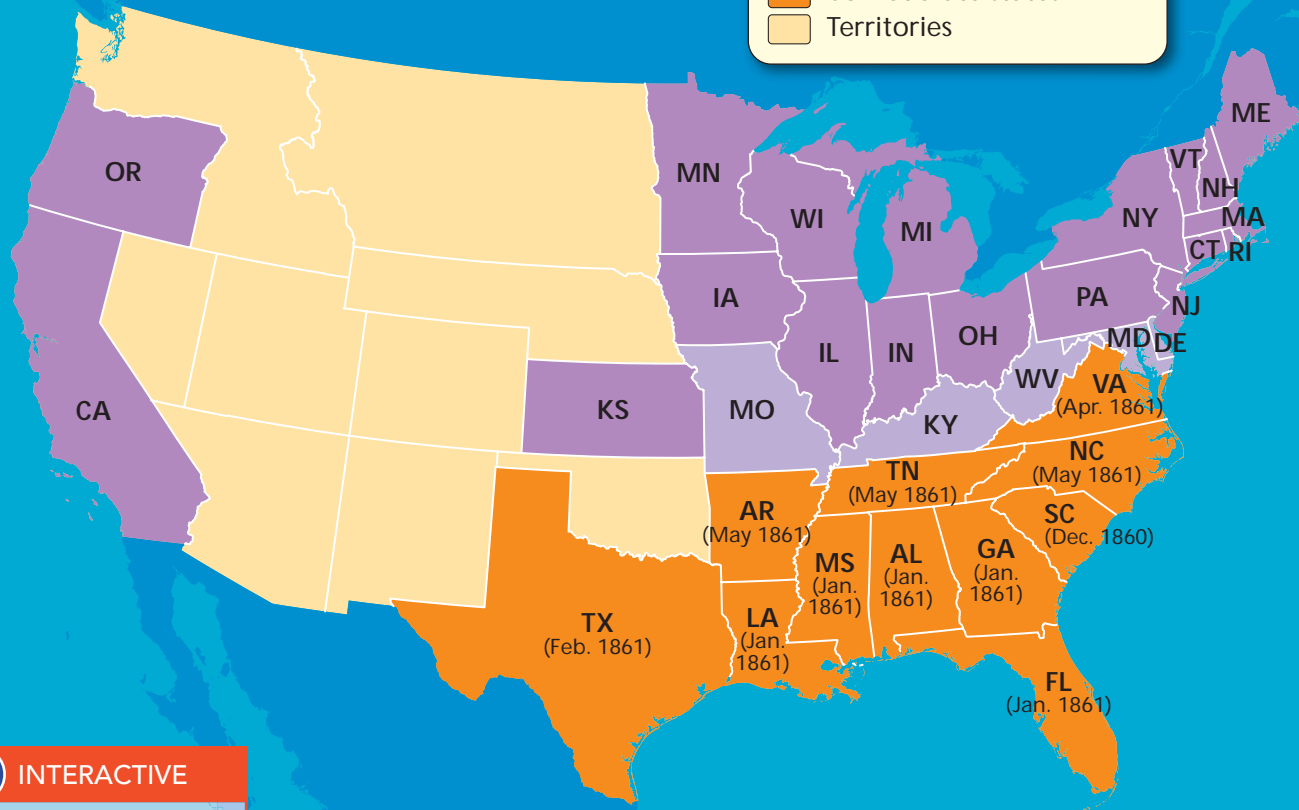
TOPIC
8


Sectionalism and Civil War

Learn more about Sectionalism and the Civil War by making your own map and timeline in your  Active Journal.

KEY

-  Free Union states
-  Border states (Slave states that stayed in the Union)
-  Confederate states
-  Territories



 **INTERACTIVE**
Topic Timeline

What happened and when?

Tensions between states over slavery . . . compromises to keep the nation together . . . political divisions and courtroom drama . . . and then a long and bloody civil war. Explore the timeline to see some of what was going on in the United States and in the rest of the world.

1850
Compromise of 1850,
Fugitive Slave Act

TOPIC EVENTS

1820	1830	1840
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WORLD EVENTS

1820
African American colonists set sail for Liberia

1821
Mexico and most of Central America gain independence from Spain



INTERACTIVE

Topic Map

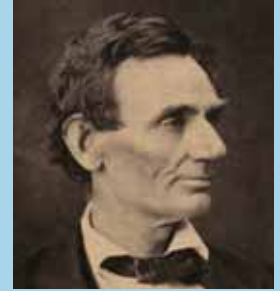
Where was the Civil War fought?

The Civil War involved the whole United States, but most of the battles occurred in the Southern states that seceded from the Union and formed the Confederate States of America.



BY TELEGRAPH.
 Sunday, April 14, 1861
**Fort Sumpter Sur-
 rendered!**
MAJ. ANDERSON
A PRISONER OF WAR
 &c. &c. &c.

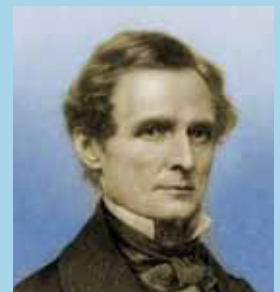
Who will you meet?



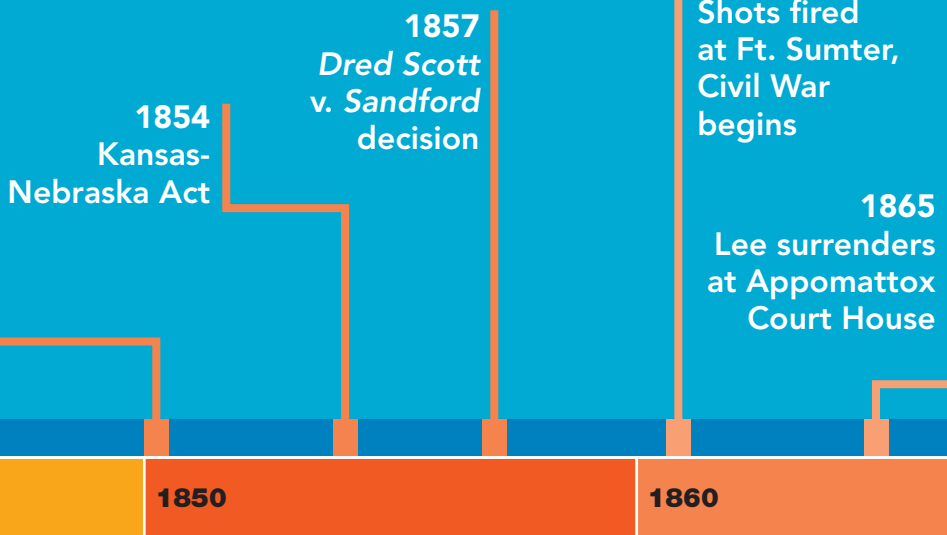
Abraham Lincoln, war President



Clara Barton, battlefield nurse



Jefferson Davis, leader of the Confederacy



1845
Great Famine begins in Ireland

1866
Transatlantic cable completed

Quest

Project-Based Learning Inquiry

A Lincoln Website


Quest KICK OFF

It is 1863, and you have come to hear President Lincoln dedicate a cemetery. As you listen to him speak, his words sound familiar.


How did Abraham Lincoln's writings and speeches relate to the Declaration of Independence?

With your team, explore the answer in this Quest, and then create a website to share your findings.

1 Ask Questions

In your  Active Journal write questions about Lincoln and the Declaration of Independence to guide your Quest.

2 Investigate


As you read the lessons in this Topic, look for **Quest CONNECTIONS** to help you make connections between Lincoln's speeches and writings and the Declaration of Independence. Take notes about what you learn in your  Active Journal.

3 Conduct Research

Now examine some of Lincoln's speeches and writings. In particular, read the Emancipation Proclamation (1863) Primary Source feature in Lesson 5, the "House Divided" speech (1858), the Gettysburg Address (1863), and the first and second inaugural addresses (1861, 1865). As you read, look for more connections.

Quest FINDINGS

4 Create a Web Site

Working with your team, create a two-page website so you can share your findings. Get help for this task in your  Active Journal.



▲ President Lincoln, 1862

LESSON 1

Conflicts and Compromises



BOUNCE
TO ACTIVATE



VIDEO

GET READY TO READ

START UP


This picture shows enslaved people escaping to freedom. What kinds of risks did they face?

GUIDING QUESTIONS


- Why did conflict arise over the issue of slavery in the western territories?
- How did Congress try to resolve the issue of slavery?
- How did *Uncle Tom's Cabin* affect attitudes toward slavery?

TAKE NOTES

Literacy Skills Compare and Contrast

Use the Graphic Organizer in your  Active Journal to take notes as you read the lesson.

PRACTICE VOCABULARY

Use the Vocabulary Builder in your  Active Journal to practice these words.

Vocabulary

Missouri	fugitive
Compromise	civil war
popular sovereignty	Compromise of 1850
Free-Soil Party	Fugitive Slave Act
secede	

Academic Vocabulary

resolve
propose

In 1819, there were 11 free states in the North and 11 slave states in the South. The North and South had different economies, political views, and ideas about slavery. These differences created a growing sectionalism. Sectionalism is a rivalry or tension that develops between people who are loyal to their section, or region, of the country. This era of sectionalism lasted from the 1810s to the 1860s. As a result of sectionalism, there were many political conflicts over issues important to each region.

The Missouri Compromise

Before 1819, the equal number of slave and free states balanced the sectional divide. In that year, however, Missouri applied to join the Union as a slave state. Immediately, a crisis erupted. Missouri's admission would give the South a majority in the Senate. Determined not to lose power, northerners opposed letting Missouri enter as a slave state.

Missouri Compromise, 1820



GEOGRAPHY SKILLS

The map shows how the Missouri Compromise divided the territories at latitude 36°30' N. All states that would be formed from the territory north of this line would be free states.

- Location** Based on the map, how was Missouri an exception to the terms of the Missouri Compromise?
- Analyze Maps** Based on the information in the map, how did the Missouri Compromise preserve a balance of power in the Senate?

The argument lasted many months. During the long debate, Maine had also applied for statehood. Finally, Senator Henry Clay suggested admitting Missouri as a slave state and Maine as a free state. His plan, the **Missouri Compromise**, kept the number of slave and free states equal.

Under the provisions of the Missouri Compromise, Congress drew an imaginary line extending the southern border of Missouri at latitude 36°30' N. Slavery was permitted in the part of the Louisiana Purchase south of that line. It was banned north of the line. The only exception was Missouri itself.

READING CHECK **Check Understanding** Why did Missouri's application to join the Union as a slave state spark a crisis?

How Did Western Expansion Increase Tensions?

The Missouri Compromise applied only to the Louisiana Purchase. By 1846, however, there were rumblings of a war with Mexico, and the United States expected to gain vast new lands. Once again, the question of slavery in the territories arose.


The Wilmot Proviso Divides Congress Many northerners feared that the South would extend slavery into the West. Congressman David Wilmot of Pennsylvania called for a law to ban slavery in any territories won from Mexico. Southern leaders angrily opposed this Wilmot Proviso. They said that Congress had no right to ban slavery in the West.

The House passed the Wilmot Proviso in 1846, but the Senate defeated it.

Opposing Views As the debate over slavery heated up, people took sides. Abolitionists believed slavery was morally wrong and wanted it banned throughout the country. Southern slaveholders thought that slavery should be allowed in any territory. They also demanded that enslaved African Americans who escaped to the North be returned to them. Even white southerners who did not enslave African Americans generally agreed with these ideas.

Between these two extremes, some moderates argued that the Missouri Compromise line should be extended west all the way to the Pacific. Any new state north of the line would be a free state. Any new state south of the line could allow slavery. Other moderates felt that slavery should be allowed where it existed, but it should not be expanded to new territories.

Still others supported the idea of **popular sovereignty**, or the right of people to create their government. Under popular sovereignty, voters in a territory would decide for themselves whether or not to allow slavery.

 **READING CHECK Draw Conclusions** Why did the Missouri Compromise fail to solve the issue of slavery?

The Free-Soil Party Opposes Slavery in the West

By 1848, many northern Democrats and Whigs opposed the spread of slavery. However, with the presidential election ahead, leaders of both parties refused to take a stand for fear of losing southern votes. Some also feared that the slavery issue would split the nation.

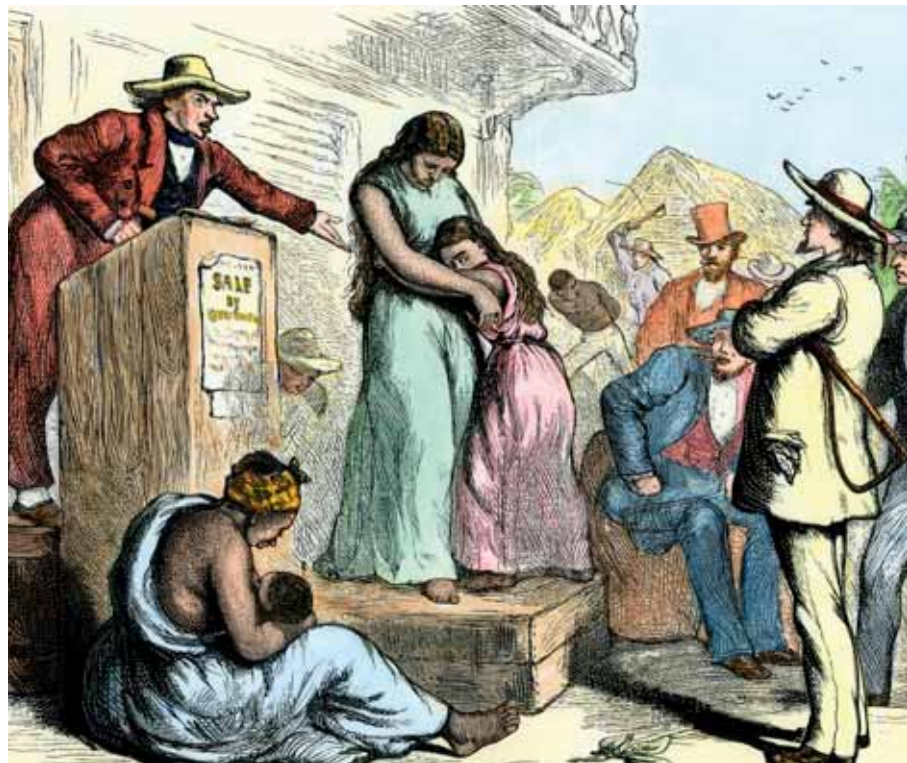
In 1848, antislavery members of both parties met in Buffalo, New York. There, they founded the **Free-Soil Party**. The party's main goal was to keep slavery out of the western territories. Only a few Free-Soilers were abolitionists who wanted to end slavery in the South.

In the 1848 presidential campaign, Free-Soilers named former President Martin Van Buren as their candidate.

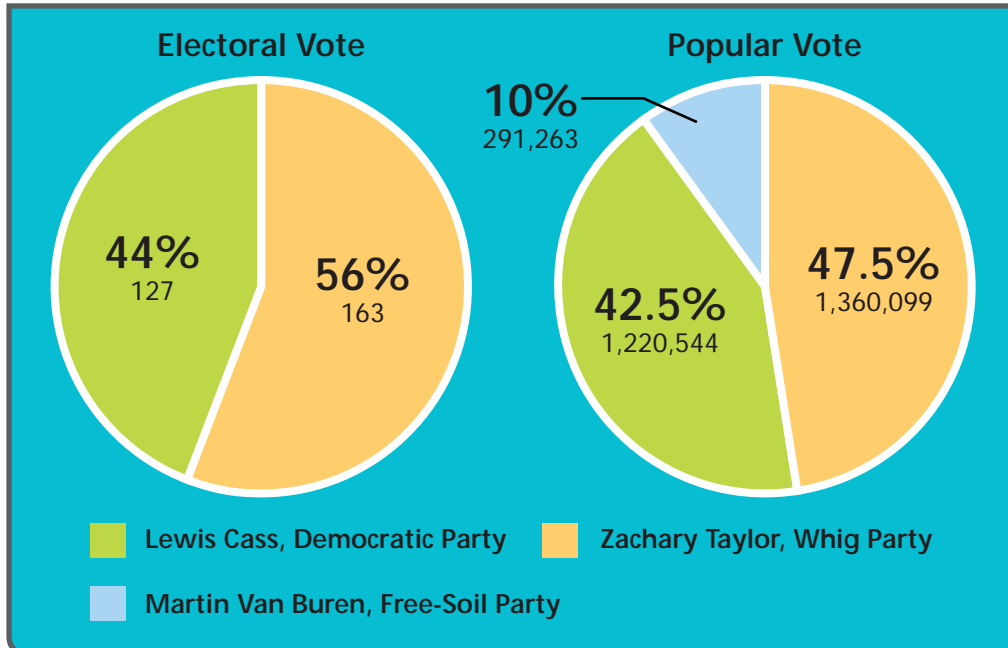
Democrats chose Lewis Cass of Michigan. The Whigs selected Zachary Taylor, a hero of the 1848 Mexican-American War.

For the first time, slavery was an important election issue. Van Buren called for a ban on slavery in the Mexican Cession—the land ceded by Mexico after the 1848 war. Cass supported popular sovereignty. Taylor did not speak on the issue, but he was a slave owner from Louisiana, so many southern voters assumed that he supported slavery.

Analyze Images As Americans debated the issue of slavery, slave auctions, like this one in Virginia, continued in the South. **Infer** How did the slave system affect African American family life?



Presidential Election of 1848



Analyze Graphs These graphs show the results of the 1848 presidential election. **Draw Conclusions** According to both pie graphs, what effect did Martin Van Buren's candidacy have on the other two candidates' electoral votes?

Zachary Taylor won the election. Still, Van Buren took 10 percent of the popular vote, and 13 other Free-Soil candidates won seats in Congress. The Free-Soil Party's success showed that slavery had become a national issue.

READING CHECK Identify Central Issues What was significant about the Free-Soil Party and the fact that slavery was a political issue for the first time?

California Reignites the Slavery Debate

For a time after the Missouri Compromise, both slave and free states entered the Union peacefully. However, when California requested admission to the Union as a free state in 1850, the balance of power in the Senate was once again threatened.

Conflict and Compromise In 1849, there were 15 slave states and 15 free states. Admitting California as a free state would upset the balance. Moreover, it seemed possible that Oregon, Utah, and New Mexico might also join the Union as free states.

Many southerners feared that the South would be hopelessly outvoted in the Senate. Some even suggested that southern states might want to **secede**, or remove themselves, from the United States. Northern congressmen, meanwhile, argued that California should enter the Union as a free state because most of the territory lay north of the Missouri Compromise line.

It was clear that the nation faced a crisis.

Conflicts Between Henry Clay and John C. Calhoun Henry Clay had won the nickname “the Great Compromiser” for working out the Missouri Compromise and the compromise Tariff of 1833, which **resolved** the Nullification Crisis. Now, decades later, the 73-year-old Clay was frail and ill. Still, he pleaded for the North and South to reach an agreement. If they failed to do so, Clay warned, the nation could break apart.

Senator John C. Calhoun of South Carolina had worked with Clay to pass the compromise Tariff of 1833, but now he opposed compromise over the extension of slavery to the West. He drafted a speech expressing his opposition.

Calhoun was dying of tuberculosis and could not speak loudly enough to address the Senate. He stared defiantly at his northern foes while Senator James Mason of Virginia read his speech.

Calhoun insisted that slavery be allowed in the western territories. In addition, he demanded that **fugitives**, or African Americans who had fled slavery, be returned to their owners. He wanted northerners to admit that slaveholders had the right to reclaim their “property.”

Academic Vocabulary

resolve • v., to find an answer or solution to something

▼ The U.S. Senate debating California admission. ① Henry Clay thought northern and southern interests could be aligned. ② Daniel Webster feared the possibility of a civil war more than the spread of slavery. ③ John C. Calhoun insisted on states’ rights and preserving slavery.



Did you know?

In February 1850, President Taylor threatened to personally lead the U.S. Army to capture secessionist rebels and have them hanged for treason. He died two months later.



Calhoun's demands were based on his belief in states' rights. He believed the federal government's power over the states was limited. As Calhoun saw it, states had chosen to give authority to the federal government; therefore, he believed, states had the right to decide how much authority to give, and they could cancel the agreement if they wished.

If the North rejected the South's demands, Calhoun told the Senate, "let the states . . . agree to part in peace. If you are unwilling that we should part in peace, tell us so, and we shall know what to do." Everyone knew what Calhoun meant. If an agreement could not be reached, the South would use force to leave the Union.

Daniel Webster Offers Compromise Daniel Webster of Massachusetts spoke next. He had opposed Clay's compromise Tariff of 1833. Now, he supported Clay's plea to save the Union. Webster stated his position clearly:

Primary Source

"I speak today not as a Massachusetts man, nor as a northern man, but as an American. . . . I speak today for the preservation of the Union. . . . There can be no such thing as a peaceable secession."

—Daniel Webster, Speech in the U.S. Senate, July 17, 1850

Webster opposed the concept of states' rights. He believed that in a union the federal authority was supreme. He feared that the states could not separate without suffering a bloody civil war. A **civil war** is a war between people of the same country.

Like many northerners, Webster viewed slavery as evil. The breakup of the United States, however, he believed was worse. To save the Union, Webster was willing to compromise. He would support southern demands that northerners be forced to return fugitives from slavery.

READING CHECK **Check Understanding** Why did Daniel Webster, an avowed opponent of slavery, agree to support returning to their owners African Americans who had escaped slavery?

A Compromise Holds the Union Together

In 1850, as the debate raged, both Calhoun and President Taylor died. The new president was Millard Fillmore. Unlike Taylor, he encouraged Clay to seek a compromise.

The Compromise of 1850 Addresses Regional Concerns

Henry Clay gave more than 70 speeches in favor of a compromise. At last, Clay **proposed** the **Compromise of 1850**. By then, however, he had become too sick to continue. Stephen Douglas of Illinois took up the fight for him and guided Clay's plan through Congress.

Academic Vocabulary

propose • *v.*, to suggest something for people to consider

The Compromise of 1850 had five main provisions. First, it allowed California to enter the Union as a free state. There would be 16 free states and 15 slave states. Second, it divided the rest of the Mexican Cession into the territories of New Mexico and Utah. Voters in each state would decide the slavery question by popular sovereignty.

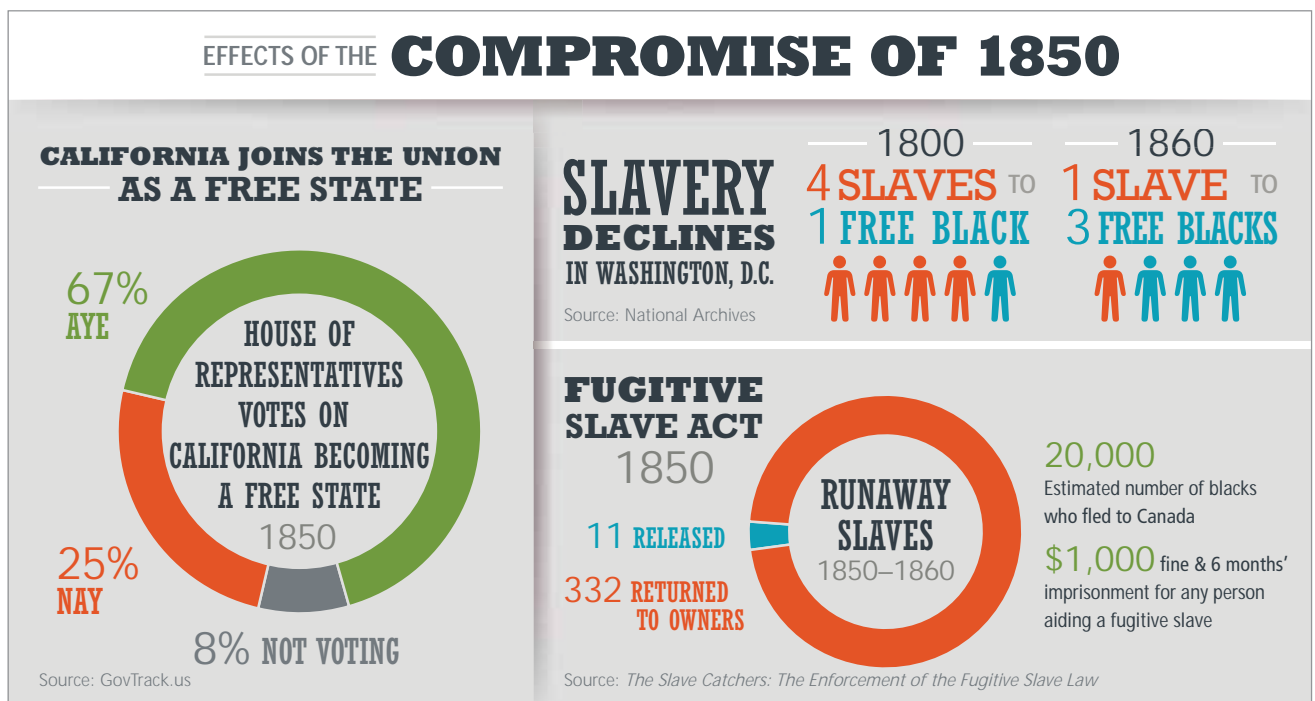
Third, it ended the slave trade in Washington, D.C., the nation’s capital. Congress, however, declared that it had no power to ban the slave trade between slave states. Fourth, it included a strict fugitive slave law. Fifth, it settled a border dispute between Texas and New Mexico.

The Fugitive Slave Act Helps the South The **Fugitive Slave Act** of 1850 replaced the Fugitive Slave Act of 1793, which slave owners believed was too weak. Under the 1793 law, many northerners had refused to cooperate with slave owners who were trying to capture escapees and return them to slavery. The new law required all citizens to help catch African Americans trying to escape slavery. People who let fugitives escape could be fined \$1,000 and jailed.

The Fugitive Slave Act also set up special courts to handle the cases of runaways. Suspects were not allowed a jury trial. Judges received \$10 for sending an accused runaway to slavery but only \$5 for setting someone free. Lured by the extra money, some judges sent African Americans to the South whether or not they were runaways.

Northern Anger Over the Fugitive Slave Act The Compromise of 1850 had the effect of holding the union together for a while longer. However, the conflict between the North and the South over the issues of slavery and its expansion remained. Many in the North and in the South were not satisfied with the compromise.

Analyze Graphs The graphic shows some effects of the Compromise of 1850. **Infer** Based on the information in the circle graph, what can you infer about the reason congressional representatives from slave states agreed to the Compromise of 1850?





INTERACTIVE

The Fugitive Slave Act

Antislavery northerners were particularly angry about the Fugitive Slave Act. By forcing them to catch runaways, the law made northerners part of the slave system. Northerners found it harder to believe that slavery was a southern problem that they could ignore. In several northern cities, crowds protested by trying to rescue fugitives from their captors.

To counter the Fugitive Slave Act, many northern states passed personal liberty laws. These laws made it harder to recapture those accused of running away. The laws brought suspects before judges, provided jury trials, and prohibited kidnapping.

Some laws also gave legal assistance. One state, Vermont, declared free any enslaved person who entered the state. Southerners were outraged by these laws and called any interference with the Fugitive Slave Act unconstitutional.

Analyze Images This poster advertised a \$100 reward for the capture and return of Robert Porter, who had escaped from enslavement.

Draw Conclusions How did slavery affect people who lived in free states?

READING CHECK **Generate Explanations** How did the Fugitive Slave Act of 1850 increase tensions between northerners and southerners?

A Book Sways the North Against Slavery

In 1852, Harriet Beecher Stowe of New England published a novel called *Uncle Tom's Cabin*. The novel shows the evils of slavery and the injustice of the Fugitive Slave Act.

A Powerful Story Appeals to Northerners

Stowe told the story of Uncle Tom, an enslaved African American known for his kindness and piety. Tom's world is shattered when he is bought by the brutal Simon Legree. When Tom refuses to reveal the whereabouts of two runaways, Legree whips him to death.

The novel quickly became a best seller. The first printing of 5,000 copies sold out in two days. Within a year, 300,000 copies were sold. Eventually, the book sold millions of copies and was translated into dozens of languages.

Nationwide Reaction Is Mixed

Although *Uncle Tom's Cabin* was popular in the North, southerners objected to it. They claimed that it did not give a true picture of slave life and did not show the good side of slavery. Indeed, Stowe had seen little of slavery firsthand.

100 DOLLS. REWARD.

RAN AWAY

From me, on Saturday, the 19th inst.,


Negro Boy Robert Porter,
aged 19; heavy, stoutly made;
dark chesnut complexion;
rather sullen countenance,
 with a down look; face large; head low on the shoulders. I believe he entered the City of Washington on Sunday evening, 20th inst. He has changed his dress probably, except his boots, which were new and heavy.

I will give \$50 if taken and secured in the District of Columbia, or \$100 if taken north of the District, and secured in each case and delivered before the reward shall be good.

Dr. J. W. THOMAS.
 Pomunky P. O., Charles Co., Md.



Despite such objections, *Uncle Tom's Cabin* helped change the way northerners felt about slavery. No longer could they ignore slavery as a political problem for Congress to settle. More and more northerners now saw slavery as a moral problem facing every American. For this reason, *Uncle Tom's Cabin* was one of the most important books in American history.

 **READING CHECK** **Check Understanding** What was the political significance of *Uncle Tom's Cabin*?

Analyze Images This painting shows a family attempting to escape from slavery. **Use Visual Information** What do you imagine each of these people is thinking?


 **INTERACTIVE**
Uncle Tom's Cabin

Lesson Check

Practice Vocabulary

1. What did it mean when the **Compromise of 1850** allowed **popular sovereignty** to decide the slavery question?
2. Why did both John C. Calhoun and Daniel Webster suggest that a **civil war** would result if a state tried to **secede**?
3. Who were African American **fugitives**?

Critical Thinking and Writing

4. **Understand Effects** What were the long-term effects of the Missouri Compromise?
5. **Compare and Contrast** the actions of Northern states to nullify the Fugitive Slave Act with the actions of Southern states to nullify the tariff of 1832.
6. **Writing Workshop: Consider Your Purpose** You will be writing an informative essay on the differences between the North and South before, during, and after the Civil War. In your  **Active Journal**, describe what you will need to do to satisfy the requirements of the task.



Harriet Beecher Stowe, *Uncle Tom's Cabin*

Stowe's 1852 novel brought attention across the North to the evils of slavery. In this excerpt, Simon Legree explains to a stranger how he treats enslaved people.

◀ Harriet Beecher Stowe

Reading and Vocabulary Support

- ① Here, *constitution* refers to the health or physical condition of a person.
- ② Why does Simon say he doesn't try to "make 'em hold out"?
- ③ *Repressed* means to hold in feelings and not express them.
- ④ What do you think *humane* means?
- ⑤ *Sanction* means to approve or consent to. How is the planter sanctioning slavery?

"I don't go for savin' ['em]. Use up, and buy more, 's my way; . . . and I'm quite sure it comes cheaper in the end;" and Simon sipped his glass.

"And how long do they generally last?" said the stranger.

"Well, donno; 'cordin' as their constitution ① is. . . I used to, when I fust begun, have considerable trouble fussin' with 'em and trying to make 'em hold out ②,—doctorin' on 'em up when they's sick, and givin' on 'em clothes and blankets, and what not, tryin' to keep 'em all sort o' decent and comfortable. . . Now, you see, I just put 'em straight through, sick or well. When one [of 'em's] dead, I buy another. . ."

The stranger turned away, and seated himself beside a gentleman, who had been listening to the conversation with repressed ③ uneasiness.

"You must not take that fellow to be any specimen of Southern planters," said he. . . "[T]here are also many considerate and humane ④ men among planters."

"Granted," said the young man; "but, in my opinion, . . . if it were not for your sanction ⑤ and influence, the whole system could not keep foothold for an hour. If there were no planters except such as that one," said he, . . . "the whole thing would go down like a millstone. It is your respectability and humanity that licenses and protects his brutality."

Analyzing Primary Sources

Cite specific evidence from the document to support your answers.

1. **Identify Implied Main Ideas** How might Simon's dialogue about his enslaved workers make readers feel about slaveholders and slavery?
2. **Explain an Argument** According to the young man, how did "considerate and humane" planters keep slavery from dying out?
3. **Determine Author's Purpose** Based on this excerpt, why did Stowe write this novel?

LESSON 2

Growing Tensions



BOUNCE
TO ACTIVATE



VIDEO

GET READY TO READ

START UP

Why do you think people, such as these Border Ruffians in Kansas, were so determined in their support of slavery?

GUIDING QUESTIONS

- What were the goals and outcomes of the Kansas-Nebraska Act?
- How did the Dred Scott case impact the nation?
- Why was the Republican Party founded, and how did Abraham Lincoln emerge as its leader?

TAKE NOTES

Literacy Skills Identify Cause and Effect

Use the graphic organizer in your Active Journal to practice the vocabulary words.

PRACTICE VOCABULARY

Use the vocabulary activity in your Active Journal to practice the vocabulary words.

Vocabulary

Kansas-Nebraska Act
Border Ruffian
guerrilla warfare
Dred Scott v. Sandford

Republican Party
arsenal
treason
martyr

Academic Vocabulary

denounce
maintain

The Compromise of 1850 dealt mainly with the Mexican Cession lands. It did not change the slavery policies for lands that had been part of the Louisiana Purchase—policies set by the Missouri Compromise. However, the Compromise of 1850 caused some people to question whether the Missouri Compromise needed to be changed.

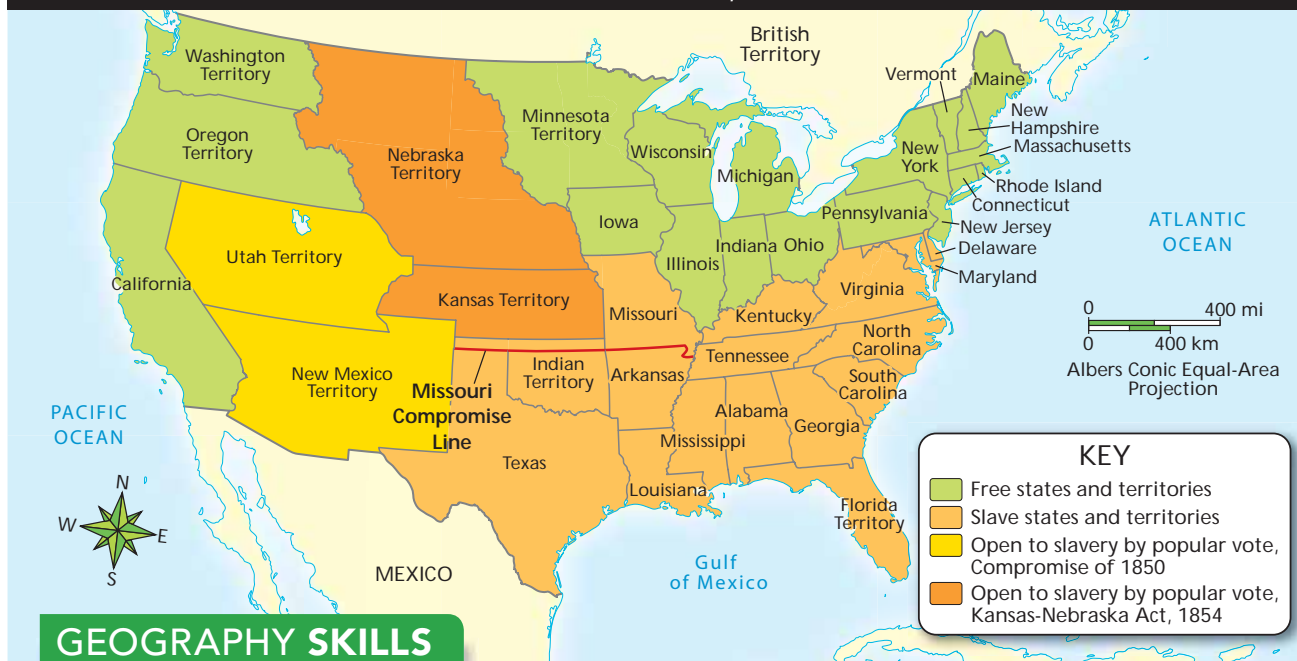
Slavery in Kansas and Nebraska

In January 1854, Senator Stephen Douglas introduced a bill to set up a government for the lands in the northwestern part of the Louisiana Purchase. This territory stretched from present-day Oklahoma north to present-day Canada, and from Missouri west to the Rockies.

Congress Chooses Popular

Sovereignty Douglas knew that white southerners did not want to add another free state to the Union. He proposed that this large region be divided into two territories, Kansas and Nebraska. The settlers in each territory would decide the issue of slavery by popular sovereignty.

Kansas-Nebraska Act, 1854



GEOGRAPHY SKILLS

The Missouri Compromise of 1820 prohibited slavery in territory north of the 36° 30' parallel.

- Locate** Which territories were opened to popular vote for slavery as a result of the Compromise of 1850?
- Analyze Information** How did the Kansas-Nebraska Act of 1854 conflict with the Missouri Compromise of 1820?

Douglas's bill was known as the **Kansas-Nebraska Act**. The Kansas-Nebraska Act seemed fair to many people. After all, the Compromise of 1850 had applied popular sovereignty in New Mexico and Utah. Southern leaders especially supported the Kansas-Nebraska Act. They expected slave owners from neighboring Missouri would move with their enslaved African Americans across the border into Kansas, and that in time, Kansas would become a slave state.

President Franklin Pierce, a Democrat elected in 1852, also supported the bill. With the president's help, Douglas pushed the Kansas-Nebraska Act through Congress.

The Kansas-Nebraska Act Ignites Sectionalist Disputes

Douglas did not realize it at the time, but he had lit a fire under a powder keg. Sectionalist arguments over slavery once again erupted, this time bringing the nation closer to civil war.

Many northerners were unhappy with the new law. The Missouri Compromise had already banned slavery in Kansas and Nebraska, they insisted. In effect, the Kansas-Nebraska Act would repeal the Missouri Compromise.

The northern reaction to the Kansas-Nebraska Act was swift and angry. Opponents of slavery called the act a "criminal betrayal of precious rights." Slavery could now spread to areas that had been free for more than 30 years.

INTERACTIVE

The Effects of the Kansas-Nebraska Act

READING CHECK **Check Understanding** Why did northerners consider the Kansas-Nebraska Act a betrayal?

Violent Clashes in Kansas

Kansas now became a testing ground for popular sovereignty. Stephen Douglas hoped that settlers would decide the slavery issue peacefully. Instead, proslavery and antislavery forces sent settlers to Kansas to fight for control.

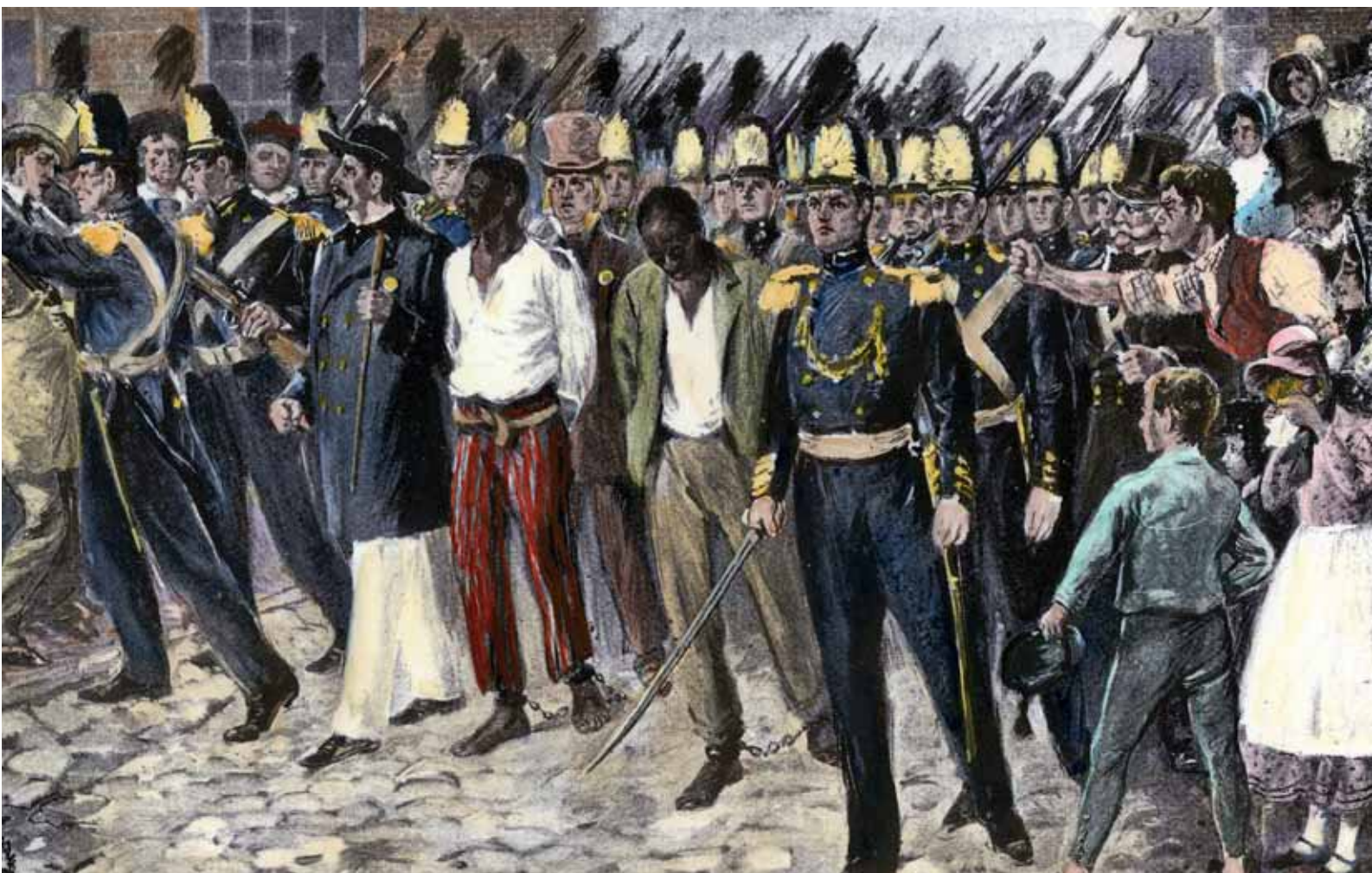
Activists Populate Kansas Most of the new arrivals were farmers from neighboring states. Their main interest in moving to Kansas was to acquire cheap land. Few of these settlers owned enslaved African Americans. At the same time, abolitionists brought in more than 1,000 settlers from New England.

Proslavery settlers moved into Kansas as well. They wanted to make sure that antislavery forces did not overrun the territory. Proslavery bands from Missouri often rode across the border. These **Border Ruffians**, as they were called, battled the antislavery forces in Kansas.

Rival Governments in Kansas In 1855, Kansas held elections to choose lawmakers. Hundreds of Border Ruffians crossed into Kansas and voted illegally. They helped to elect a proslavery legislature.

The new legislature quickly passed laws to support slavery. One law said that people could be put to death for helping enslaved African Americans escape. Another made speaking out against slavery a crime punishable by two years of hard labor. Refusing to accept these laws, antislavery settlers elected their own governor and legislature. With two rival governments, Kansas was in chaos.

Analyze Images Angry citizens in Boston protested an 1854 court order to return Anthony Burns to slavery in Virginia.
Sequence How did the Fugitive Slave Act lead to violence in the North?





Analyze Images

Proslavery

Representative Preston Brooks beat abolitionist Senator Charles Sumner on the Senate floor.

Analyze Political


Cartoons How does the cartoon portray northerners and southerners differently?

Open Fighting in Kansas In 1856, a band of proslavery men, including the town sheriff, raided the town of Lawrence. Lawrence was known as an antislavery stronghold. The attackers destroyed the Free State hotel as well as private homes and smashed the press of a Free-Soil newspaper.

John Brown, an abolitionist, decided to strike back. Brown and his five sons had moved to Kansas to help make it a free state. He claimed that God had sent him to punish supporters of slavery.

Three days after the Lawrence attacks, Brown rode with four of his sons and two or three other men to a settlement on Pottawatomie (paht uh WAHT uh mee) Creek. In the middle of the night, they dragged five proslavery settlers from their beds and murdered them.

The killings at Pottawatomie Creek led to even more violence. Both sides engaged in **guerrilla warfare**, or warfare in which small, informal military groups use surprise attacks and hit-and-run tactics. By late 1856, more than 200 people had been killed. Newspapers started calling the territory “Bleeding Kansas.”

 **READING CHECK Understand Effects** How did events in Kansas foreshadow the looming Civil War?

Violence Over Slavery Breaks Out in the Senate

Even before John Brown's attack, the battle over Kansas had spilled into the Senate. Charles Sumner of Massachusetts was the leading abolitionist senator. In one speech, the sharp-tongued Sumner **denounced** the proslavery legislature of Kansas. He then viciously criticized his southern foes, singling out Andrew Butler, an elderly senator from South Carolina.

Butler was not in the Senate on the day Sumner spoke. A few days later, Butler's nephew, Congressman Preston Brooks, marched into the Senate chamber. Using a heavy cane, Brooks beat Sumner until he fell, bloody and unconscious, to the floor. Sumner did not fully recover from the beating for three years.

Many southerners thought Sumner got what he deserved. Hundreds of people sent canes to Brooks to show their support.

To northerners, however, the brutal act was more evidence that slavery led to violence. The violence in the Senate was another warning that the nation was veering toward a civil war over slavery.

READING CHECK **Draw Conclusions** What does the violence in the Senate tell you about the mood of the country in the late 1850s?

How Did the Dred Scott Case Affect the Nation?

With Congress in an uproar, many Americans looked to the Supreme Court to settle the slavery issue and restore peace. In 1857, the Court ruled on a case involving an enslaved man named Dred Scott. Instead of bringing harmony, however, the Court's decision further divided the North and the South.

Dred Scott had been enslaved for many years in Missouri. Later, he moved with his owner to Illinois and then to the Wisconsin Territory, where slavery was not allowed. After they returned to Missouri, Scott's owner died. Antislavery lawyers helped Scott to file a lawsuit, a legal case brought to settle a dispute between people or groups. Scott's lawyers argued that, because Dred Scott had lived in a free territory, he had become a free man.

The Supreme Court Rules on *Dred Scott v.*

Sandford In time, the case reached the Supreme Court as ***Dred Scott v. Sandford***. The Court's decision shocked and dismayed Americans who opposed slavery. First, the Court ruled that Scott could not file a lawsuit because he was a slave, not a citizen. Also, the Court's written decision clearly stated that enslaved persons were considered to be property.

The Court's ruling did not stop there. Instead, the Justices went on to make a sweeping decision about the larger issue of slavery in the territories. According to the Court, Congress did not have the power to outlaw slavery in any territory. This meant that the Missouri Compromise was unconstitutional.

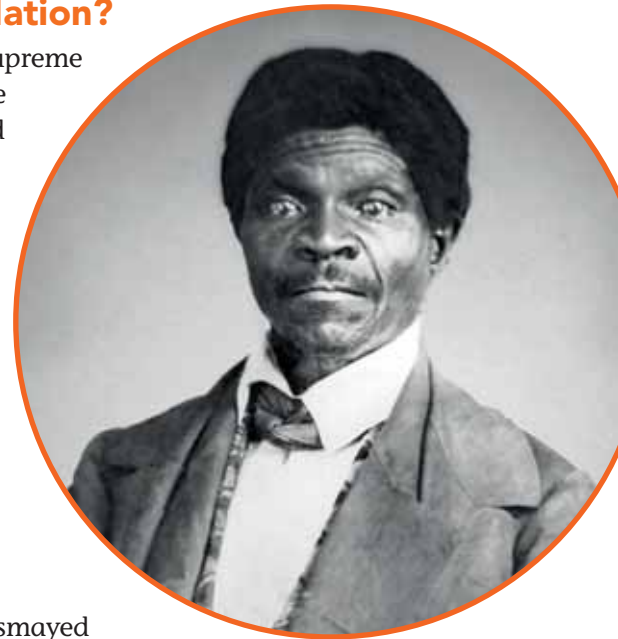
Academic Vocabulary

denounce • v., to publicly say that someone or something is wrong or bad




INTERACTIVE

The Dred Scott Case



Analyze Images Dred Scott, who had once lived in a free territory, appealed for his freedom after his owner died. **Predict Consequences** How did the Supreme Court ruling against Dred Scott challenge the Missouri Compromise?

Quick Activity

How might an enslaved person planning an escape to the North have felt about the Dred Scott decision? Write a few sentences in your  Active Journal examining this issue.

Academic Vocabulary

maintain • *v.*, to keep in an existing state

Analyze Images Frederick Douglass, who had once been enslaved, became a powerful spokesperson for abolition. **Infer** How do you think reactions to Frederick Douglass differed in the North and South?



The Dred Scott decision meant that enslaved African Americans could not find freedom anywhere in the country. Moreover, together with the Fugitive Slave Act, it meant that no part of the United States could be completely free of slavery.

The Democratic Party began to divide over the issue of slavery. The decision also increased support for abolition in the North.

Reactions to Dred Scott v. Sandford White southerners rejoiced at *Dred Scott v. Sandford*. It meant slavery was legal in all the territories.

African Americans responded angrily to the decision. In the North, many held public meetings to condemn the ruling. At one meeting in Philadelphia, a speaker hoped that the ruling would lead more whites to “join with us in our efforts to recover the long lost boon of freedom.”

White northerners were shocked by the ruling. Many had hoped that slavery would eventually die out. Now, slavery could spread throughout the West. A newspaper in Cincinnati declared, “We are now one great . . . slaveholding community.”

Abolitionist Frederick Douglass also spoke out against *Dred Scott v. Sandford*: “This infamous decision,” he declared, “**maintains** that slaves . . . are property in the same sense that horses, sheep, and swine are property . . . that [people] of African descent are not and cannot be citizens of the United States.” He told his listeners:

Primary Source

“All I ask of the American people is that they live up to the Constitution, adopt its principles, [take in] its spirit, and enforce its provisions. When this is done . . . liberty . . . will become the inheritance of all the inhabitants of this highly favored country.”

—Frederick Douglass, *Collected Speeches*, 1857

 **READING CHECK Identify Main Ideas** What American values did the Dred Scott decision contradict?

The Republican Party Forms

By the mid-1850s, people who opposed slavery in the territories sought a new political voice. Neither Whigs nor Democrats, they maintained, would take a strong stand against slavery. “We have submitted to slavery long enough,” an Ohio Democrat declared.



Birth of the Republican Party A group of Free-Soilers, northern Democrats, and antislavery Whigs gathered in Michigan in 1854. There they formed the **Republican Party**. While some Republicans hoped to completely abolish slavery throughout the country, the new party's main goal was to keep slavery from spreading to the western territories.

The Election of 1856 The new party grew quickly. In 1856, Republicans selected John C. Frémont to run for president. Frémont was a frontiersman who had fought for California independence. He had little political experience, but he opposed the spread of slavery.

Frémont's main opponent was Democrat James Buchanan of Pennsylvania. Many Democrats saw Buchanan as a "northern man with southern principles." Former President Millard Fillmore also ran as the candidate of the American, or "Know-Nothing," party. Fillmore, a strong supporter of the Union, feared that a Republican victory would split the nation apart.

Buchanan won the election with support from a large majority of southerners and many northerners. Still, the Republicans made a strong showing. Without the support of a single southern state, Frémont won one third of the popular vote. Southerners worried that their influence in the national government was fading.

READING CHECK **Check Understanding** Why was the Republican Party established in 1854?

Analyze Images American Party candidate Millard Fillmore separates Republican John Frémont (left) and Democrat James Buchanan (right) before they can harm one another. **Analyze Political Cartoons** What can you infer about Fillmore's view on sectional tensions?



How Did Abraham Lincoln Come to Lead the Republican Party?

The next chance for the Republican Party came in 1858 in Illinois. Abraham Lincoln, a Republican, challenged Democrat Stephen Douglas for his seat in the Senate. Because most Americans expected Douglas to run for president in 1860, the race captured the attention of the whole nation.

Lincoln's Early

Career Abraham Lincoln was born on the Kentucky frontier. Like many frontier people, his parents moved often to find better land. The family lived in Indiana and later in Illinois. As a child, Lincoln spent only a year in school, but he taught himself to read.

After Lincoln left home, he opened a store in Illinois. There, he studied law on his own and launched a career in politics. He served eight years in the state legislature and one term in Congress.

▲ Abraham Lincoln had to teach himself to read by firelight.

Bitterly opposed to the Kansas-Nebraska Act, Abraham Lincoln decided to run for the U.S. Senate in 1858. When the race began, Lincoln was not a national figure. Still, people in Illinois knew him well and liked him. To them, he was “just folks”—someone who enjoyed picnics, wrestling contests, and all their favorite pastimes. His honesty, wit, and plain-spoken manner made him a good speaker.

Lincoln strongly opposed the Dred Scott decision and used his political platform to speak against it. In his “House Divided” speech, which he delivered upon being nominated for senator in 1858, he attacked the ruling. He expressed concern that popular sovereignty would lead to slavery throughout the country.

Lincoln continued to voice his opposition in debates with Stephen Douglas and later during his presidential campaign. He rallied Republicans to oppose the Court’s decision.

Lincoln and Douglas Debate During the Senate campaign, Lincoln challenged Douglas to a series of debates. Douglas was not eager to accept, but he did. During the campaign, the question of slavery in the territories was the most important issue.

Douglas wanted to settle the slavery question by popular sovereignty, or a popular vote in each territory. He personally disliked slavery, but stated that he did not care whether people in the territories voted it “down or up.”

Lincoln was not an abolitionist, either. He had no wish, he said, to interfere with slavery in the states where it already existed. And, like nearly all whites of his day, he did not believe in “perfect equality” between blacks and whites. He did, however, believe that slavery was wrong.

Primary Source

“There is no reason in the world why the negro is not entitled to all the natural rights [listed] in the Declaration of Independence, the right to life, liberty, and the pursuit of happiness. . . . In the right to eat the bread, without the leave of anybody else, which his own hand earns, he is my equal and the equal of Judge Douglas, and the equal of every living man.”

—Abraham Lincoln, Speech at Ottawa, Illinois, August 21, 1858


Since slavery was a “moral, social, and political wrong,” said Lincoln, Douglas and other Americans should not treat it as an unimportant question to be voted “down or up.” No one’s liberty, he thought, should be subject to a popular vote, nor should it be decided by the sort of violence that arose in Kansas.

Lincoln Becomes a Leader Week after week, both men spoke nearly every day to large crowds. Newspapers reprinted their campaign speeches. The more northerners read Lincoln’s words, the more they thought about the injustice of slavery.

In the end, Douglas won the election by a slim margin. Still, Lincoln was now known throughout the country. Two years later, the two rivals would again meet face to face—both seeking the office of president.

 **READING CHECK** Describe the contradiction in Lincoln’s position on slavery.

Quest CONNECTIONS

Read the passage in the Declaration of Independence that explains the rights of all men. How do Lincoln’s comments support the meaning expressed in the Declaration of Independence? Record your findings in your  Active Journal.

Analyze Images In 1858, Abraham Lincoln and Stephen Douglas debated over the spread of slavery. **Draw Conclusions** What was the significance of the Lincoln-Douglas debates?



John Brown Fights Slavery

In the meantime, more bloodshed inflamed divisions between the North and the South. In 1859, the radical abolitionist John Brown led a group of followers, including five African Americans, to the town of Harpers Ferry, Virginia.

There, Brown raided a federal **arsenal**, or weapons and ammunition warehouse. He thought that enslaved African Americans would join him there. He then planned to arm them and lead them in a revolt. No slave uprising took place, however. Instead, troops under the command of Robert E. Lee killed ten raiders and captured Brown.

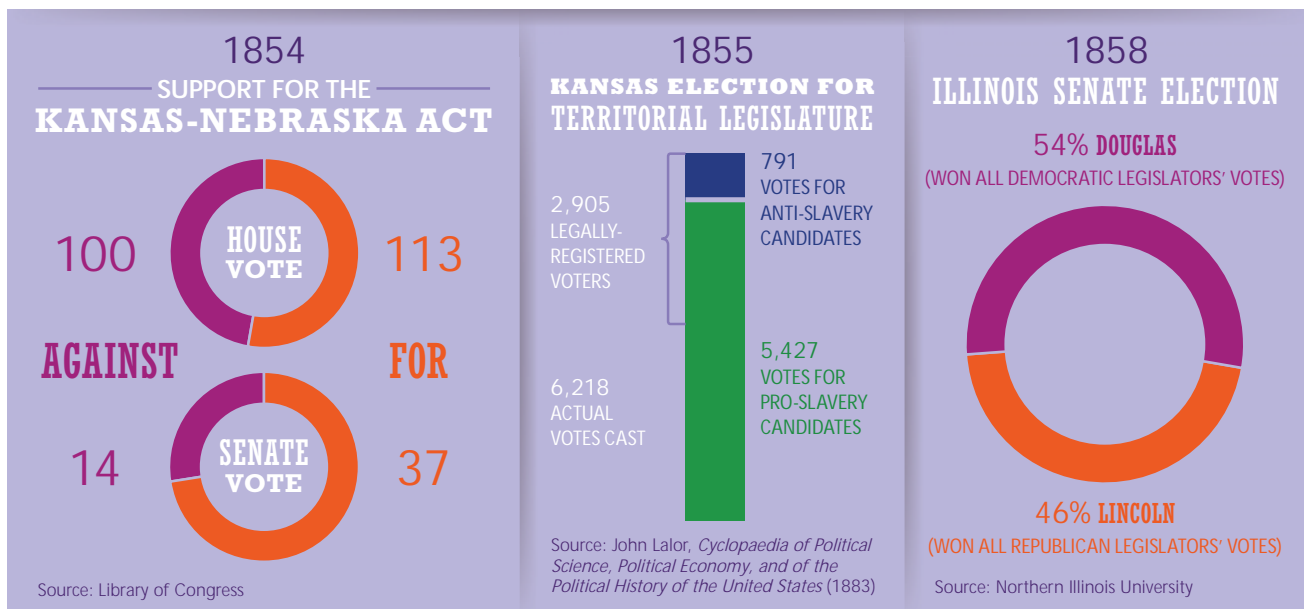
John Brown's Raid Most people, in both the North and the South, thought that Brown's plan to lead a slave revolt was insane. First of all, there were few enslaved African Americans in Harpers Ferry to join a revolt. Furthermore, after seizing the arsenal, Brown did nothing further to encourage a slave revolt.

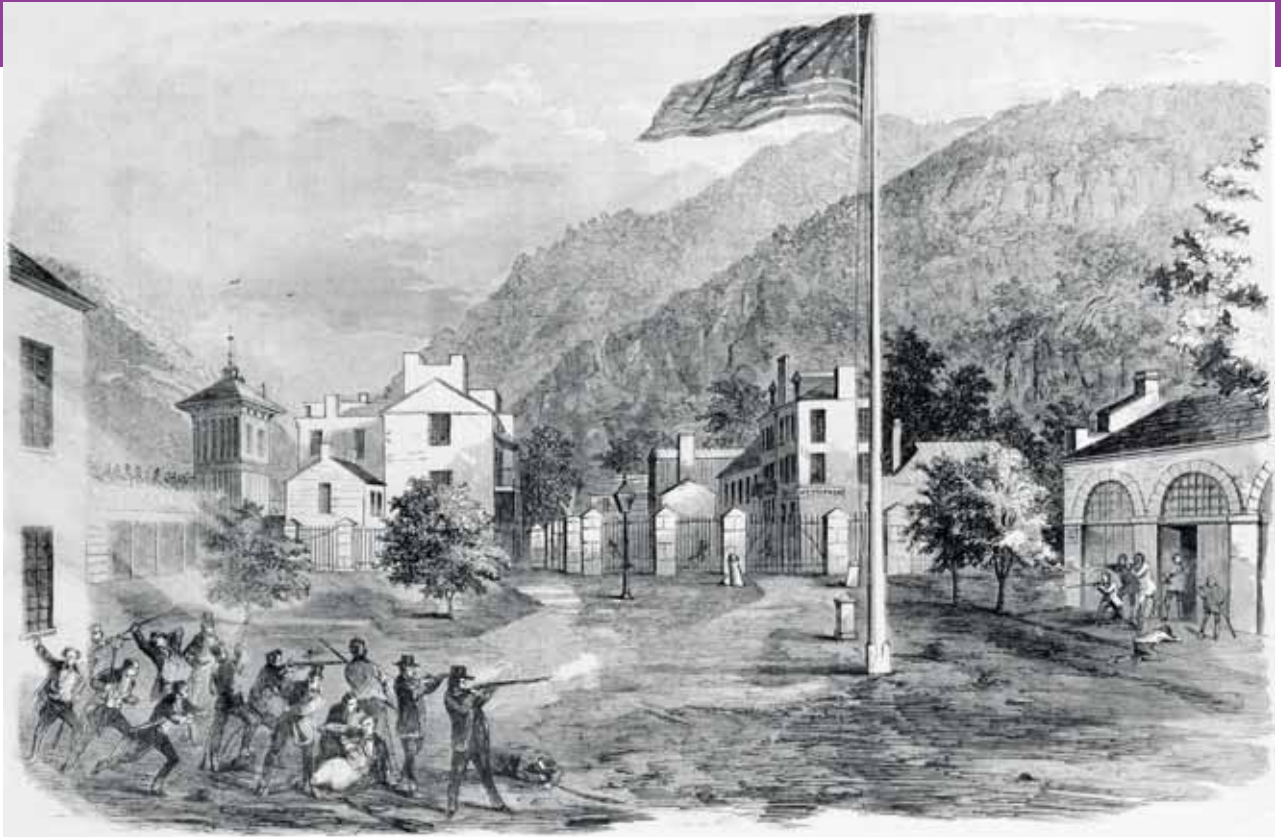
At his trial, however, Brown seemed perfectly sane. He sat quietly as the court found him guilty of murder and **treason**, or actions against one's country. Before hearing his sentence, he gave a moving defense of his actions. He showed no emotion as he was sentenced to death.

A Symbol of the Nation's Divisions Because he conducted himself with such dignity during his trial, Brown became a hero to many northerners. Some considered him a **martyr** because he was willing to give up his life for his beliefs. On the morning he was hanged, church bells rang solemnly throughout the North. In years to come, New Englanders would sing a popular song with the chorus: "John Brown's body lies a mold'ring in the grave, but his soul is marching on." When poet Julia Ward Howe heard the song, she was inspired to write the

Analyze Graphs The chart shows results of three votes in which slavery was a central issue. **Draw Conclusions** Did the Kansas-Nebraska Act influence the outcome of the Kansas election for territorial legislature in 1855? Explain.

THE CHANGING PERCEPTION OF SLAVERY





poem “The Battle Hymn of the Republic,” which became a popular Civil War song set to the same tune.

To white southerners, the northern response to John Brown’s death was outrageous. People were singing the praises of a man who had tried to lead a slave revolt. Many southerners became convinced that the North wanted to destroy slavery—and the South along with it. The nation was poised for a violent clash.

Analyze Images This illustration shows John Brown’s band attacking the federal arsenal at Harpers Ferry. **Explain an Argument** Why did people say John Brown’s raid was insane?

READING CHECK **Check Understanding** Why were southerners outraged at the northern response to John Brown’s execution?


✓ Lesson Check

Practice Vocabulary

1. Why was the **Republican Party** formed?
2. Why did a court decide John Brown had committed **treason**?
3. In what way was John Brown a **martyr**?

Critical Thinking and Writing

4. **Draw Conclusions** Some northerners were outraged by the passage of the Kansas-Nebraska Act. What did that outrage have to do with the location of the Kansas Territory?

5. **Summarize** the issue that was brought to the Supreme Court in *Dred Scott v. Sandford*.
6. **Identify Main Ideas** Neither Stephen Douglas nor Abraham Lincoln approved of slavery, so what disagreement did they have?
7. **Writing Workshop: Pick an Organizing Strategy** Begin thinking about how you will organize your essay on the differences between the North and South before, during, and after the Civil War. Take notes in your  Active Journal.

Distinguish Relevant from Irrelevant Information



INTERACTIVE

Identify Evidence

Follow these steps to learn to distinguish relevant from irrelevant information.

- 1 Identify your focus or topic** By clearly defining your topic, you can better determine which pieces of information will be relevant or irrelevant.
- 2 Locate sources and read about the topic** Based on the topic you identified, select a number of sources that will likely offer information on this topic. You may find sources online or in your school's media center.
- 3 Identify the information that is relevant to your topic** Scan your sources to find passages that may relate to your topic. Then, read these passages closely to determine whether or not they provide relevant information.
- 4 Identify the information that is irrelevant to your topic** Irrelevant information, such as anecdotes, may be interesting, but not central to the topic. In the source, what passages are not relevant to the topic of attitudes toward popular sovereignty?

The letter below is historical fiction. In the letter, William, a farmer who had moved to Kansas Territory, writes to his brother Joseph in Vermont.

November 20, 1854

Dear Joseph,

I was pleased to receive your last letter. The success of your store is a great achievement. Our new farm continues to prosper and little Sarah has recovered from the fever that had sickened her for a month. Of course, the issue of the Kansas-Nebraska Act continues to trouble me. I do not agree with your support of Senator Stephen Douglas of Illinois;

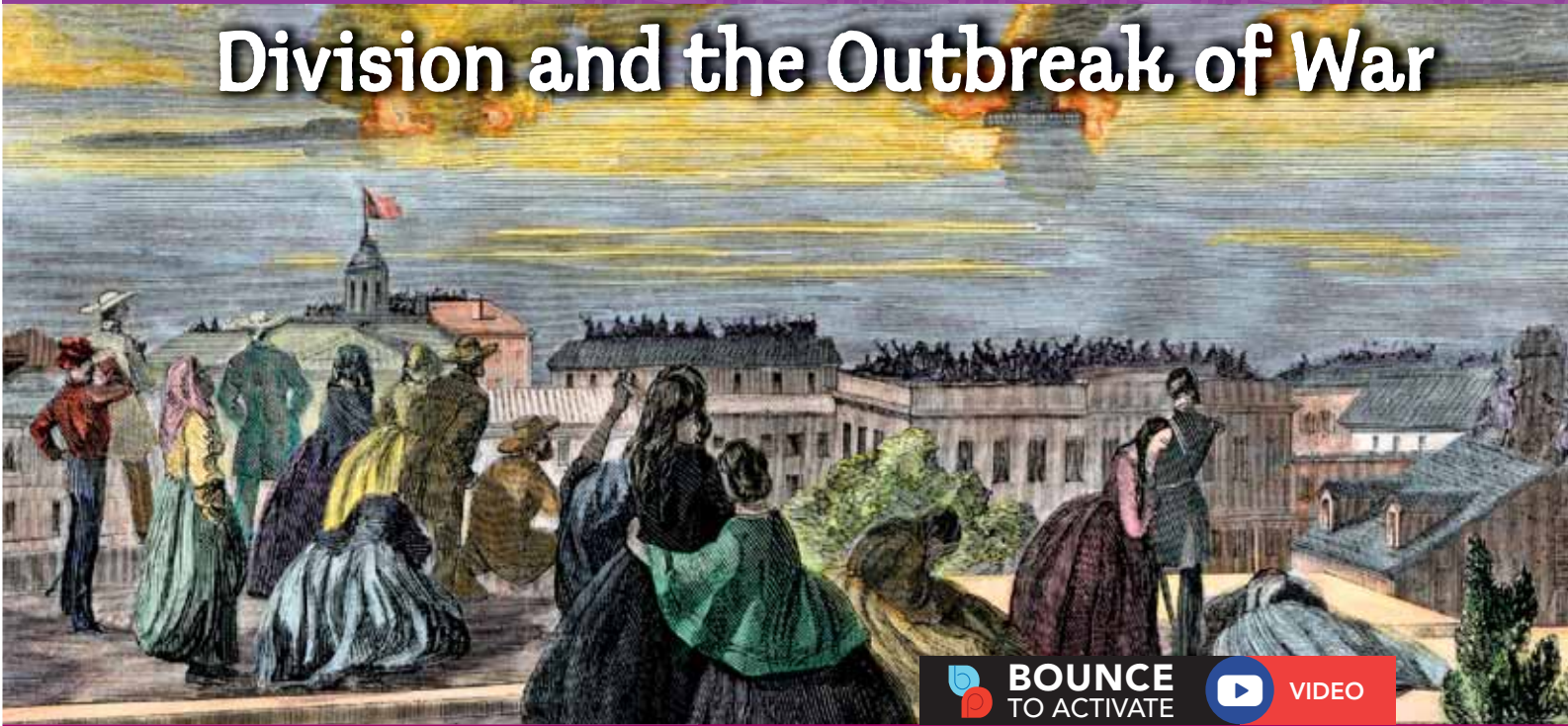
however, I enjoy reading his speeches. Those who oppose slavery, as I do, do not want that cruel system in place in a territory where it had been banned. Under the terms of the Kansas-Nebraska Act, it is up to the people to decide the issue peacefully by voting their hearts. Yet, settlers who are for and against slavery in the territory seem intent on using force, instead of the ballot box. The elections next year will settle the issue once and for all.

Your loving brother,

William

LESSON 3

Division and the Outbreak of War



BOUNCE
TO ACTIVATE



VIDEO

GET READY TO READ

START UP


Examine the civilians who have come to watch the bombardment of Fort Sumter. Why do you think these people have come, and what might they be thinking?

GUIDING QUESTIONS


- Why was there a Civil War?
- How did the 1860 election reflect sectional differences?
- Why did southern states secede from the Union following the election of 1860?
- What were the strengths and weaknesses of the North and South as the war began?

TAKE NOTES

Literacy Skills Compare and Contrast

Use the graphic organizer in your  Active Journal to take notes as you read the lesson.

Practice Vocabulary

Use the vocabulary activity in your  Active Journal to practice the vocabulary words.

Vocabulary

unamendable border
acquiescence state

Academic Vocabulary

comprise
conductive

The Republican National Convention for the presidential election of 1860 took place in Chicago, Illinois. Abraham Lincoln faced William Seward for the nomination. Seward was a U.S. senator for New York. Lincoln, whose fame had increased during the Lincoln-Douglas debates in 1858, won the nomination.

Why Did Abraham Lincoln Win the Election of 1860?

The Democrats held their convention in Charleston, South Carolina, where a lack of party unity proved costly. Southerners wanted the party to call for slavery in all new territories, but northern Democrats refused. In the end, the party split in two. Northern Democrats chose Stephen Douglas to run for president. Southern Democrats picked John Breckinridge of Kentucky.

Some Americans tried to heal the split between the North and the South by forming a new party. The Constitutional Union party chose John Bell of Tennessee to run for president. Bell was a moderate who wanted to keep the Union together.

Douglas was sure that Lincoln would win, but he believed Democrats “must try to save the Union.” He urged southerners to stay with the Union, no matter who was elected.

When the votes were counted, Lincoln had won the election. He benefited from the division in the Democratic Party. Interestingly, southern votes did not affect the outcome, because Lincoln’s name was not even on the ballot in ten southern states. Outnumbered and outvoted, many southerners lost hope that the national government would ever again serve their interests.

READING CHECK Understand Effects How did the split in the Democratic Party in the 1860 election reflect the split in the country?

GEOGRAPHY SKILLS

The results of the 1860 election showed a nation deeply divided.

- Region** How did the electoral vote reflect sectional divisions?
- Synthesize Visual Information** Discuss with a partner: How might the election have turned out differently had Bell and Douglas not run for president?

A Move Toward Civil War

Lincoln’s election brought a strong reaction in the South. A South Carolina woman described how the news was received:

Primary Source

“The excitement was very great. Everybody was talking at the same time. One . . . more moved than the others, stood up saying . . . ‘No more vain regrets—sad forebodings are useless. The stake is life or death.’”

—Mary Boykin Chesnut, *A Diary From Dixie*, 1860

Election of 1860



Even before the election, South Carolina's governor had written to other southern governors. If Lincoln won, he wrote, it would be their duty to leave the Union. This sentiment revealed the strong currents of sectionalism running through the country. Many in the South felt stronger ties to their region than to the nation.

The Nation Splits Senator John Crittenden of Kentucky made a last effort to save the Union. In December 1860, he proposed a package of legislation that he said would forever guarantee slavery south of the Missouri Compromise line and prohibit it north of the line. His proposal included a Constitutional amendment that he said would be **unamendable**, one that could not be changed.

The Crittenden Compromise received little support. Slavery in the West was no longer the issue. Many southerners believed the North had put an abolitionist in the White House and that secession was now their only choice. Most Republicans also were unwilling to surrender what they had won in the national election.

On December 20, 1860, South Carolina became the first state to secede. By late February 1861, Alabama, Florida, Georgia, Louisiana, Mississippi, and Texas had also seceded.

At a convention in Montgomery, Alabama, the seven states formed a new nation, the Confederate States of America. Jefferson Davis of Mississippi became its first president.

Causes Leading to War Now a new issue emerged: Did the Constitution allow states to secede? Most white southerners believed they had the right to secede. After all, the Declaration of Independence said that "it is the right of the people to alter or to abolish" a government that denies the rights of its citizens. Lincoln, they believed, would deny them the right to force African Americans to live and work as slaves.

For many southerners, secession was an issue of states' rights. According to this view, the Constitution created a Union **comprised** of sovereign states, and each state had the authority to make decisions without interference from the federal government. Any state could decide to leave the Union at any point and to join with others to form a new government, such as the Confederacy.


Lincoln disagreed. He maintained that the Constitution shared powers between national and state governments, but did not give states sovereignty that would allow them to secede. The causes of the looming Civil War thus included sectionalism, disagreement over slavery, and disagreement over the constitutionality of states' rights.

READING CHECK **Compare and Contrast** the views of southerners and President Lincoln on the issues of state sovereignty and the right to secede from the Union.



Analyze Images In this cartoon, two secessionists are sawing off the branch of the tree upon which they are sitting. **Analyze Political Cartoons** What effect do you think the artist believes secession would have on the South?

Quest CONNECTIONS

The Declaration of Independence says people have the right to "alter or to abolish" a government. What does Lincoln say about this in his speeches? Record your findings in your  Active Journal.

Academic Vocabulary
comprise • v., to be made up of



▲ Confederate troops, 1861

The Outbreak of War

When Lincoln took the oath of office on March 4, 1861, he faced a dangerous situation. Seven southern states had seceded from the United States and had joined together to form the Confederacy.

Lincoln's First Inaugural Address When he took office, Lincoln delivered an inaugural address. In the speech, Lincoln warned that “no state . . . can lawfully get out of the Union.” Still, he pledged that there would be no war unless the South started it:

Primary Source

“In YOUR hands, my dissatisfied fellow-countrymen, and not in MINE, is the momentous issue of civil war. . . . We are not enemies, but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection.”

—Abraham Lincoln, First Inaugural Address, March 4, 1861

Lincoln's First Inaugural Address expressed ideas about union, liberty, equality, and government. Regarding union, Lincoln emphasized that the Constitution set limits on the actions of states, and that there was no provision in the Constitution for secession. That is, the Constitution required that the Union be preserved. On liberty, again, Lincoln emphasized that the states' liberty was constrained by their acceptance of the Constitution and did not include a right to secede.

Lincoln also stated his willingness to enforce the Fugitive Slave Act, but only if the liberty of free African Americans from kidnapping and enslavement could be ensured. Regarding equality, Lincoln assured Americans that he would provide government services and enforce federal law equally in all states, whether they were slave or free states.

Finally, Lincoln stated that government required **acquiescence**, or the willingness to accept laws whether or not a person agreed with those laws. The unwillingness of the South to accept his legal election under the Constitution, he implied, was a threat to government.

Jefferson Davis's Inaugural Address By the time Lincoln gave his address, the Confederate States of America had already sworn in Jefferson Davis as president. Davis's inaugural speech was very different from Lincoln's. Whereas Lincoln pledged to keep the Union together, Davis explained why the South had decided to secede from the Union. Davis said secession was based on “the desire to preserve our own rights and promote our own welfare.”

Davis also said, “It is joyous, in the midst of perilous times, to look around upon a people united in heart, where one purpose of high resolve animates and actuates the whole—where the sacrifices to be made are not weighed in the balance against honor and right and liberty and equality.”

For Davis, liberty and equality existed only between white men. Lincoln, in contrast, believed secession countered the principles of liberty and equality on which the nation was founded and its government was based. In a later speech, Lincoln would extend the idea of equality to all Americans.

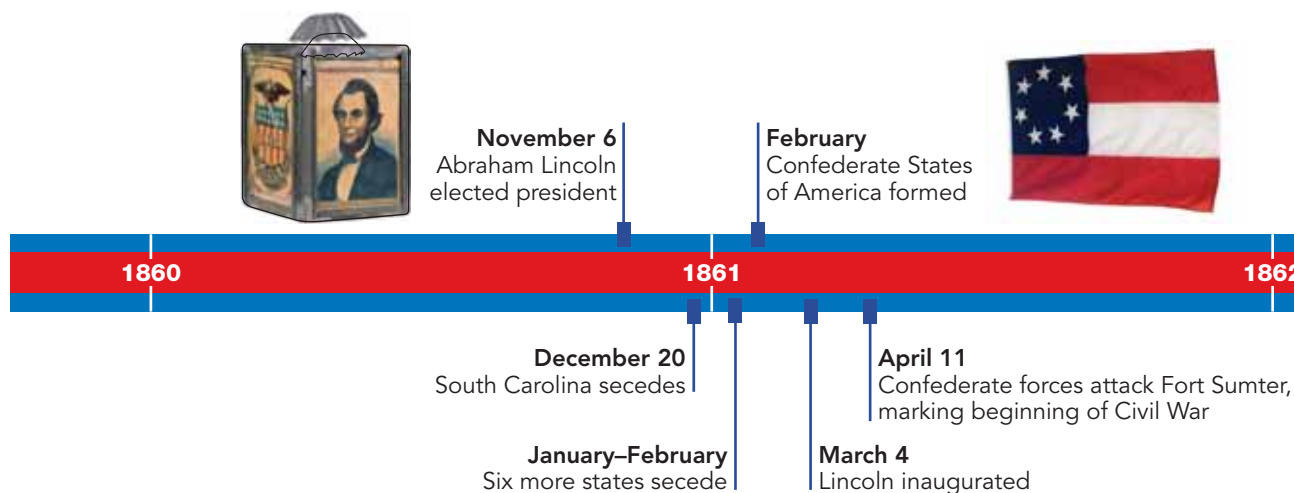
Davis emphasized that government exists only with the consent of the governed. Since southerners no longer consented to this government, they had to break away and form a government to which they could consent. This was in contrast to Lincoln’s argument that government sometimes requires citizens to acquiesce to, or obey, laws with which they disagree. He described secession as “the essence of anarchy.”

Davis also argued that each state had the right to reclaim powers that it had given to the federal government. Lincoln disagreed. He argued that the Constitution was an agreement among all the states, and that no state could leave the Union without the agreement of the others.

Lincoln Faces War Lincoln said in his inaugural address that he did not want war, but Jefferson Davis had already ordered Confederate forces to begin seizing federal forts in the South. Lincoln faced a difficult decision. Should he let the Confederates take over federal property? If he did, he would seem to be admitting that states had the right to secede. Yet if he sent troops to hold the forts, he might start a civil war and lose the support of the eight slave states that had not yet seceded.

Analyze Timelines The timeline shows some important events that led up to the outbreak of the Civil War. **Identify Cause and Effect** How did the election of Lincoln as president contribute to the attack on Fort Sumter?

Events Leading Up to the Civil War




In April, the Confederacy forced Lincoln's hand. By then, Confederate troops controlled nearly all forts, post offices, and other federal buildings in the South. The Union held only three forts off the Florida coast and Fort Sumter in South Carolina. Fort Sumter was important to the Confederacy because it guarded Charleston Harbor.

Confederate Troops Attack Fort Sumter President Lincoln learned that food supplies at Fort Sumter were running low. He notified the governor of South Carolina that he was going to ship food to the fort. Lincoln promised not to send troops or weapons.

The Confederates refused to allow any shipments to the fort. On April 11, 1861, they demanded that Fort Sumter surrender. Major Robert Anderson, the Union commander, refused to give in, and Confederate guns opened fire. The Union troops quickly ran out of ammunition. On April 13, Anderson surrendered the fort.

The bombardment marked the start of the Civil War, which would last four terrible years, from 1861 to 1865.

 **READING CHECK Summarize** Lincoln's dilemma over southern states taking control of federal property.

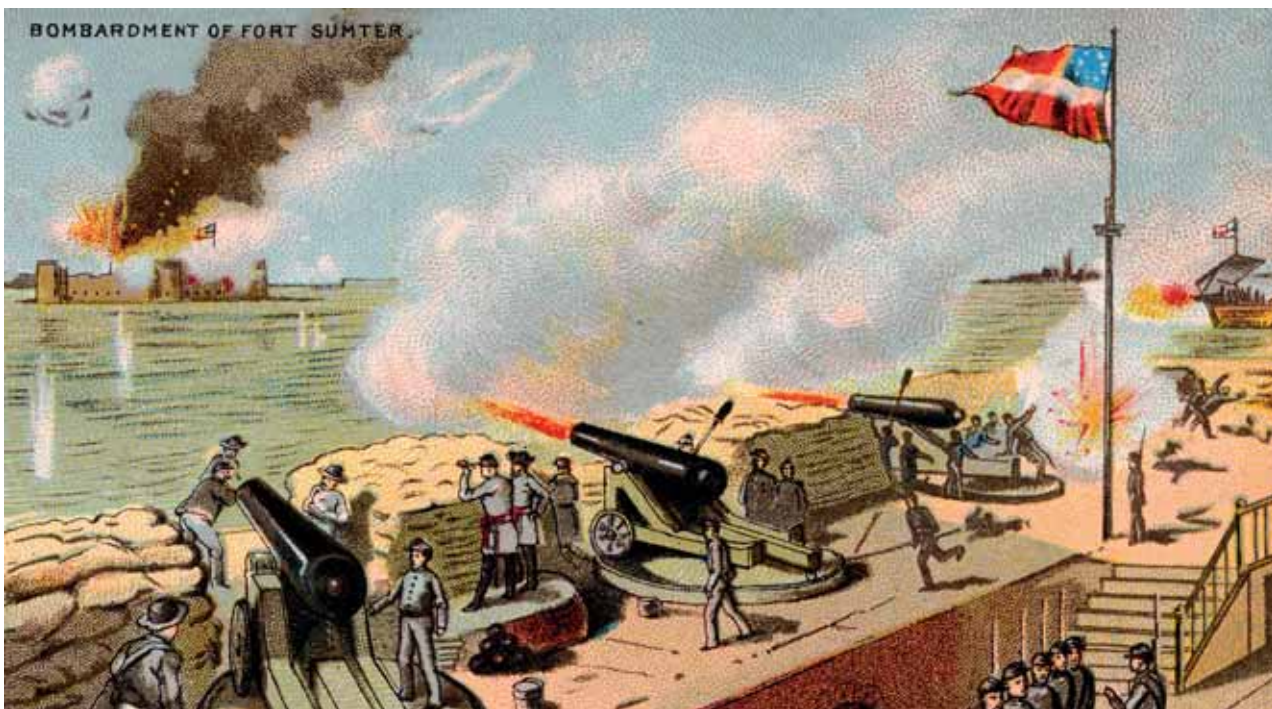
How Did Americans Take Sides?

When the war began, each side was convinced that its cause was just. Southerners believed states had the right to leave the Union. In fact, they called the conflict the War for Southern Independence. White southerners wanted independence so that they could keep their traditional way of life—including the institution of slavery. They also believed the North had caused the war. Many southerners, therefore, also called it the War of Northern Aggression.

Northerners believed that they were fighting to save the Union. Abolishing slavery was not an official goal. In fact, many northerners,

Analyze Images This photograph shows one of a set of Civil War trading cards issued in 1887.

Identify Main Ideas Why did Confederate troops attack Fort Sumter?



Choosing Sides, 1860-1861



GEOGRAPHY SKILLS

guided by feelings of racism, approved of slavery. Racism is the belief that one race is by nature superior to another.

In April 1861, eight slave states had not yet decided whether to remain in the Union. These states had more than half of the South's population and food crops and many of the South's factories. They would be important assets to whichever side they joined.

Four of these states—Virginia, North Carolina, Tennessee, and Arkansas—quickly joined the Confederacy. After some indecision, each of the four **border states**—Kentucky, Missouri, Maryland, and Delaware—decided to remain in the Union.

READING CHECK Understand Effects Why were both the North and South trying to attract slave states outside the Confederacy to join their cause?

Strengths and Weaknesses of the North and South

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

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

- 1. Location** Based on the map, why were Missouri, Kentucky, West Virginia, Maryland, and Delaware called border states?
- 2. Analyze Maps** Based on the information in the map, approximately what percentage of Union states were slave states during the Civil War?

Confederate soldiers also knew the southern countryside better. Friendly civilians aided them, often guiding soldiers along obscure roads that did not appear on maps.

The South, however, had serious weaknesses. These were the effects of economic and geographic differences between the North and the South.

The South had an agrarian, or farming, economy. Its fertile land, ample rainfall, and long growing season were **conductive** to growing cash crops, such as cotton and tobacco, rather than food crops.

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

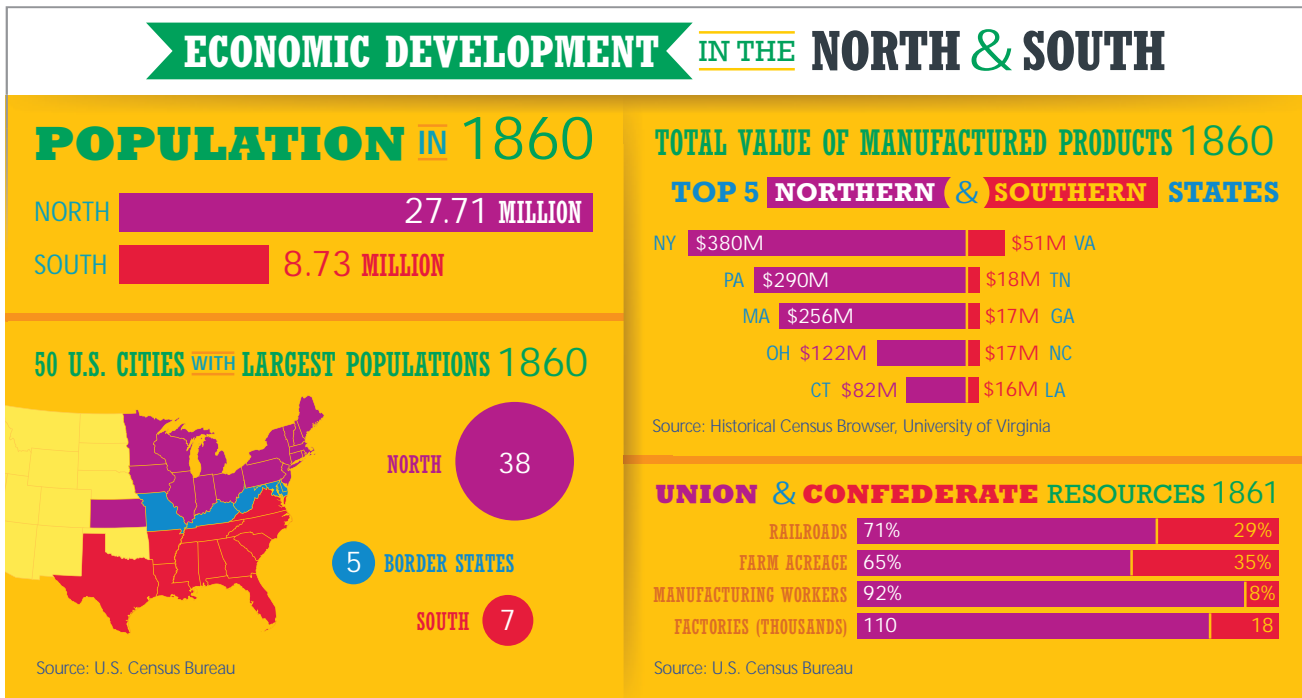
The South had political problems as well. The Confederate constitution favored states' rights and limited the authority of the central government. As a result, the Confederate government often found it difficult to get things done. On one occasion, for example, the governor of Georgia insisted that only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

Finally, the South had a small population of only 9 million people. Of these, one-third were enslaved African Americans. In comparison, the Union had 22 million people, including 3.8 million men of military age. In the South, just 1.1 million people were free men of military age, and it had to recruit 80 percent of them for the war. As a result, the South did not have enough people to serve as soldiers or to support the war effort.

Academic Vocabulary

conductive • *adj.*, making it easy for something to happen

Analyze Graphs The graphic provides economic data comparing the North and the South at the start of the Civil War. **Compare and Contrast** Based on the information in the graphs, what advantages did the North have over the South?





Analyze Images As these Union troops marched through Baltimore, Maryland, on their way to defend Washington, D.C., a pro-Confederate mob attacked them.

Identify Main Ideas What was the significance of the border states?

The North The North had many people to grow food and to work in factories. But the war was unpopular among northerners, and extremely high war casualties continued to make it unpopular.

The North's biggest advantage was its strong industrial economy. Before the war, the North had ten times the industrial capacity of the South. Once the war began, these factories began making guns, bullets, cannons, boots, uniforms, and other supplies for the Union army. In addition, the North had more than double the miles of railroad line, which it used to transport both troops and supplies.

The geography of the North gave it another advantage. The prairie that rolled from Ohio in the east to Iowa and beyond in the west produced enormous food supplies. The South had nothing compared to it.

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

The North had one other major advantage. West Point, the best military academy in the country, was located in New York. While the South had many West Point-trained officers, the Union could continue to train officers throughout the war.

Despite these advantages, the North faced a difficult military challenge. To force the South to rejoin the Union, northern soldiers had to conquer a huge area. Instead of defending their homes, they were invading unfamiliar land where their lines of supply would be long and open to attack.

READING CHECK **Summarize** how a weak economy and weak industry can be problematic during wartime.

INTERACTIVE

Resources in the North and South, 1860

Comparing Lincoln and Davis



Lincoln's Experience	Davis's Experience
<ul style="list-style-type: none">• Self-taught lawyer• Eight years in Illinois state legislature• One term in U.S. Congress• Generally regarded as winner of Lincoln-Douglas debates	<ul style="list-style-type: none">• Attended West Point Military Academy• Officer in the Mexican War• Secretary of War under President Pierce

Analyze Charts This chart compares the experience of Lincoln and Davis as they took office as presidents of the Union and Confederacy.

Cite Evidence Why might people think Davis was better prepared than Lincoln to be president?

How Did Lincoln and Davis Lead Their People?

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

Jefferson Davis Leads the South Many people had expected Davis to be a stronger leader than Lincoln. However, Davis did not want the presidency. As one observer stated:

Primary Source

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

—Arthur James Freemantle, from *The Freemantle Diary*

Davis's experience had prepared him for the position. He had attended the United States Military Academy at West Point and served as an officer in the Mexican-American War. Later, he was Secretary of War under President Franklin Pierce.

Davis was regarded as honest and courageous and was widely respected. However, he did not like to turn over to others the details of military planning. As a result, he spent much time worrying about small matters and arguing with advisers.

The Leadership Qualities of Abraham Lincoln At first, some northerners had doubts about Lincoln's ability to lead as President of the United States and commander-in-chief of the U.S. military. He had little experience in national politics or military matters. However, Lincoln proved to be a patient but strong leader and a fine war planner.

Day by day, Lincoln gained the respect of those around him. Many liked his sense of humor. They noted that Lincoln even accepted

INTERACTIVE
Abraham Lincoln and Jefferson Davis

criticism with a smile. When Lincoln's Secretary of War, Edwin Stanton, called him a fool, Lincoln commented, "Did Stanton say I was a fool? Then I must be one, for Stanton is generally right, and he always says what he means."

The Role of Robert E. Lee, Military Leader As the war began, army officers in the South had to decide whether to stay in the Union army and fight against their home states, or join the Confederate forces.

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

Primary Source

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

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

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

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

 **READING CHECK** **Check Understanding** What advantages in leadership did the South have over the North?




Analyze Images This illustration shows how one artist imagined General Robert E. Lee of Virginia. **Infer** What impression of Lee do you think the artist was trying to convey?

Lesson Check

Practice Vocabulary

1. Why did Senator Crittenden say his proposed amendment on extending the Missouri Compromise line to the Pacific should be **unamendable**?
2. How were the **border states** different from the other states that stayed in the Union?
3. Why did Lincoln think government required **acquiescence**?

Critical Thinking and Writing

4. **Identify Main Ideas** What motivated the South to fight in the Civil War?
5. **Summarize** the principal disadvantages the North faced in fighting the Civil War.
6. **Writing Workshop: Develop Your Thesis** Begin to draft a thesis on the differences between the North and South before, during, and after the Civil War. Write your thesis in your  Active Journal. You can revise your thesis statement as your essay develops.

Assess Credibility of a Source

Follow these steps to assess the credibility of a source.



INTERACTIVE

Analyze Primary and Secondary Sources

1 Identify who created the source and when it was created

- a. Who wrote and delivered the speech excerpted below?
- b. When was it delivered?

2 Identify the topic

What is the main idea presented in this excerpt from the speech?

3 Identify the facts, opinions, and possible inaccuracies or biases

- a. What facts does Lincoln present in this speech?
- b. What opinions does he express?
- c. What inaccuracies or biases can you detect?

4 Assess the credibility of the source

When a source has credibility, it means it is believable and trustworthy. Are the ideas expressed by President Lincoln credible? Why do you think so?

Primary Source

On March 4, 1861, Abraham Lincoln delivered this speech at his first inauguration as President of the United States. Six weeks later, on April 12, the Civil War began.

Apprehension seems to exist among the people of the Southern States that by the accession of a Republican Administration their property and their peace and personal security are to be endangered. There has never been any reasonable cause for such apprehension. Indeed, the most ample evidence to the contrary has all the while existed and been open to their inspection. It is found in nearly all the published speeches of him who now addresses you. I do but quote from

one of those speeches when I declare that—

I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so. . . .

[T]o the extent of my ability, I shall take care, as the Constitution itself expressly enjoins upon me, that the laws of the Union be faithfully executed in all the States. . . . I trust this will not be regarded as a menace, but only as the declared purpose of the Union that it will constitutionally defend and maintain itself.

— President Abraham Lincoln, March 4, 1861

LESSON 4

The Course of War



BOUNCE
TO ACTIVATE



VIDEO

GET READY TO READ

START UP


How do you think fighting in battle would have changed a soldier's attitude toward the war? Write a few sentences expressing your ideas.

GUIDING QUESTIONS


- How was the Civil War conducted?
- How did the early battles of the war reflect broader patterns in the war?
- Which battles did the Confederacy and the Union win in the early years of the war?

TAKE NOTES

Literacy Skills Sequence

Use the graphic organizer in your  Active Journal to take notes as you read the lesson.

PRACTICE VOCABULARY

Use the vocabulary activity in your  Active Journal to practice the vocabulary words.

Vocabulary

Battle of Bull Run
Virginia
Monitor
Battle of Antietam

Battle of
Fredericksburg
Battle of
Chancellorsville
Battle of Shiloh

Academic Vocabulary

reluctant
demonstrate

As the war began, each side was confident that its strengths would lead it to victory.

How Did the Strategies of the North and South Differ?

The North and South had quite different strategies. The Union planned an aggressive, three-pronged campaign against the South.

The Union Strategy First, the Union planned to use its navy to blockade southern ports. This would cut off the South's supply of manufactured goods from Europe and its ability to earn money from cotton exports.

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

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

Academic Vocabulary

reluctant • *adj.*, not eager



INTERACTIVE

The Union's Strategies to Win the Civil War

Analyze Images

Southern soldiers, like those shown here, prepared for a defensive war. **Identify Supporting Details** Why did the Confederates adopt a defensive strategy?



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

The Confederacy counted on European money and supplies. Southern cotton was important to the textile mills of England and other countries. Southerners thought that Europeans would recognize the Confederacy as an independent nation and that the South could continue to sell them cotton.

READING CHECK Understand Effects How was the Union plan for victory more aggressive than the Confederate plan?

Early Battles

"Forward to Richmond! Forward to Richmond!" Every day for more than a month, the influential *New York Tribune* blazed this war cry across its front page. The Union army seemed **reluctant** to go on the offensive, however. At last, three months after the fall of Fort Sumter, Lincoln responded to public pressure and ordered an attack.

Stonewall Jackson Makes a Stand at Bull Run

The Confederate army was camped just 30 miles southwest of Washington, D.C. On July 21, 1861, Union troops set out from the nation's capital to attack the rebel forces. Hundreds of Washingtonians, in a festive mood, rode out along with the army to watch the battle. Many thought the Union army would crush the Confederates.

The Union troops had not gone far when they encountered Confederate troops near a small stream known as Bull Run, close by the town of Manassas, Virginia.

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

From that day on, the general was known as “Stonewall” Jackson. Historians consider him one of the most gifted tactical commanders in the Civil War.

In the end, it was the Union troops who panicked and ran. “Off they went,” reported one observer, “across fields, toward the woods, anywhere, everywhere, to escape.”

The **Battle of Bull Run** (also referred to as the Battle of Manassas by the Confederates) showed how badly both Union and Confederate soldiers needed training. It also proved that the Confederate army could stand up to the Union, meaning the war would be long and bloody.

The Union Army Under George McClellan

Northerners were shocked by the disaster at Bull Run. Almost immediately, President Lincoln appointed General George McClellan as commander of the Union army of the East, known as the Army of the Potomac. McClellan was a superb organizer who transformed inexperienced recruits into battle-ready soldiers.

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

At last, in March 1862, McClellan and most of his troops left Washington. They sailed down the Potomac River and Chesapeake Bay and landed south of Richmond on the Virginia Peninsula. McClellan slowly moved toward the Confederate capital.

General Lee launched a series of counterattacks. At the same time, Lee sent Jackson north to threaten Washington, D.C. Lincoln was forced to retain troops in Washington to defend the capital. This prevented him from sending reinforcements to help McClellan. Cautious as usual, McClellan abandoned the attack and retreated. The Peninsula Campaign, as it became known, had failed.

Civil War in the East, 1862–1863



GEOGRAPHY SKILLS

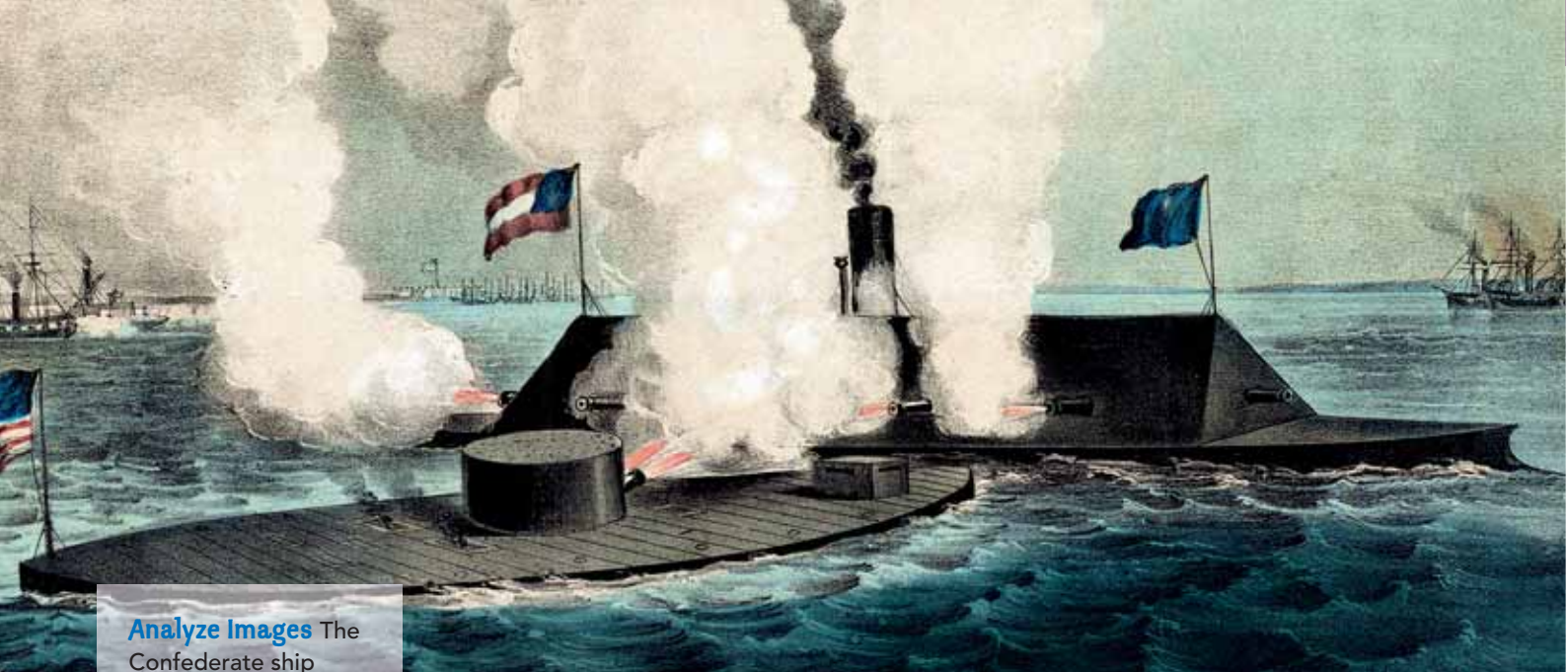
This map shows the movement of troops and the major battles that took place from 1861 to 1862.

1. **Location** Using the scale of miles, measure the distance between the U.S. capital and the Confederate capital. How might the locations of the two capitals have influenced the battles and troop movements shown on the map?
2. **Synthesize Visual Information** Based on this map, which army seems to have had the advantage in the war during these years? Why?



INTERACTIVE

Early Battles of the Civil War



Analyze Images The Confederate ship

Virginia and the Union ship *Monitor* battled near Hampton Roads, Virginia, in 1862.

Draw Conclusions

The battle between the *Monitor* and the *Virginia* was a draw. What does this suggest about the advantages of ironclads?

Academic Vocabulary

demonstrate • *v.*, to prove something by being an example of it

Did you know?

In the 1970s, the USS *Monitor* was rediscovered 230 feet deep in the Atlantic Ocean. Some parts of the ship are now on display at the Mariner's Museum in Virginia.



The Blockade and the Ironclads Early in the war, Union ships blockaded southern ports. Because the South had few factories, it depended on imports for manufactured goods, such as weapons. A blockade could cripple the Confederate war effort.

At first, some small, fast ships slipped through the blockade. These “blockade runners” brought everything from matches to guns to the Confederacy.

In time, however, the blockade became more effective. Trade through southern ports dropped by more than 90 percent. The South desperately needed to break the Union blockade. One method it tried was the ironclad ship. *Clad* means *clothed*, or *covered*. Ironclad ships were covered with iron for protection.

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

The Union countered with its own ironclad, the ***Monitor***. Soon, the two ships clashed near the mouth of Chesapeake Bay. This was the first time two ironclad warships battled one another.

Despite an exhausting battle, neither vessel seriously damaged the other, and both withdrew. Two months later, Confederates had to sink the *Virginia* when the Union captured Norfolk.

As ironclad ships became a standard part of naval forces, they changed naval warfare. The Union built 50 more ironclads during the Civil War and continued to build them for decades after. Other nations built them as well. They were later used in World War I.

Because of the North's ironclads, the South was never again able to mount a serious attack against the Union navy. The Union blockade held throughout the war.

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

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

However, McClellan was slow to act. After a few days, he finally attacked Lee's main force near a creek called Antietam (an TEE tuhm) in the town of Sharpsburg, Maryland, on September 17. In the battle that followed, more than 23,000 Union and Confederate soldiers were killed or wounded—in one day. September 17, 1862, remains the bloodiest day in American military history.

On the night of September 18, Lee ordered his troops to slip back into Virginia. McClellan chose not to follow.

Neither side was a clear winner at the **Battle of Antietam** (also called the Battle of Sharpsburg by the Confederates). The battle was significant, however: Because Lee had withdrawn, the North was able to claim victory. As a result, northern morale improved. Still, President Lincoln was keenly disappointed. General McClellan had failed to follow up his victory by pursuing the Confederates. In November, Lincoln appointed General Ambrose Burnside to replace McClellan as commander of the Army of the Potomac.

 **READING CHECK** **Draw Conclusions** What conclusions can you draw from the first battles of the Civil War?

Analyze Images General George B. McClellan's Union forces met the Confederates at the Battle of Antietam. **Summarize** What was the significance of the Battle of Antietam?



Victories in the East for Confederate Forces

Two stunning victories for the Confederacy came in late 1862 and 1863. In December 1862, Burnside led Union forces once again toward Richmond. They soon confronted the Confederates outside Fredericksburg, Virginia. Lee's forces dug into the crest of a hill. There, in a strong defensive position, the outnumbered Confederates mowed down wave after wave of charging Union troops. The **Battle of Fredericksburg** was one of the Union's worst defeats. Soon after, Burnside was relieved of his command.

Half a year later, in May 1863, Lee, aided by Stonewall Jackson, again outmaneuvered Union forces. The **Battle of Chancellorsville** took place on thickly wooded ground near Chancellorsville, Virginia. Lee and Jackson defeated the Union troops in three days.

Victory came at a high price for the South, however. During the battle, nervous Confederate sentries fired at what they thought was an approaching Union soldier. The "Union soldier" turned out to be General Stonewall Jackson. Several days later, Jackson died, and the Confederacy lost one of its best generals.

Analyze Images These are some of the cannons used by Confederate forces. **Use Visual Information** Why were cannons dug into fortified positions?

READING CHECK **Draw Conclusions** How might the Confederates have felt after the Battles of Fredericksburg and Chancellorsville?



Union Success in the West


In the West, Union forces had better results. As you have read, part of the Union strategy was to seize control of the Mississippi River. In February 1862, General Ulysses S. Grant attacked and captured Fort Henry and Fort Donelson in Tennessee. These forts guarded two important tributaries of the Mississippi.

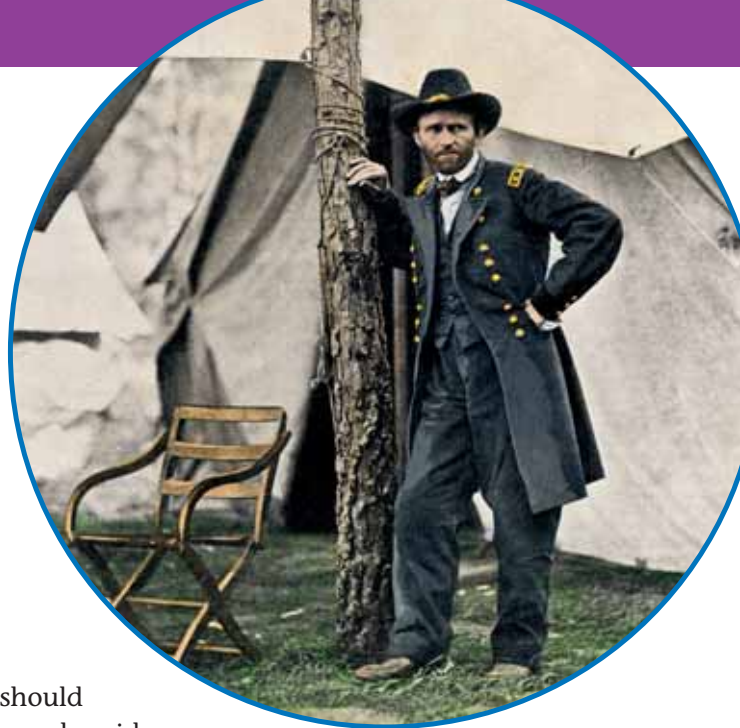
Grant then pushed south to Shiloh, a village on the Tennessee River. There, on April 6, he was surprised by Confederate forces, who drove the Union troops back to the banks of the river.

Instead of retreating, Grant rushed reinforcements to the battle. That night, one of Grant's generals approached him. The officer thought Union forces should retreat. But, seeing Grant's stubborn face, the officer only said, "Well, Grant, we've had the devil's own day, haven't we?" "Yes," Grant replied. "Lick 'em tomorrow, though."

And they did. On April 2, 1862, reinforcements arrived, and Grant's army beat back the Confederates and won the **Battle of Shiloh**. It was one of the bloodiest encounters of the Civil War. Because of the success at Shiloh, the Union was able to capture a crucial railroad crossing at Corinth.

Meanwhile, the Union navy moved to gain control of the Mississippi River. By June 1862, Union gunboats captured New Orleans, Louisiana, and Memphis, Tennessee. By capturing these ports, the Union controlled both ends of the southern Mississippi. The South could no longer use the river as a supply line.

 **READING CHECK** **Understand Effects** Why was the capture of Fort Henry and Fort Donelson critical to the Union's overall war strategy?




Analyze Images General Ulysses S. Grant, pictured here, was Lincoln's most trusted general. **Draw Conclusions** How did individual personalities affect the conduct of the war?

Lesson Check

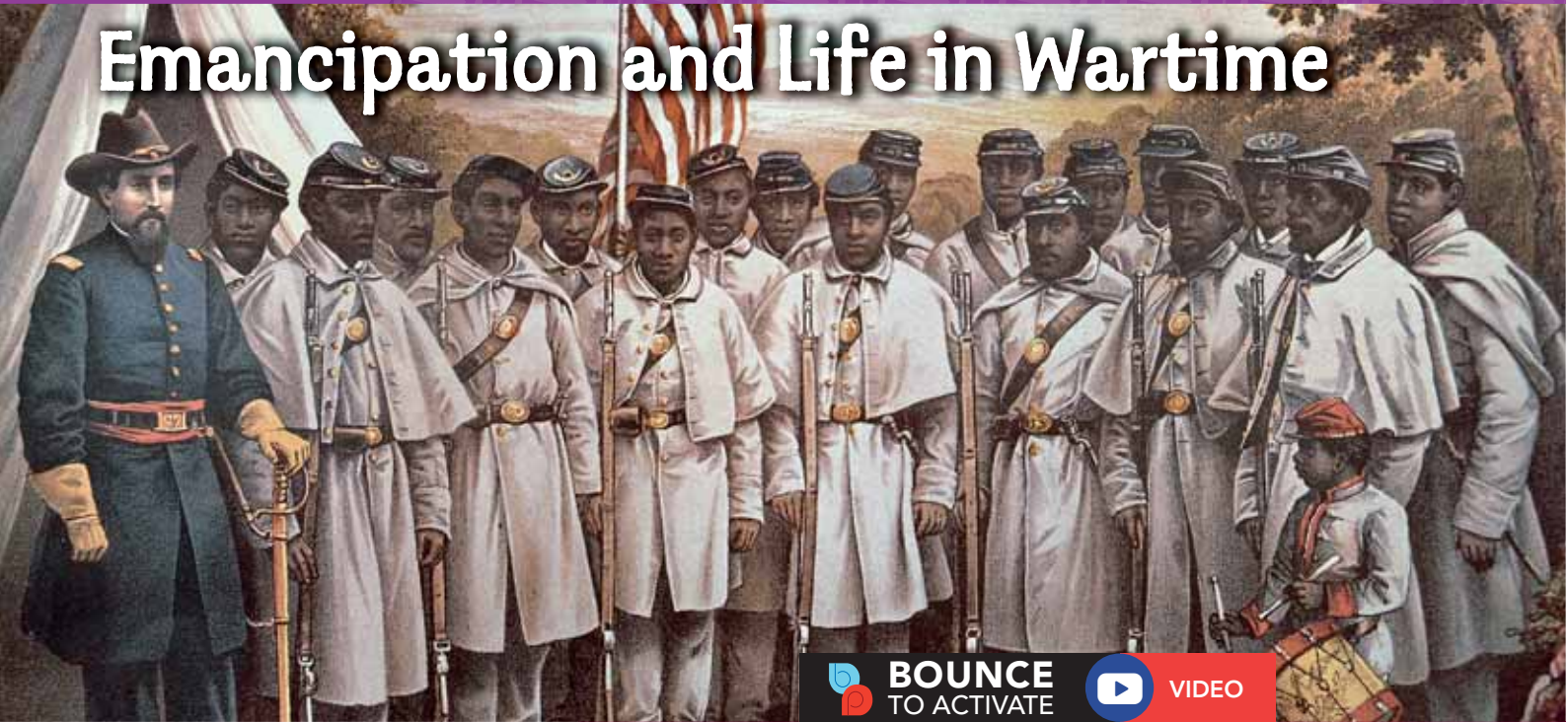
Practice Vocabulary

1. What was important about the *Virginia* and the *Monitor*?
2. What disaster happened at the **Battle of Chancellorsville**?

Critical Thinking and Writing

3. **Draw Conclusions** What can you conclude from the fact that spectators accompanied Union troops to Bull Run to watch the battle and were in a festive mood?
4. **Summarize** the problems that a successful blockade of southern ports would cause.
5. **Use Evidence** What do the battles and events that you have read about so far lead you to predict about the war?
6. **Writing Workshop: Support Thesis with Details** In your  Active Journal, begin listing details about the differences between the North and South. You will use these details as you write the essay at the end of the Topic.

Emancipation and Life in Wartime



GET READY TO READ

START UP

These men have just enlisted in the Union Army. Write three questions you would like to ask them.

GUIDING QUESTIONS

- How and why did the Civil War become a war to end slavery?
- In what ways did African Americans contribute to the Union war effort?
- What roles did women play in the war?

TAKE NOTES

Literacy Skills Summarize

Use the graphic organizer in your Active Journal to take notes as you read the lesson.

PRACTICE VOCABULARY

Use the vocabulary activity in your Active Journal to practice the vocabulary words.

Vocabulary

Emancipation
Proclamation
54th Massachusetts Regiment
Fort Wagner
Copperhead
draft
habeas corpus
inflation
income tax

Academic Vocabulary

preliminary
essentially

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

Primary Source

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

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

Lincoln's Emancipation Proclamation

Lincoln had a reason for handling the slavery issue cautiously. As you have read, four slave states remained in the Union, and the president did not want to do anything that might cause these states to join the Confederacy.

By mid-1862, however, Lincoln came to believe that he could save the Union only by broadening the goals of the war and emancipating, or freeing, the enslaved African Americans.

Lincoln Moves Slowly Lincoln knew that emancipation would weaken the Confederacy's ability to carry on the war. At the start of the war, Southerners held more than 3 million African Americans in slavery. They grew food that fed Confederate soldiers. They also worked in iron and lead mines that were vital to the South's war effort. Some served as nurses and cooks for the army.

However, Lincoln knew that many northerners opposed abolition. He hoped to introduce the idea of emancipation slowly, by limiting it to territory controlled by the Confederacy.

The President had another motive. Lincoln believed that slavery was wrong. When he felt that he could act to free enslaved African Americans without threatening the Union, he did so.

Lincoln needed a Union victory to announce his plan. He did not want Americans to think emancipation was a desperate effort to save a losing cause. On September 22, 1862, following the moderate success at Antietam, Lincoln announced a **preliminary** proclamation. He issued the formal **Emancipation Proclamation** on January 1, 1863.

The Emancipation Proclamation freed people enslaved in Confederate-held territory. It did not free enslaved African Americans in the four loyal slave states or those in Confederate lands that had already been captured by the Union, such as the city of New Orleans, Tennessee, and parts of Virginia.

Academic Vocabulary

preliminary • *adj.*, something that comes before or is introductory

GEOGRAPHY SKILLS

This map shows those parts of the United States that were under Union control and those parts that were controlled by the Confederacy in 1862.

- Interaction** Why might some southern regions have been exempted from the Emancipation Proclamation?
- Synthesize Visual Information** Where had the Union had its greatest successes?

Areas Under Union and Confederate Control, 1862





Analyze Images In this painting, Lady Liberty rides a chariot labeled EMANCIPATION, and Lincoln holds a scroll labeled PROCLAMATION.

Use Visual Information What does this painting say about the Emancipation Proclamation?

The Proclamation Changes the Purpose of the War Because the rebelling states were not under Union control, no African Americans actually gained their freedom on January 1, 1863. Still, the Emancipation Proclamation changed the war's purpose. Now, Union troops were fighting to end slavery as well as to save the Union.

The opponents of slavery greeted the proclamation with joy. Frederick Douglass witnessed a celebration in Boston:

Primary Source

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

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

The proclamation also won the sympathy of Europeans, making it less likely that Britain or any other European country would come to the aid of the South. However, in the South, Lincoln's proclamation was seen as a "fiend's act" that destroyed valuable property.

READING CHECK Understand Effects How did the Emancipation Proclamation change the purpose of the Civil War?

Why Did African Americans Fight for the Union?

When the war began, thousands of free African Americans volunteered to fight for the Union, but federal law forbade them to serve as soldiers. When Congress repealed that law in 1862, both free African Americans and African Americans who had escaped from slavery enlisted in the Union army.

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

African American soldiers protested against this discrimination. Gradually, conditions changed. By 1863, African American troops were fighting in major battles. In 1864, the War Department announced that all soldiers would receive equal pay. By the end of the war, about 200,000 African Americans had fought for the Union. Nearly 40,000 lost their lives.

For the families of African American soldiers, the war was just as horrible as it was for the families of white soldiers. They struggled on without fathers, brothers, and sons. They worried if loved ones would come home.

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

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

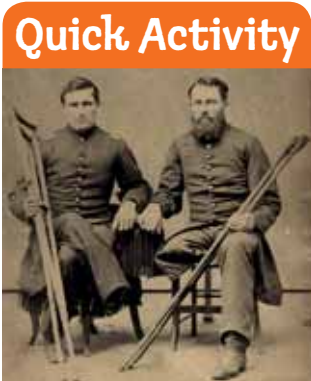
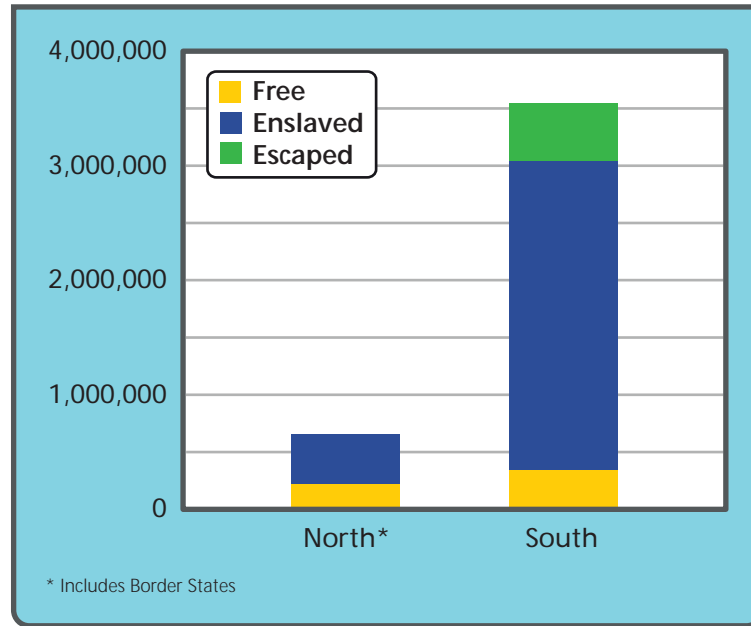
The courage of the African American regiments helped to win respect for African American soldiers. Sergeant William Carney of the 54th Massachusetts was the first of 16 African American soldiers to win the Congressional Medal of Honor in the Civil War. Secretary of War Stanton said such Union heroes had “proved themselves among the bravest of the brave.”

Analyze Images This monument in Boston honors the 54th Massachusetts Regiment. **Draw Conclusions** Why were Union regiments segregated by race?



Analyze Graphs The graph shows the numbers of free and enslaved African Americans in the North and in the South. **Use Evidence** Based on the information in the graph, approximately what percentage of enslaved African Americans from the South escaped to the North during the Civil War?

African American Population in the North and South, 1860



In your Active Journal, explain how you can use a primary source to learn how the Civil War affected the lives of soldiers, African Americans, women, and others.

An Opportunity for Freedom Despite enslavement, many African Americans in the South contributed to the Union cause. To weaken the South's war effort, they worked more slowly or refused to work at all. They knew that when victorious Union troops arrived in their area, they would be free.

Thousands also took direct action to free themselves. Whenever a Union army moved into a region, enslaved African Americans fled across the Union lines to freedom. By the end of the war, about one-fourth of the South's enslaved population had escaped to freedom.

READING CHECK **Identify Supporting Details** Why were many African Americans on plantations able to escape during the war?

The Horrors of War

On both sides, most soldiers were under the age of 21. As the death toll rose, age restrictions for soldiers were relaxed. The South drafted boys as young as 17 and men as old as 50. Boys learned to stand firm as cannon blasts shook the earth and bullets whizzed past their ears.

Soldiers drilled and marched for long hours. They slept on the ground even in rain and snow. Often their clothing was inadequate and uncomfortable. Many soldiers had no shoes, particularly in the Confederacy.

Outdated military tactics contributed to heavy casualties. For example, soldiers attacked in straight lines or bunched together. This made them easy targets for artillery and rifle fire.

Modern War Technology New technology added to the horror of war. Cone-shaped bullets and guns with rifling, or grooves cut on the

INTERACTIVE

The Hardships of Soldiers


inside of the barrel, made rifles twice as accurate. Improved cannons hurled exploding shells several miles and were much more deadly. Machine guns were introduced, and the first land mines brought unexpected horrors to war. Not surprisingly, soldiers began, for the first time, to dig trenches to escape gun and artillery fire. Even so, in most battles, one-fourth or more of the soldiers were killed or wounded.

Technology also brought the horror of modern warfare to civilians. Photographer Mathew Brady and his team of 20 battlefield photographers recorded the Civil War as had never before been done. Said one newspaper, “Mr. Brady has done something to bring home to us the terrible reality and earnestness of war.”

The Civil War extended warfare into the skies and under water. Overhead, balloons gave commanders information about the enemy. It was the first war in which balloons were used extensively. At sea, submarines capable of sinking enemy ships were used for the first time.

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

On both sides, prisoners of war faced horrifying conditions. At Andersonville, a prison camp in Georgia, many Union prisoners died of disease or starvation. The difficult life of soldiers led many to desert. One out of every seven Union soldiers and one out of every nine Confederate soldiers deserted.

 **READING CHECK** **Identify Main Ideas** How did disease affect Civil War troops?

 **INTERACTIVE**

Photography and the Civil War

Analyze Images This hospital was set up after the Battle of Antietam. **Compare and Contrast** How does this battlefield hospital compare to a modern hospital?





Analyze Images Rioters who opposed the draft law in New York City destroyed multiple buildings. **Identify Supporting Details** Why didn't all northerners support the war?

Other Challenges in the North and South

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

Congress Imposes a Draft As the war dragged on, public support dwindled, and there was a shortage of volunteers for the Union army. In response, Congress passed a **draft** law in 1863. It required all able-bodied males between the ages of 20 and 45 to serve in the military if they were called.

A man could avoid the draft by paying \$300 (about as much as an unskilled worker could earn in a year) or by hiring someone to serve in his place. Many people began to see the Civil War as “a rich man’s war and a poor man’s fight.”

The Draft Leads to Riots Opposition to the draft led to riots in several northern cities. Because the law went into effect soon after Lincoln issued the Emancipation Proclamation, some white northerners believed that they were being forced to fight to end slavery. Many people in northern cities, especially recent immigrants, saw little reason for wanting slavery abolished. Freed African Americans, they thought, would compete with them for jobs and drive down wages. **Essentially**, they feared the draft would force them to fight against their self-interest.

Academic Vocabulary
essentially • *adv.*, basically, fundamentally, in essence

The worst riot occurred in New York City in July 1863. For four days, white workers attacked free African Americans along with rich New Yorkers who had paid to avoid serving in the army. At least 74 people were killed.

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

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

Like the North, the South was forced to pass a draft law to fill its army. Men who owned or supervised more than 20 slaves were exempt. Southern farmers who had few or no slaves resented this law.

Near the end of the war, the South no longer had enough white men to fill the ranks. Desperate, the Confederate Congress enlisted enslaved African Americans in the military. The war ended, however, before more than a few thousand enslaved men fought for the Confederacy.

READING CHECK Identify How did draft problems differ in the South and North?

Analyze Graphs As the war wore on, the Union blockade of southern ports began to have a greater and greater impact. **Summarize** Based on the information in the graph, what were the effects of the North blockading southern ports?

★ BLOCKADE OF SOUTHERN PORTS ★

PRICES FOR BASIC GOODS IN THE SOUTH (IN CONFEDERATE DOLLARS)

Bacon	\$8 a pound
Flour	\$300 a barrel
Turkeys	\$60 each
Milk	\$4 a quart
Tea	\$18 – \$20 a pound
Sugar	\$20 a pound

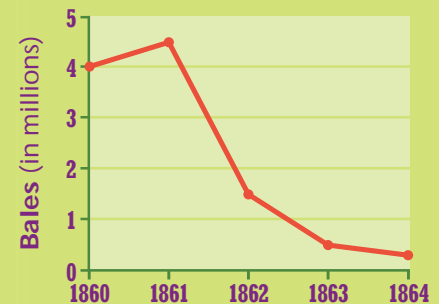
Source: *A Woman's Wartime Journal*

TRAVEL EXPENSES FOR ONE ARMY OFFICER: RICHMOND TO ATLANTA, 1865

March 11	Meal on the road	\$20
March 20	Eyeglasses	\$135
March 23	Coat, vest, pants	\$2,700
March 30	Cavalry boots (1 pr)	\$450
April 24	Matches	\$25
April 24	Penknife	\$125

Source: *The Nation: A Weekly Journal Devoted to Politics, Literature, Science, and Art*, Vol. 63

COTTON PRODUCTION



10 cents a pound

COTTON PRICES



\$1.89 a pound



War Devastates the Southern Economy

The Civil War cost far more than any previous war. For the South, war brought economic ruin. The South struggled with the cost of the war, the loss of the cotton trade, and severe shortages brought on by the Union blockade.

A Weak Wartime Economy To raise money, the Confederacy imposed an income tax and a tax-in-kind. The tax-in-kind required farmers, who had little cash, to turn over one tenth of their crops to the government.

The South also printed paper money, which led to wild **inflation**. Inflation is a general rise in prices and a decrease in the value of money. By 1865, one Confederate dollar was worth only two cents in gold. In Richmond, a barrel of flour was \$275 in early 1864, potatoes were \$25 a bushel, and butter was \$15 a pound.

Analyze Images This photo shows Charleston, South Carolina, in 1865.

Understand Effects What would be the effects of such destruction across the South?

The war seriously damaged the cotton trade, the South's main source of income. Early in the war, President Davis halted cotton shipments to Britain. He offered to renew the shipments in exchange for Britain's support. But the tactic backfired when Britain bought its cotton from Egypt and India. Davis succeeded only in cutting the South's income.

The Union Blockade Creates Shortages The Union blockade created severe shortages in the South. Confederate armies sometimes waited weeks for supplies. With few factories of its own, the South bought many of its weapons in Europe. However, after the blockade cut off most deliveries, the Confederate government began building and running factories. Private manufacturers were offered contracts and draft exemptions for their workers if they produced war goods.

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

Widespread Destruction The impact of the war was everywhere in the South, where most of the fighting occurred. Many towns were bombarded. Homes and buildings were destroyed and burned.

In the countryside, trenches, defensive structures, cannon balls, and the debris of war spread across the land. Even where battles had not occurred, barns had been burned or stripped and fences torn down for

firewood. Hungry armies destroyed fields of grain and seized livestock, mules, and other animals.

READING CHECK Identify Cause and Effect What were the causes of wartime economic difficulties for the Confederacy?

How Did the War Affect the Northern Economy?

The Union used several strategies to pay for the war. In some ways, war helped the North's economy.

Taxation and Inflation To pay for the war, Congress established the nation's first **income tax**, or tax on people's earnings, in 1861. A new agency, the Internal Revenue Bureau, oversaw the collection process. The Union also issued bonds worth millions of dollars, and, like the Confederacy, it printed more than \$400 million in paper money, which led to inflation. During the war, prices for goods nearly doubled in the North.

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

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

READING CHECK Check Understanding How did the Civil War strengthen the North's economy?

5 BIOGRAPHY Things to Know About

MARY EDWARDS WALKER

Doctor during the Civil War (1832–1919)



- Walker served as assistant surgeon in battlefield hospitals for the Union Army.
- She was captured by the Confederate army and later exchanged for a Confederate prisoner of war.
- Walker lectured on women's rights, suffrage, and on reforming standards for acceptable female clothing.
- Walker did not support the suffrage amendment, saying women's right to vote was already included in the Constitution.
- She was the first woman to be awarded the Congressional Medal of Honor.

Critical Thinking Do you think Dr. Mary Walker was ahead of her time? Explain.



Women Contribute to the War Effort

Women in the North and South played vital roles during the war. As men left for the battlefields, women took over their jobs in industry and on farms. They also had to raise their families on their own.

In rare instances, some women disguised themselves as men and enlisted in the army. Others served as spies. Many served in army camps, choosing to accompany their husbands to war.

Women formed aid societies to help supply the troops with food, bedding, clothing, and medicine. Throughout the North, women held fairs and other fund-raising events to pay for supplies.

Analyze Images Clara Barton was one of the many women who cared for wounded soldiers at Union field hospitals. **Recognize Multiple Causes** How were women essential to the war effort?

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

Dorothea Dix, famous for her work reforming prisons and mental hospitals, and Clara Barton, who later founded the American Red Cross, both became nurses for the Union army. Of her reasons for serving as a nurse, Clara Barton said, “What could I do but go with them [Civil War soldiers], or work for them and my country?” Mary Edwards Walker, an important advocate of women’s rights, served as both a nurse and an assistant surgeon during the war.

Sojourner Truth, the African American antislavery leader, worked in Union hospitals and in camps for African Americans freed from slavery. In the South, Sally Tompkins set up a hospital in Richmond, Virginia.

READING CHECK Identify Main Ideas What are some ways that women contributed to the war effort?

Lesson Check

Practice Vocabulary

1. How did the **Emancipation Proclamation** change the purpose of the Civil War?
2. What did the **54th Massachusetts Regiment** accomplish at **Fort Wagner**?
3. What happens during a period of **inflation**?

Critical Thinking and Writing

4. **Draw Conclusions** Why did the roles of women change during the Civil War?
5. **Summarize** how the treatment of African American soldiers in the Union army changed as the war progressed.
6. **Writing Workshop: Write an Introduction** In your Active Journal, write an introduction to your essay about the differences between the North and South. Include your thesis statement in your introduction.

Abraham Lincoln, The Emancipation Proclamation

In 1863, in the midst of the Civil War, Abraham Lincoln believed it was necessary to give people more reasons to support the war. Until then, it had been about keeping the Union together. He chose to make it also about ending slavery.

► President Lincoln



That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated ① part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward ②, and forever free; and the Executive Government of the United States . . . will recognize and maintain the freedom of such persons, and will do no act or acts to repress ③ such persons, or any of them, in any efforts they may make for their actual freedom.

That the Executive will . . . designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed . . . not then in rebellion against the United States.

Now, therefore I, Abraham Lincoln, President of the United States, . . . in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing ④ said rebellion, do . . . order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States the following, to wit: Arkansas, Texas, Louisiana, . . . Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia.

Analyzing Primary Sources

Cite specific evidence from the document to support your answers.

- 1. Determine Author's Purpose** Why is Lincoln only freeing the slaves in certain states or parts of states?
- 2. Summarize** According to Lincoln, what does a state have to do to prove it is not in rebellion?
- 3. Cite Evidence** What reason does Lincoln give for freeing the enslaved people?

Reading and Vocabulary Support


① *Designate* means "to name or point out for a particular purpose."

② What do you think the word *thenceforward* means?

③ *Repress* means "to control someone by force."

④ What does the word *suppressing* mean?

Quest CONNECTIONS

Read the passage in the Declaration of Independence that discusses the responsibility of governments to protect the safety and happiness of the people. How is that passage reflected in the Emancipation Proclamation? Record your findings in your  Active Journal.

Recognize the Role of Chance, Oversight, and Error



INTERACTIVE

Interpret Sources

Follow these steps to recognize the role of chance, oversight, and error in shaping events.

1 Identify the topic When reading about an event, begin by focusing on what the passage is about. For example, is the passage about a military campaign or the rise of a new leader? Where did the event happen? Who were the key figures?

- What event is the subject of Lee's letter?
- What role did Lee play in the event?

2 Identify the goal or expected outcome Ask, "What was the leader trying to accomplish?" "What was expected to happen if everything had gone as planned?"

- According to this letter, how did Lee expect the battle to progress?
- What outcome did Lee expect?

3 Identify any unexpected outcomes As you consider the event or time period, ask, "Did events happen as the leader expected?" "Did something go wrong?" "Did key people achieve their stated goals?"

- What happened that surprised Lee?

4 Analyze the cause of the unexpected outcomes Look for explanations for unexpected outcomes. Did something that nobody could have predicted go wrong—a storm or illness, for example? Did a person make a key mistake? Did someone forget some key step?

- How did Lee explain what went wrong?

Primary Source

The following is a letter written by Confederate General Robert E. Lee to Jefferson Davis, president of the Confederacy.

Mr. President

Your note of the 27 [sic] enclosing a slip from the Charleston Mercury relative to the battle of Gettysburg is received. I much regret its general censure upon the operations of the army, as it is calculated to do us no good either at home or abroad. . . . No blame can be attached to the army for its failure to accomplish what was projected by me, nor should it be censured for the unreasonable expectations of the public. I am alone to blame, in perhaps expecting too much of its prowess &

valor. . . . But with the knowledge I then had, & in the circumstances I was then placed, I do not know what better course I could have pursued. With my present knowledge, & could I have foreseen that the attack on the last day would have failed to drive the enemy from his position, I should certainly have tried some other course. What the ultimate result would have been is not so clear to me. Our loss has been heavy, that of the enemy's proportionally so. His crippled condition enabled us to retire from the country comparatively unmolested. The unexpected state of the Potomac was our only embarrassment.

— Robert E. Lee, Letter to Jefferson Davis, July 31, 1863

LESSON 6

The War's End



 **BOUNCE**
TO ACTIVATE

 **VIDEO**

GET READY TO READ

START UP


Lee (left) surrendered April 9, 1865. After all the bloodshed and destruction, how would the country heal? Write a few sentences stating your ideas.

GUIDING QUESTIONS


- How did the Civil War change the United States?
- What was the significance of Union victories at Vicksburg and Gettysburg?
- What was Grant's plan for ending the war?

TAKE NOTES

Literacy Skills Sequence

Use the graphic organizer in your  Active Journal to take notes as you read the lesson.

PRACTICE VOCABULARY

Use the vocabulary activity in your  Active Journal to practice the vocabulary words.

Vocabulary

siege

Battle of Gettysburg

Pickett's Charge

Gettysburg Address

Appomattox Court House

Academic Vocabulary

significant

imply

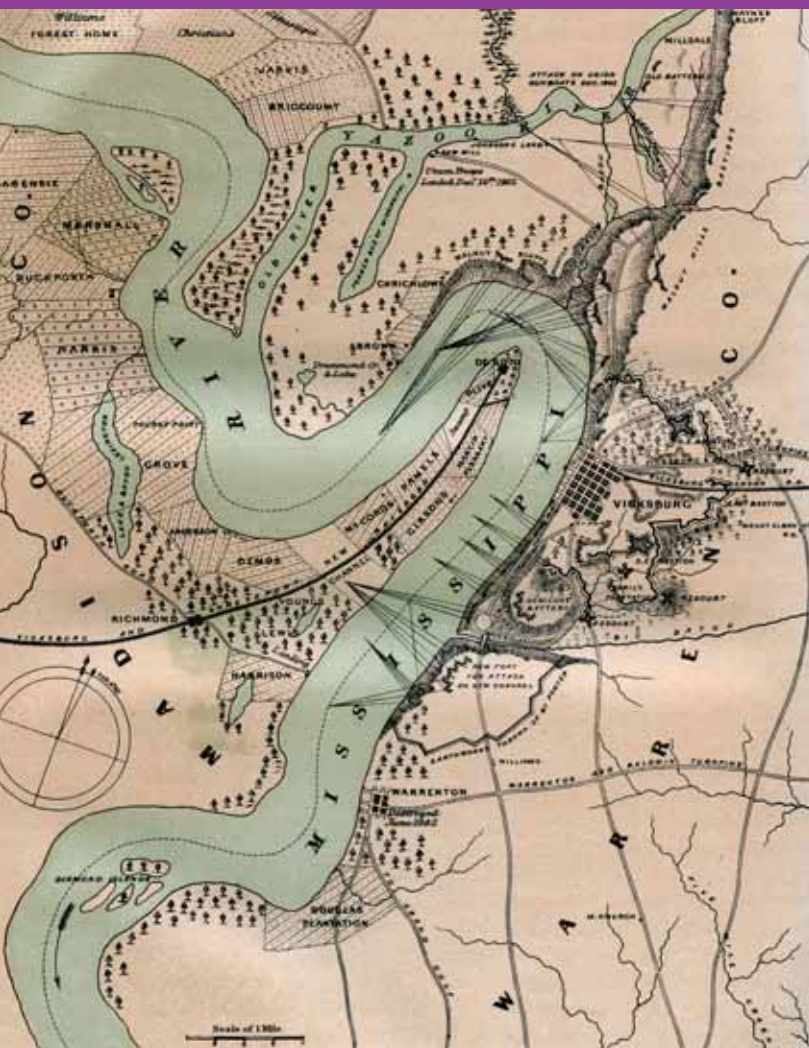
Confederate armies won major battles at Fredericksburg in December 1862 and at Chancellorsville in May 1863. These were gloomy days for the North. Then, in July 1863, the tide of war turned against the South as Union forces won major victories in both the East and the West.

The Union Captures Vicksburg

In the West, by the summer of 1863, the Union had captured New Orleans and Memphis, giving them control of both ends of the southern Mississippi River. Still, the Confederates held Vicksburg, Mississippi.

Grant Targets Vicksburg Vicksburg was a crucial Mississippi River crossing, linking the eastern and western Confederate states. Vicksburg sat on a cliff high above the eastern shore of the river, which made it difficult to attack from the west.

Grant was desperate to capture Vicksburg, and the Confederates were desperate to keep it. Early in 1863, Grant's forces tried again and again but failed to seize Vicksburg.



At last, Grant devised a brilliant plan. Landing at an unguarded spot on the river, Grant marched inland eastward to launch a surprise attack on Jackson, Mississippi. Then, he turned back and attacked Vicksburg from the rear. On the side facing away from the river, no physical barriers protected Vicksburg.

The Siege of Vicksburg For more than six weeks, Grant's forces laid siege to Vicksburg. In a **siege**, a military force encircles an enemy position and blockades and bombards it in order to force it to surrender. Finally, on July 4, 1863, the Confederates surrendered Vicksburg.

On July 9, Union forces also captured Port Hudson, Louisiana, gaining control of the entire Mississippi River. The Confederacy was split in two. Cut off from the rest of the Confederacy, Texas, Arkansas, and Louisiana were no longer able to supply food, weapons, and other goods to the eastern Confederate states. This was a devastating blow.

READING CHECK Check Understanding Why was Union control of the Mississippi River a blow to the Confederacy?

Analyze Images For more than six weeks, General Grant's forces encircled Vicksburg, cutting off its supplies. **Synthesize Visual Information** Why did Grant circle around and approach Vicksburg from the East?

Academic Vocabulary
significant • *adj.*, very important

INTERACTIVE

The Battle of Vicksburg

A Union Victory at Gettysburg

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

The Battle Begins On June 30, 1863, the Union Army of the Potomac, now under command of General George C. Meade, met part of Lee's army at the town of Gettysburg, Pennsylvania. Both sides quickly sent in reinforcements. The three-day **Battle of Gettysburg** that followed was one of the most **significant** events of the Civil War.

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

The next day, Lee ordered an attack on both ends of the Union line, much of which was positioned on high ground, making the attacks difficult. Southern troops fought hard, but the Union army was well

positioned. At the end of a day of savage fighting, Lee's forces had suffered heavy casualties but failed to dislodge the Union army.

Some of the Union's success lay in its use of the Spencer repeating rifle. It permitted soldiers to fire shot after shot very quickly. The Spencer became widely used by Union soldiers. The South lacked this technology. Rifles with similar repeating action became standard weapons in later wars.

A Disastrous Decision for the Confederacy Despite his losses, Lee attacked again. He wanted to "create a panic and virtually destroy the [Union] army." On July 3, he ordered General George Pickett to lead 15,000 men in a daring charge against the center of the Union line. This attack is known as **Pickett's Charge**. To reach their target, Pickett's men would have to march about 1,000 yards across sloping, open ground—all within clear view of the enemy.

When Pickett gave the order to charge, the Confederates marched forward, and Union guns opened fire. Row after row of soldiers fell to the ground, dead or wounded. The battle noise, one soldier recalled, was "strange and terrible, a sound that came from thousands of human throats . . . like a vast mournful roar."

Pickett's Charge failed. The steady barrage of bullets and shells kept all but a handful of Confederate soldiers from penetrating Union lines. The next day, a Union officer inspecting the battlefield found that "the dead and wounded lay too thick to guide a horse through them."

INTERACTIVE

The Battle at
Gettysburg

Analyze Images

This photograph shows the cyclorama in the Museum and Visitor Center at Gettysburg National Military Park. **Explain an Argument** Why is it important to remember what happened at Gettysburg?





As the survivors limped back, Lee rode among them. “It’s all my fault,” he admitted gravely. Lee had no choice but to retreat. The Confederates would never invade the North again.

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

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

 **READING CHECK** **Identify Main Ideas** Why was the Union victory at Gettysburg significant?

Analyze Images This image shows President Lincoln with Union officers at a battlefield camp in 1862. **Draw Conclusions** What do Lincoln’s visits to battlefields tell about him as a leader?

Academic Vocabulary
imply • v., to suggest without saying directly or plainly

Lincoln Delivers the Gettysburg Address

The Battle of Gettysburg left more than 50,000 dead or wounded. On November 19, 1863, there was a ceremony to dedicate a cemetery to the memory of those soldiers. President Lincoln delivered a speech now known as the **Gettysburg Address**. The speech exemplified Lincoln’s leadership at a time of grief and crisis.

Lincoln said that the Civil War was a test of whether or not a democratic government could survive. This claim **implied** that the nation’s survival depended on the integrity of the Union. He also reminded Americans that their nation was founded on the belief that “all men are created equal.” Lincoln told the audience:

Primary Source

“We here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.”

—Abraham Lincoln, Gettysburg Address, November 19, 1863

Lincoln connected the phrases “all men are created equal,” taken from the Declaration of Independence, and “a new birth of freedom.” Coming so soon after the Emancipation Proclamation, this **implied** that equality for African Americans was a core purpose of the nation. While the entire

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

 **READING CHECK** **Draw Conclusions** Lincoln said that the Civil War was a test. What was that test?

The Union Advances Into the South

Since the beginning of the war, Lincoln had searched for a general who could lead the Union to victory. More and more, he thought of Ulysses S. Grant.

General Grant Takes Charge General Ulysses S. Grant had led Union forces to victory at Shiloh. He developed an ingenious plan that led to the capture of Vicksburg. Then he continued to win battles in the West. In 1864, Lincoln appointed Grant commander of all Union forces. In this role, Grant would lead the final Union advance against the Confederacy.

Some questioned the choice of Grant, teasing that his initials stood for “Unconditional Surrender.” But even back when Grant had been criticized for near disaster at the Battle of Shiloh, Lincoln had defended him: “I can’t spare this man,” Lincoln said. “He fights.”

Grant’s plan for ending the war was to destroy the South’s ability to fight. To achieve this, Grant ordered his generals to wage total war. He wanted the Union army to destroy food, equipment, and anything else that might be useful to the enemy. At the start of the war, it was seen as an advantage of the Confederacy that the war would be fought on Southern soil, surrounded by Confederate supporters. Grant intended to turn this advantage into a liability. Confederate civilians would suffer hardship, and they would be unable to provide support to the military.

5 BIOGRAPHY Things to Know About

ULYSSES S. GRANT

Commanding general of the Union army during the Civil War (1822–1885)



- A graduate of West Point, Grant served in the Mexican-American War under General Zachary Taylor.
- Grant resigned from the army in 1854 but rejoined at the start of the Civil War.
- President Lincoln appointed him General-in-Chief of the Union Army in 1864.
- Grant was elected 18th president of the United States, serving from 1869 to 1877.
- Near the end of his life, Grant wrote a memoir to pay off debts and provide for his family. It earned \$450,000.

Critical Thinking In what ways do you think a military career prepares someone to be President?



Analyze Images Sherman's troops destroyed railroad tracks, farms, and other civilian property. **Infer** Why would Sherman order his troops to destroy civilians' property?

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

Primary Source

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

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

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

Sherman's March to the Sea Grant ordered General William Tecumseh Sherman to capture Atlanta, Georgia, and then march to Savannah, on the Atlantic coast. Like Sheridan, Sherman had orders to destroy everything useful to the South. In Sherman's words, he would "make them so sick of war that generations would pass away before they would again appeal to it."

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

As they marched through Georgia, Sherman's troops ripped up railroad tracks, killed livestock, and tore up fields. They burned barns, homes, bridges, and factories. Civilian lives were spared.

 **READING CHECK** **Summarize** Grant's concept of *total war*.

Contrasting Ideas of Liberty and Union

Lincoln ran for reelection in 1864. At first, his defeat seemed, in his own words, “exceedingly probable.” Lincoln knew that many northerners were unhappy with his handling of the war.

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

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

Lincoln’s Second Inaugural In his Second Inaugural Address, Lincoln looked forward to the coming of peace:

Primary Source

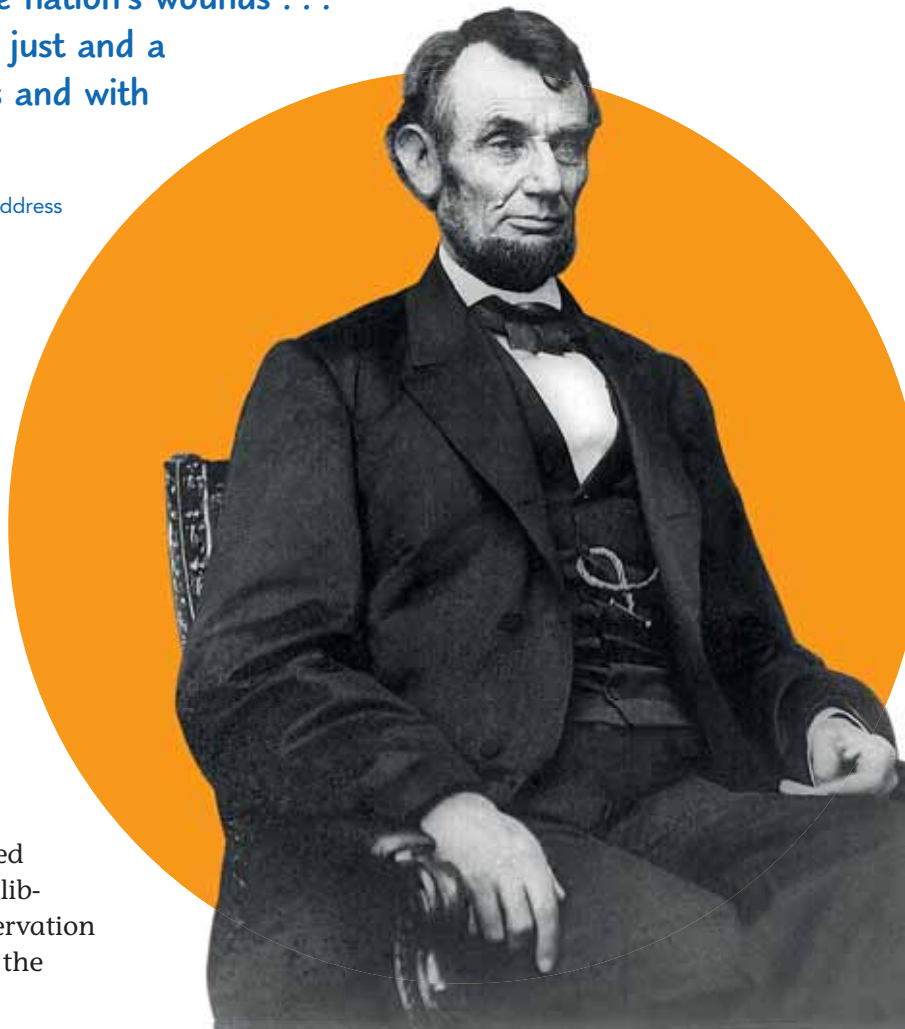
“With malice toward none, with charity for all . . .
let us strive . . . to bind up the nation’s wounds . . .
to do all which may achieve a just and a
lasting peace among ourselves and with
all nations.”

—Abraham Lincoln, Second Inaugural Address

Lincoln’s Second Inaugural Address, along with his First Inaugural and Gettysburg addresses, are landmark speeches in American history. Together, they present Lincoln’s ideas about liberty, equality, union, and government.

In his First Inaugural, Lincoln emphasized the importance of the union of the states, which he viewed as “perpetual,” or never-ending. In the Gettysburg Address, he emphasized the importance of maintaining the union of the country, especially since the country was based on freedom and equality. Lincoln’s Second Inaugural highlighted slavery as a violation of equality and liberty, yet emphasized, again, the preservation of unity by urging people to “bind up the nation’s wounds.”

Analyze Images By the election of 1864, as this photograph clearly shows, the war had taken an emotional and physical toll on President Lincoln. **Draw Conclusions** What leadership qualities did Lincoln display?





Analyze Images Richmond, Virginia, shown here before (left) and after (right) the war, was the capital of the Confederacy. **Use Visual Information** What problems did the people of Richmond have to overcome after the war?

Two Contrasting Visions In Jefferson Davis's inaugural address, given four years earlier, the Confederate President had conveyed quite different views from Lincoln's. Davis explained the South's reasons for withdrawing from the Union as "a necessity, not a choice." Quoting the Declaration of Independence, Davis said:

Primary Source

"Our present condition . . . illustrates the American idea that governments rest upon the consent of the governed, and that it is the right of the people to alter or abolish governments whenever they become destructive of the ends for which they were established."

—President Jefferson Davis, First Inaugural Address, February 18, 1861

Lincoln had insisted in his First Inaugural Address that the Constitution required union. He had argued that "no state upon its own mere motion can lawfully get out of the Union." In the Emancipation Proclamation and the Gettysburg Address, Lincoln had extended the idea of liberty, enshrined in the nation's founding documents, to all Americans. While Lincoln's vision called for equality and liberty for enslaved African Americans, Davis called for the equality and liberty only of southern whites.

READING CHECK **Identify Main Ideas** What did the Union mean to Abraham Lincoln?

How Did the War Come to an End?

Grant began the drive to capture Richmond in May 1864. Throughout the spring and summer, he pursued Lee across eastern Virginia. Northerners read with horror that 60,000 men were killed or wounded in a single month at the Battles of the Wilderness, Spotsylvania, and Cold Harbor. Still, Grant pressed on with his Virginia Campaign. He knew that the Union could replace men and supplies. The South could not.

In June 1864, Lee dug in at Petersburg, near Richmond, and Grant began a siege. Nine months later, with a fresh supply of troops, Grant took Petersburg on April 2, 1865. The same day, Richmond fell.

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

At Appomattox Court House, Grant offered generous terms of surrender. Officers were allowed to keep their pistols, and soldiers who had horses could keep them. Grant knew the animals would be needed for spring plowing. Finally, ordered Grant, “each officer and man will be allowed to return to his home, not to be disturbed by the United States authorities.”

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

Honoring Those Who

Served The war was over, but the people who lived through it would remember it all of their lives. On both sides, home towns honored returning veterans with ceremonies—even up to 75 years later.

During the war, President Lincoln had signed into law what would later become the Medal of Honor, the highest honor in the American military. Over 1,500 soldiers were awarded the Medal of Honor for their heroic actions during the Civil War.



INTERACTIVE

Key Battles of the Civil War

Analyze Images The Union Army took over this family's home in the town of Appomattox Court House, Virginia. There, Lee signed his formal surrender.

Understand Effects How did the war affect civilians?



One Medal of Honor recipient was O.S. (ordinary seaman) Philip Bazaar, an immigrant from Chile who enlisted in the Union Navy. Although his rank was low, his actions proved him a hero. Bazaar earned the Medal of Honor carrying vital messages between commanders while serving on the USS *Santiago de Cuba* during the assault on Fort Fisher, North Carolina, on January 15, 1865:

Primary Source

“As one of a boat crew detailed to one of the generals on shore, O.S. Bazaar bravely entered the fort in the assault and accompanied his party in carrying dispatches at the height of the battle. He was 1 of 6 men who entered the fort in the assault from the fleet.”

—Medal of Honor Citation for Philip Bazaar, June 22, 1865

Analyze Graphs The graphic organizer points out some of the immense costs that Americans paid for fighting the Civil War. **Analyze Data** Based on the information about the human costs of the war, which side had more casualties during the war?

READING CHECK Recall What was significant about how General Grant treated Confederate soldiers after they surrendered?

A New Chapter for the United States

The cost of the Civil War was immense. More than 360,000 Union soldiers and 250,000 Confederate soldiers died. No war has ever resulted in more American deaths. The war cost about \$20 billion, more than 11 times the entire amount spent by the federal government between 1789 and 1861.

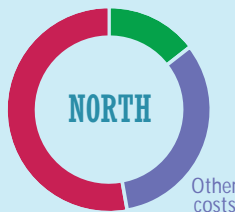
★ COSTS OF THE CIVIL WAR ★

MONETARY COSTS (IN 1860 \$)

\$485.8 MILLION
Cost to state and local governments

\$1.8 BILLION
Cost to the federal government

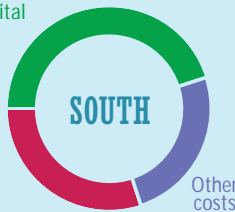
\$3.4 BILLION
Total cost to the north



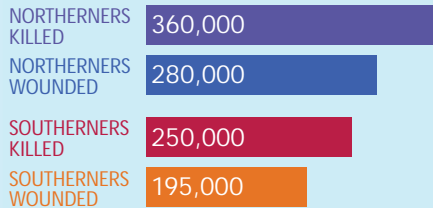
\$1.48 BILLION
Loss in value of physical capital

\$1 BILLION
Expenditures by the Confederate government and auxiliary state and local governments

\$3.3 BILLION
Total cost to the South



HUMAN COSTS



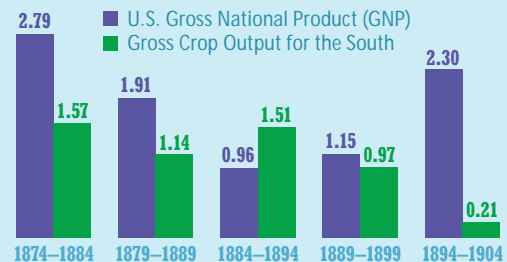
POLITICAL COSTS

1864 to 1884 Republicans won 5 of 6 presidential elections:

1864 LINCOLN	Republican
1868 GRANT	Republican
1872 GRANT	Republican
1876 HAYES	Republican
1880 GARFIELD	Republican
1884 CLEVELAND	Democrat

U.S. GROWTH VS. SOUTHERN AGRICULTURAL GROWTH

1874–1904



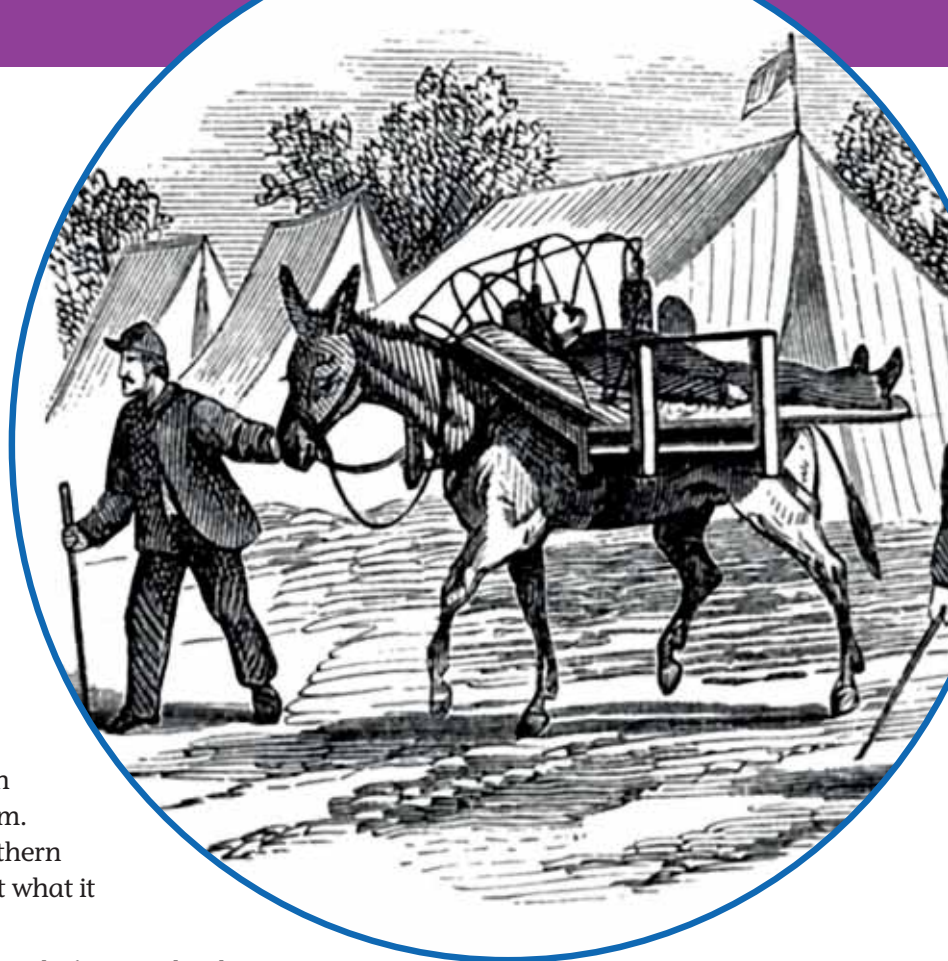
Sources: *The Journal of Economic History*, Vol. 35, June 1975; *Explorations in Economic History*, Vol. 16, April 1979

The Civil War was a major turning point in American history. No longer would Americans speak of the nation as a confederation of states. Before the war, Americans referred to “*these* United States.” After, they began speaking of “*the* United States.” The idea that each state might secede if it chose was dead. At the same time, the power of the federal government grew.

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

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

 **READING CHECK** **Identify Main Ideas** In what ways was the Civil War significant?




Analyze Images The carnage of the Civil War forced Americans to invent a variety of contraptions for transporting the dead and wounded. **Identify Supporting Details** List the human costs of the war.

Lesson Check

Practice Vocabulary

1. Why was Grant’s attack on Vicksburg called a **siege**?
2. What were some of the main points of Lincoln’s **Gettysburg Address**?
3. What occurred at **Appomattox Court House**?

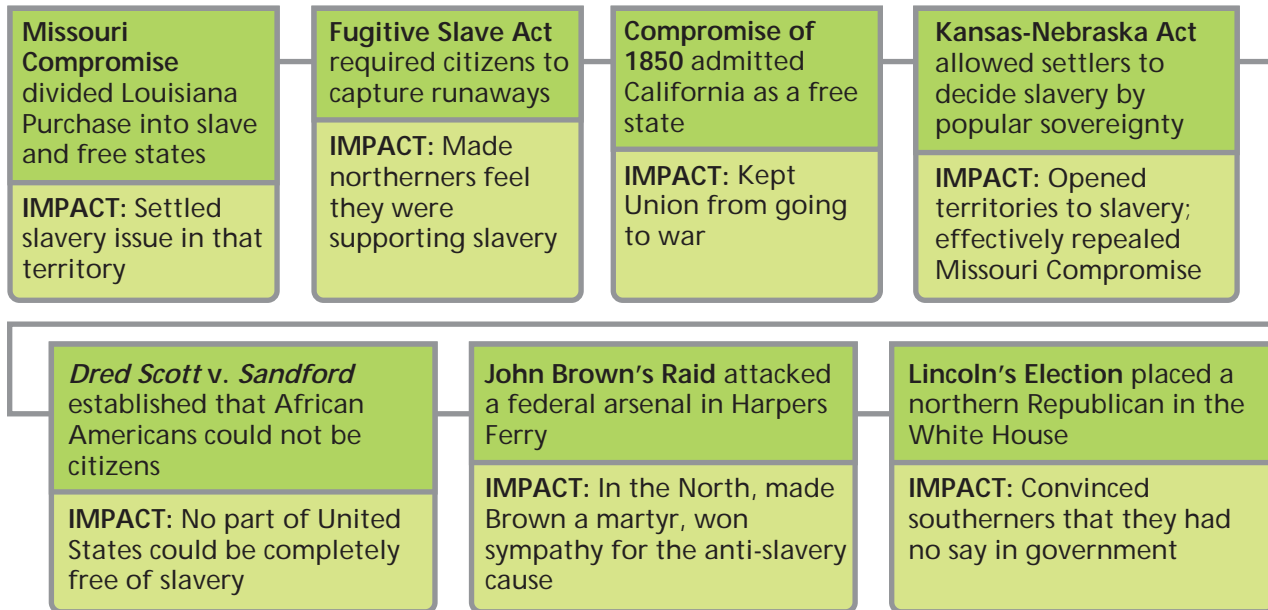
Critical Thinking and Writing

4. **Use Evidence** What elements of total war do you see in General Sherman’s March to the Sea?
5. **Identify Cause and Effect** How might General Lee’s goal of capturing Washington, D.C., have led him to order Pickett’s Charge at the Battle of Gettysburg?
6. **Writing Workshop: Draft Your Essay** Begin writing the essay about the differences between the North and South before, during, and after the Civil War. Use the details you have been gathering to develop your ideas. Write your paragraphs in your  Active Journal.

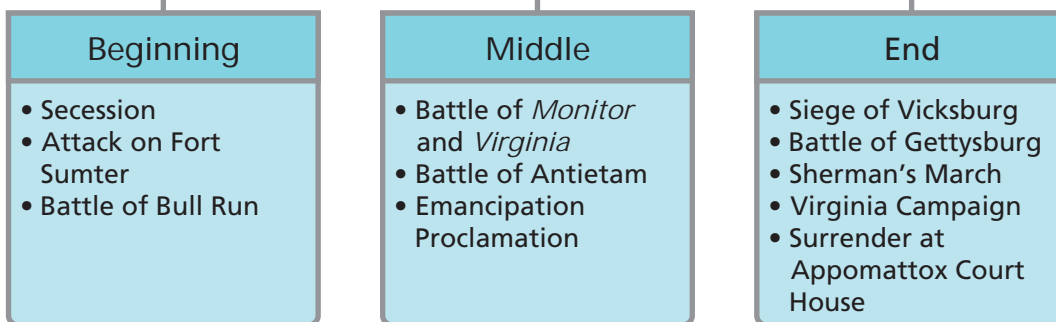
Review and Assessment

VISUAL REVIEW


Major Events Leading to War



KEY EVENTS OF THE CIVIL WAR



READING REVIEW

Use the Take Notes and Practice Vocabulary activities in your  Active Journal to review the topic.

INTERACTIVE

Practice vocabulary using the Topic Mini-Games

Quest FINDINGS

Create Your Website

Get help for creating your website in your  Active Journal.

ASSESSMENT

Vocabulary and Key Ideas

- 1. Identify Main Ideas** How did the **Missouri Compromise** affect slavery in the territories?
- 2. Recall** Why were many people in the North angry over the **Fugitive Slave Act**?
- 3. Check Understanding** How did the court justify convicting John Brown of **treason**?
- 4. Recall** How did the South's defeat at the **Battle of Gettysburg** affect the war?
- 5. Identify Main Ideas** How did the **Emancipation Proclamation** treat the **border states** differently from the Confederate states?
- 6. Identify Main Ideas** How did the Supreme Court's ruling in **Dred Scott v. Sandford** increase sectional tensions?
- 7. Recall** What did General Grant do at **Appomattox Court House**?

Critical Thinking and Writing

- 8. Compare and Contrast** What different views did John C. Calhoun and Henry Clay express during the conflict over the extension of slavery in 1850?
- 9. Identify Main Ideas** How did economic issues during the war impact the North and the South?
- 10. Identify Cause and Effect** How did states' rights help cause the Civil War?
- 11. Revisit the Central Question** Was the North's participation in the Civil War justified?
- 12. Writing Workshop: Write an Informative Essay** Complete writing the essay you have begun on the differences between the North and South before, during, and after the Civil War. Finalize your thesis and introduction. Revise the body paragraphs, using transitions to connect ideas. Then write a conclusion.

Analyze Primary Sources

13. Read the quotation. What does Lincoln most want to achieve?
 - A. leave slavery just as it is
 - B. keep the Union together
 - C. free some enslaved persons
 - D. free all enslaved persons

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

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

Analyze Maps

The map shows Union states in blue and Confederate states in gray. Use the map to answer the following questions.

14. Which states were the last to join the Confederacy?
15. For which side did Missouri fight during the Civil War? Why was it called a border state?
16. How many states made up the Confederacy? Which was the farthest west?

▼ North and South, 1861–1865

