

THE CIVIL WAR, 1861–1865

- History 1 The student understands traditional historical points of reference in U.S. history through 1877.
 - History 1A Identify the major eras and events in U.S. history through 1877, including [the] Civil War and describe their causes and effects.
 - History 1B Apply absolute and relative chronology through the sequencing
 of significant individuals, events, and time periods.
 - History 1C Explain the significance of the following dates: 1861-1865.
 - History 7C Analyze the impact of slavery on different sections of the United States.
- History 8 The student understands individuals, issues, and events of the Civil War.
 - History 8A Explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as Congressional Medal of Honor recipients William Carney and Philip Bazaar.
 - History 8B Explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln.
 - History 8C Analyze Abraham Lincoln's ideas about liberty, equality, union, and government as
 contained in his first and second inaugural addresses and the Gettysburg Address and contrast
 them with the ideas contained in Jefferson Davis's inaugural address.
 - Geography 10A Locate places and regions of importance in the United States during the 19th century.
 - Economics 12A Identify economic differences among different regions of the United States.
 - Economics 12D Analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.
 - Government 17B Explain constitutional issues arising over the issue of states' rights, including the Civil War.
 - Citizenship 21A Identify different points of view of political parties and interest groups on important historical and contemporary issues.
 - Citizenship 22A Analyze the leadership qualities of elected and appointed leaders of the United States, such as Abraham Lincoln.
 - Citizenship 22B Describe the contributions of significant political, social, and military leaders of the United States, such as Stonewall Jackson.
- Culture 24A Describe the historical development of the abolitionist movement.
- Culture 26A Describe developments in art, music, and literature that are unique to American culture such as the "Battle Hymn of the Republic,"....

In this chapter, you will learn how Americans endured their greatest test since independence — the Civil War. More Americans died in the Civil War than in any other conflict. After four years of fighting, the war brought an end to slavery and firmly established the supremacy of the federal government over the states.

— IMPORTANT IDEAS —

- A. The Democrats divided and nominated two candidates to the Presidency. As a result of this split, Republican candidate **Abraham Lincoln** won the election.
- **B.** Because of Lincoln's reputation as an opponent of slavery, South Carolina seceded. Five other states seceded before Lincoln's inauguration.
- C. Jefferson Davis became President of the Confederacy. In his Inaugural Address, Davis claimed Southern states had the right to secede.
- **D.** In his **First Inaugural Address**, Lincoln pledged not to attack slavery in the South, but warned that he would act to preserve the Union, by force if needed.
- E. When Lincoln tried to reinforce Fort Sumter in April 1861, South Carolina fired on the fort. The Civil War began. Lincoln called on all states to contribute militia to put down the rebellion. Virginia and three more Southern states seceded and joined the Confederacy. Many historians believe sectionalism, states' rights, and slavery were the three main causes of the Civil War.
- F. Both sides thought the war would end quickly. The North failed in its early attempts to take Richmond. The North had a large population, more industry, more money, and a larger navy than the South. Lincoln adopted the "Anaconda Plan," attempting to strangle the South with a naval blockade. Southerners had gifted military leaders like Robert E. Lee and "Stonewall" Jackson.
- G. The Confederate states felt they were fighting to preserve their own way of life, just as the American colonists had once resisted Britain.
- **H.** Lincoln took all needed steps for pursuing the war, including a naval blockade of the South, **conscription**, use of paper money, and limited censorship.
- I. General Lee led Southern forces into the North in 1862, but they were stopped at the **Battle of Antietam**. Soon after, Lincoln issued the **Emancipation Proclamation**, declaring slaves in states still in rebellion on January 1, 1863, would be free. This did not extend to border states still in the Union.
- J. Lincoln hoped the Emancipation Proclamation would give the war a moral purpose and would prevent Britain and France from allying with the South.
- K. In the summer of 1863, Lee's march northward was stopped at the **Battle of Gettysburg**. In his **Gettysburg Address**, Lincoln argued the war had become a struggle to see if the system of democracy could survive.
- L. The same week, Grant took Vicksburg, giving the North control of the Mississippi River. General William Sherman marched from the West across Georgia to the sea, destroying crops, towns, and farms everywhere he went.
- M. Lincoln was re-elected in 1864. In his Second Inaugural Address, he focused on slavery and the need to take a conciliatory approach at the war's end.
- N. In April 1865, General Lee surrendered to General Grant at Appomattox Court House. This brought the Civil War to an end.
- O. A few weeks later, President Lincoln was assassinated by John Wilkes Booth.

KEY TERMS AND PEOPLE IN THIS CHAPTER

- Election of 1860
- Abraham Lincoln
- Confederate States of America
- Jefferson Davis
- Lincoln's First Inaugural
- Fort Sumter
- "Anaconda Plan"
- Robert E. Lee

- Conscription (Praft)
- "Stonewall" Jackson
- Battle of Antietam
- "Battle Hymn of Republic" Philip Bazaar
- **■** Emancipation Proclamation
- Battle of Gettysburg
- Gettysburg Address
- Battle of Vicksburg

- William Carney
- Ulysses S. Grant
- William T. Sherman
- Election of 1864
- Second Inaugural Address
- Appomattox Court House
- John Wilkes Booth

ESS(ENT)IAL QUESTIONS

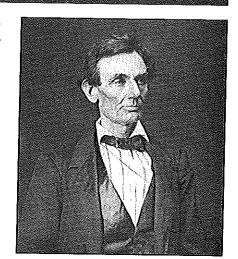
- What underlying factors caused the Civil War?
- What specific events led to the outbreak of the conflict?
- What were the contrasting visions of Lincoln and Jefferson Davis?
- What roles did individuals play in determining the outcome of the war?

THE CIVIL WAR BEGINS

THE ELECTION OF 1860

By the late 1850s, deep divisions existed among Americans over the future of the nation, and especially over the institution of slavery. In the Presidential election of 1860, the Republican Party nominated the former U.S. Representative from Illinois, Abraham Lincoln. "Honest Abe" ran on a platform that opposed the extension of slavery in the territories but not the system of slavery in the South.

Democrats could not agree on a candidate. Northern and Southern Democrats chose separate candidates. The split in their party allowed Lincoln to win the election with only 39% of the popular vote. Lincoln did not campaign in the South, and not surprisingly, did not win a single Southern state,



Lincoln as he looked after winning the 1860 election.

BIRTH OF THE CONFEDERACY

When Lincoln won the election, Southerners were outraged. South Carolina immediately seceded from the Union. Six other Southern states followed South Carolina's example by seceding before Lincoln took office. These included Texas, where a statewide convention decided on secession on February 1, 1861. Despite the opposition of Governor Sam Houston, Texas voters approved the secession on February 23rd.

Meanwhile, in the months before Lincoln's inauguration, President James Buchanan took no action.

The seceding states formed the Confederate States of America. Their point of view was best expressed by Jefferson Davis, who was elected President of the Confederacy. He delivered his Inaugural Address in Montgomery, Alabama, in February 1861. (Montgomery was the first Confederate capital, but the government was later moved to Richmond, when Virginia seceded.) Davis argued that the seceding states were acting on principles found in the Declaration of Independence. The South's secession illustrated "the idea that government rests upon the consent of the governed, and that it is the right of the people to alter or abolish a government whenever it becomes destructive of



Jefferson Davis

the ends for which it was established." The Southern states "merely asserted a right which the Declaration of Independence defined to be inalienable." According to Davis, the Southern states, therefore, had lawfully chosen to leave the Union.

Davis emphasized that the South had no aggressive designs on the North. Since the South's economy was primarily agricultural — growing and exporting cotton — and the North's interests were industrial, Davis did not believe there were any grounds for conflict. But if the North attacked the South, Davis warned the new Confederacy would be prepared to fight to maintain its independence.

ACTING AS AN AMATEUR HISTORIAN _

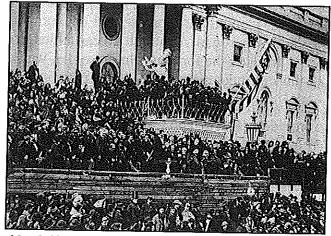
In part of his Inaugural Address, Davis said the following:

"... we have vainly endeavored to secure tranquility and obtain respect for the rights to which we were entitled. As a necessity, not a choice, we have resorted to separation, and henceforth our energies must be devoted to the conducting of our own affairs, and perpetuating the Confederacy.... If [the North] shall permit us to pursue our separate political career, my most earnest desire will have been fulfilled. But if this be denied, [f]or purposes of defense, the Confederate States may rely upon their militia; but in the present condition of affairs, that there should be a well instructed, disciplined army, more numerous than would be usually required for a peace establishment."

What is Davis telling the Northern states in this part of his Inaugural Address?

LINCOLN'S FIRST INAUGURAL ADDRESS

Three weeks after Davis spoke, Lincoln responded to the challenge posed by the secession in his First Inaugural Address. Lincoln reassured Southerners that he would not interfere with slavery in the South. But he warned that the Constitution was based on the idea that "the Union of these states is perpetual" and that "no state can lawfully get out of the Union." Thus, he would do his utmost to preserve the Union, by force if necessary. He denied Jefferson Davis' claim that Southern states had a lawful right to leave it. He further stated that even if the Constitution were

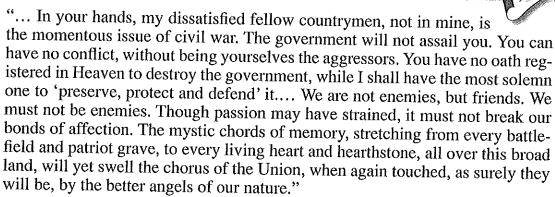


March 1861, Lincoln delivers his First Inaugural Address.

taken to be a simple contract, it could not be legally cancelled without an agreement between all the states, both North and South. He saw the Union as a union of people, not states.

ACTING AS AN AMATEUR HISTORIAN _

When Lincoln delivered his Inaugural Address, thousands came, not just to see the new President, but to hear what he had to say about the crisis facing the nation. Part of his address was a direct appeal to the seceding Southern states:



- ★ What message was Lincoln giving to Southern states in his address?
- ★ How did his views on the Union differ from those of Jefferson Davis?

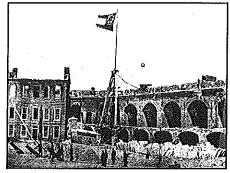
FIRING ON FORT SUMTER

Fort Sumter was a federal fort in Charleston Harbor, South Carolina. The garrison of federal troops stationed there was running out of food and supplies and had no way of obtaining these onshore after South Carolina seceded.

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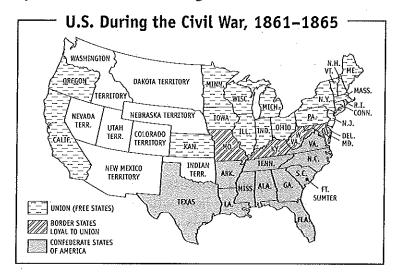
In a move to preserve national unity, President Lincoln refused to surrender the fort to South Carolina. He ordered a relief expedition to resupply the fort. On April 12, 1861, Confederate forces fired on Fort Sumter, and the Civil War began. Although no casualties were caused by the firing on the fort, one Union soldier was killed during the surrender ceremony when a cannon backfired.

On April 15, 1861, President Lincoln asked each state to provide militia to help suppress the rebellion. His request led four more Southern states, including Virginia, to join the Confederacy. Other border states, such as Missouri and



Fort Sumter, S.C., April 4, 1861, under the Confederate flag.

Maryland, stayed loyal to the Union. West Virginians formed a new state rather than secede.

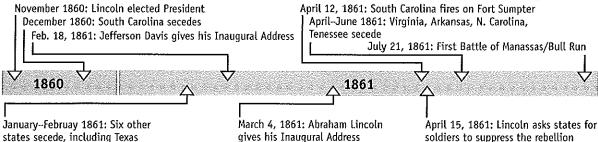


ACTING AS AN AMATEUR HISTORIAN

Some timelines help us to understand the unfolding of key events. Historians may place a series of complicated events on a timeline, not to memorize them, but simply to understand them better.



THE OUTBREAK OF THE CIVIL WAR



Carefully study the events on this timeline. Then select two events on the timeline and explain how the first of these events may have affected the second.

APPLYING WHAT YOU HAVE LEARNED

- ★ Could the Civil War have been avoided, or was it inevitable? Explain.
- ★ Imagine that you are President Lincoln in 1861. Write a short speech to the Southern states to convince them not to secede from the Union.

ACTING AS AN AMATEUR HISTORIAN

Look at the following four viewpoints on the causes of the Civil War. Three of them are from primary sources from the time of the Civil War. The fourth one provides the views of a modern historian.



Stephens Confederate Vice-President

"Thomas Jefferson's ideas rested upon the assumption of the equality of races. This was an error.... Our new government is founded upon exactly the opposite idea; its foundations are laid, its cornerstone rests, upon the great truth that the negro is not equal to the white man; that slavery — subordination to the superior race — is his natural and normal condition."

Alexander Stephens, Confederate
 Vice-President March 1861.

Sumner's Speech

"[T]here are two [causes] to this war. One is slavery and the other is state rights. If slavery were out of the way, there would be no trouble from state rights. The war is for slavery, nothing else. [The South] seeks to install this barbarism as the truest civilization. Slavery is declared to be the 'corner-stone' of their new [structure]."

 Republican Senator Charles Sumner, in a speech delivered in July 1863.

Lincoln's Speech

"My object in this struggle is to save the Union, 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 save it by freeing some and leaving others alone I would also do that.... I here state my purpose ... and I intend no modification of my often expressed personal wish that all men everywhere could be free."

 President Abraham Lincoln in a speech delivered in August 1862

A Modern Historian

"If the North fought to uphold the justice, power and authority of the federal government, the opposite, many assume, must be that the South fought for the power of the states. But the equation did not balance in that way: the North did not fight at first to end slavery, but the South did fight to protect slavery. It is vital that we grasp this truth ... before it fades even further from view."

 Edward Ayers, Professor of History, University of Richmond, April 2011

Based on these viewpoints, write a short essay of one page on what you see as the main causes of the Civil War. Refer to at least two of these documents in your essay.



LEARNING WITH GRAPHIC ORGANIZERS



Complete the graphic organizer below on the causes of the Civil War. Explain the role each of these causes played in contributing to the outbreak of the Civil War:

| Sectionalism | States Rights |
|---|---------------------------------------|
| What was it? | What was it? |
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| Its role in leading to the Civil War: | Its role in leading to the Civil War: |
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CAUSES OF THE CIVIL WAR

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CHAPTER 13: The Civil War, 1861-1865

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THE COURSE OF THE WAR

For the next four years, Americans were engaged in the bloodiest conflict in their history. Southerners were fighting to defend their independence and preserve their way of life, even though this included denying independence to others — the slaves. Northerners fought to maintain national unity. Later, they also fought to end the system of slavery.

BALANCE SHEET ON THE EVE OF WAR

When the war began, the North enjoyed several important advantages over the South:

THE NORTH vs. THE SOUTH

Population. The North's population was 22 million in 1860, compared to only six million free citizens in the South.

Resources. The North had more factories and grew more food. The South was primarily rural and agricultural. It produced mainly cotton and cash crops to be sold to others. The South lacked manufacturing centers.

Transportation. The North had a superior transportation system with more railroads, canals, ports, and roads.

Leadership. Jefferson Davis, President of the Confederacy, lacked the political skills of President Lincoln. However, the South appeared to have superior military leadership in the early years of the war, with commanders such as General Lee.

Naval Power. The South had few war ships, while the North had a powerful navy, which blockaded Southern ports and helped in the Mississippi campaign. This naval power would prove decisive.

Although the North had superior wealth and resources, Southerners thought they had one very important advantage: they were fighting to defend their own way of life.

APPLYING WHAT YOU HAVE LEARNED

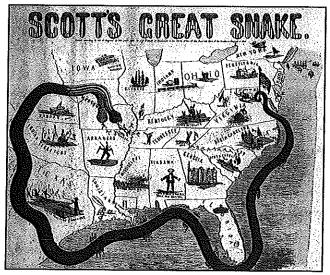
Categorize the advantages and disadvantages of the North and the South during the war as either political, economic, or social.

WARTIME STRATEGIES

Northerners adopted a long-term strategy, first suggested by General Winfield Scott, that was aimed at strangling the South. Because the North hoped to surround and strangle the South like a giant anaconda snake, this plan became known as the "Anaconda Plan." President Lincoln ordered a naval blockade of the Confederacy that was practically unchallenged. His objectives were to prevent Southerners from receiving supplies from Europe, to block Southern states from exporting cotton, to prohibit the South from importing war materials, and to thwart the creation of a Confederate navy.

Lincoln also sent Union forces to take control of the Mississippi River in the West, in order to split the Confederacy in two. Lincoln hoped to use the greater resources of the North to challenge the South on several fronts at once.

The South's Strategy. Although the North was stronger, Southerners were motivated to fight to uphold their way of life. The South's strategy was a defensive one. Northern attacks would be met by Confederate citizens defending their homes. The plan sought to show the world that Southerners were fighting in self-defense. They thought they

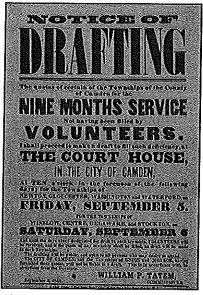


General Winfield Scott first proposed this plan.

had more military experience. Like a century earlier, they looked to European allies for support. Southerners hoped Northerners would soon tire of the war and accept Southern independence. In General Robert E. Lee (1807–1870), they had the most respected military commander on either side. Lincoln had even asked Lee, a West Point graduate and an officer in the U.S.-Mexican War, to lead Northern troops. However, when Virginia seceded, Lee felt he had to fight on the side of his home state.

LINCOLN'S LEADERSHIP

Throughout the war, President Lincoln displayed his own great talents of leadership. Lincoln appointed the best advisers to his Cabinet, even when they disagreed with him. He sought to reassure the South to prevent the secession, even though this failed. Lincoln showed firmness in going to war when the South fired on Fort Sumter. Lincoln persevered in the war even when the North failed to obtain a quick victory and it appeared that the war would last for a long time. He took all the steps he felt necessary to support the war effort, including **conscription** (required military service), the naval blockade of the South, the use of paper money, and even military arrests of suspected rebels. Lincoln even fired several generals in his search for a military leader who could bring the war to a successful conclusion.



A recruiting poster from the North.

EARLY CAMPAIGNS

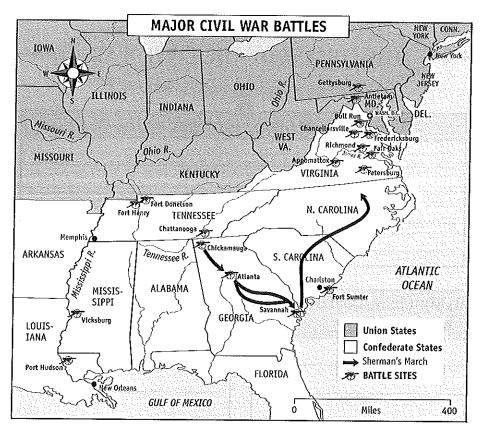
In the early part of the war, both sides hoped for a quick victory. Geography played a key role in the conflict. Washington, D.C. and **Richmond**, Virginia, the capital of the Confederacy, were only a short distance from one another. Northerners hoped that by capturing the Confederate capital at Richmond, the war would be quickly over.

In July 1861, a Union army of 30,000 soldiers marched towards Richmond but was defeated at the **Battle of Manassas** (also called the Battle of Bull Run). General "Stonewall" Jackson and other Confederate leaders, commanding 22,000 soldiers, forced the Union army to retreat. Jackson displayed remarkable skill on the battlefield, which inspired his soldiers. He is widely regarded as one of the best Confederate commanders. Later, he was accidentally shot by Confederate troops returning from battle.



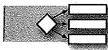
"Stonewall" Jackson (1824–1863)

Jefferson Davis and Robert E. Lee decided that the best way to end the war was to invade the North. In late 1862, Lee's forces crossed into Maryland. Confederate and Union forces fought a major battle at Antietam Creek. At the **Battle of Antietam** (also known as the Battle of Sharpsburg), six thousand soldiers were killed in just one day — the bloodiest single day of the war. Lee retreated to Virginia, but to Lincoln's disappointment, Union leaders did not pursue his forces.



APPLYING WHAT YOU HAVE LEARNED

Why were more battles fought in the South than in the North?



LEARNING WITH GRAPHIC ORGANIZERS



Complete the graphic organizer below. Describe the North's advantages and strategy.

| The North's Advantages over the South | The North's Strategy in Fighting the War |
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| THE COURSE OF | THE CIVIL WAR |
| The South's Strategy | for Fighting the War |
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| Leadership Characteristics on each Side | Early Campaigns in the Civil War |
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ACTING AS AN AMATEUR HISTORIAN



Julia Ward Howe

By the start of the Civil War, "John Brown's Body" had become a popular marching song of the Union Army. One day, Julia Ward Howe watched as Union soldiers marched off to war singing "John Brown's Body." Howe believed the tune needed better words. In 1861, she "scrawled the verses almost without looking at the paper." "The Battle Hymn of the Republic" first appeared in a magazine as a battle song for the republic. Before long, the entire nation was inspired by her hymn and singing her words based on the old tune. Below are the first and fifth stanzas of "The Battle Hymn of the Republic":

Mine eyes have seen the glory of the coming of the Lord: He is trampling out the vintage where the grapes of wrath are stored; He hath loosed the fateful lightning of His terrible swift sword: His truth is marching on.

He has sounded forth the trumpet that shall never call retreat: He is sifting out the hearts of men before His judgment-seat: Oh, be swift, my soul, to answer Him! be jubilant, my feet! Our God is marching on.

- ★ Explain the meaning of these two stanzas in your own words.
- Research the "Battle Hymn of the Republic" on the Internet. Read how these words have been interpreted by historians and see how your interpretation matches those.

EMANCIPATION PROCLAMATION (1862)

President Lincoln did not originally believe he had the power to end slavery. However, as the war progressed, he believed he should do so if it would help save the Union. Lincoln used the victory at Antietam as the occasion for announcing the Emancipation Proclamation. The death toll was now so great that Lincoln wanted to give the war effort a greater moral purpose. Lincoln also wanted to prevent Britain and France, which opposed slavery, from taking sides with the South. Finally, he wanted to prevent Southern States from using black troops for combat and to keep border states, such as Missouri, from deserting the North for the South.

The Emancipation Proclamation only freed the slaves in rebelling states, not in the loyal border states. It was the most controversial document of Lincoln's Presidency. The announcement of the Proclamation met with both hostility and jubilation in the North. On approving it, Lincoln remarked, "I never, in my life, felt more certain that I was doing right, than I do in signing this paper."

ACTING AS AN AMATEUR HISTORIAN

The Emancipation Proclamation declared:

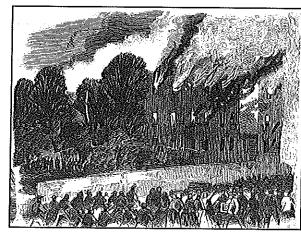
"That on the first day of January, 1863, all persons held as slaves within any State or part of a State, the people whereof shall then be in rebellion against the United States, shall be forever free; and the Executive Government of the United States, including the military and naval authority, will recognize and maintain the freedom of such persons, and will do no act to repress such persons, [from] their actual freedom."

Why was Lincoln so certain that he was "doing right"?

The Emancipation Proclamation had two important immediate effects. First, it disrupted the Confederacy's agricultural economy, as slaves fled plantations. Second, it ended all chances of British or French intervention. The British and French governments had been very sympathetic to the Confederate States, which supplied them with cotton. How-

ever, the Emancipation Proclamation cast the North on the moral high-road as the emancipator of slaves, struggling against the proslave Confederacy. Slavery was condemned by both Britain and France.

Draft Riots. In 1863, the United States government passed a "draft" law requiring men to serve in the army. The draft was unpopular among many Northerners. In July 1863, **draft riots** broke out in New York City, protesting the law. Angry mobs attacked abolitionists and an African-American children's orphanage in New York City. Many rioters blamed African Americans for the draft.



Anti-draft rioters attack the Colored Orphans Asylum in New York City.

1863: THE TURNING POINT OF THE WAR

As the war continued, the South was slowly being strangled by the Northern naval blockade. Southern cotton piled up on docks without being shipped. Union ships also captured Southern cities along the Mississippi River.

The Battle of Gettysburg. In the summer of 1863, Confederate commander Robert E. Lee moved north in a bold attempt to cut off Washington, D.C. from the rest of the Union. Union and Confederate armies met at Gettysburg, Pennsylvania. After three days of heavy fighting, Lee retreated. The battle was the turning point of the war. Lee's army suffered heavy casualties and was never again able to go on the offensive against the North. Lincoln later gave his most famous speech, the Gettysburg Address, at the site of the battle.

THE GETTYSBURG ADDRESS

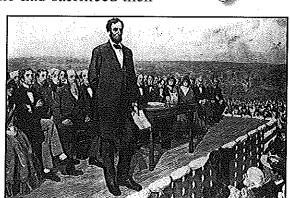
Lincoln was invited to the battlefield of Gettysburg in 1863 to dedicate a cemetery to the Union soldiers who had died there. He spoke for only two minutes. Simply and eloquently, Lincoln explained the meaning of the Civil War to the 20,000 people who had come to see him.

ACTING AS AN AMATEUR HISTORIAN

By the third year of bloodshed, Lincoln began to feel that the war was being fought not just to preserve the Union but to test the system of democracy itself. The purpose of the war was to see if the American experiment in democracy, launched in 1776, could survive. Lincoln told his listeners that those who had sacrificed their

lives had already made holy the ground where they were buried. The best that those still living could do was to continue with the terrible task that the fallen soldiers had died for:

"The world will little note, nor long remember what we say here, but it can never forget what they [the soldiers who died] did here. It is for us the living, rather, to be dedicated here to the ... great task remaining before us — that from these honored dead we take increased devo-

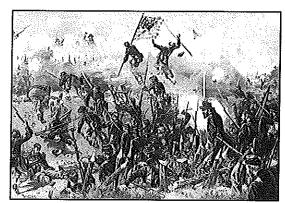


Lincoln stands to deliver the Gettysburg Address.

tion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain — that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth."

- ★ What did Lincoln see as the "great task remaining"?
- ★ Why do you think this speech is one of the most famous in American history?

The Battle of Vicksburg. Meanwhile, Union forces had captured New Orleans and were slowly working their way up the Mississippi River in order to divide the South in two. Vicksburg was located on top of a 200-foot bluff, allowing the Confederacy to control movement along the Mississippi River. In the spring of 1863, General Ulysses S. Grant's armies focused on taking Vicksburg to trap the Confederate army. The day after the Battle of Gettysburg, Vicksburg surrendered after a 47-day siege.

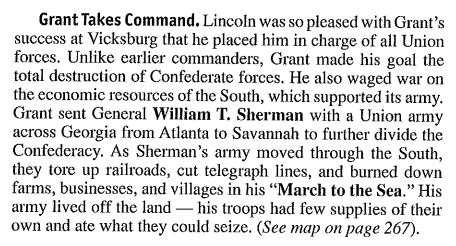


The Battle of Vicksburg

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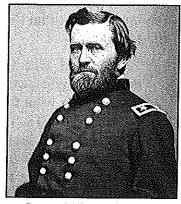
A siege is a military operation in which an army surrounds a city and cuts it off from all outside supplies in order to force it to surrender. Faced with starvation because of the seige, Vicksburg residents had been forced to eat rats, shoe leather, and weeds. The constant hammering of Union siege artillery drove many of the citizens of Vicksburg into caves dug into the hill-sides. Grant's victory effectively cut the Confederacy in half, sealing the fate of the Confederacy.

Fort Wagner Assault. In 1863, William Carney (1840–1908) took part in an assault on Fort Wagner, which covered the approach to Charleston Harbor in South Carolina. The assault was one of the first major battles in the Civil War in which the Union army used black soldiers. For his acts of bravery, Carney later became the first African American to be awarded the Congressional Medal of Honor.





William Carney



General Ulysses S. Grant

Fort Fisher Assault. Late in 1864, General Grant ordered an assault on Fort Fisher, a Confederate stronghold that protected trading routes in North Carolina. In January 1865, Philip Bazaar, born in Chile, was an ordinary seaman aboard the USS Santiago de Cuba. Bazaar and five other crew members carried dispatches during the battle while under heavy Confederate gunfire. Bazaar became the first Hispanic-American to be awarded the Congressional Medal of Honor.

APPLYING WHAT YOU HAVE LEARNED

Sherman ordered his army to destroy everything it encountered. They burned farms, livestock, plantations and villages. In his "March to the Sea," General Sherman thus destroyed civilian as well as military property. In your opinion, was such destruction justified?



LEARNING WITH GRAPHIC ORGANIZERS



Complete the graphic organizer below. Describe each of the topics listed:

| Julia Ward Howe's "The Battle Hymn of the Republic" | The Issuance of the Emancipation Proclamation |
|--|--|
| | |
| | |
| | |
| KEY EVENTS IN | THE CIVIL WAR |
| Battle of Gettysburg | Dattle Straigh |
| battle of Gettysburg | Battle of Vicksburg |
| | |
| | |
| | <u> </u> |

Complete the graphic organizer by briefly identifying each of these individuals:

| William Carney | Ulysses S. Grant | Philip Bazaar |
|----------------|------------------|---------------|
| | | |
| | | |
| | | |
| | | |
| | | |

THE PRESIDENTIAL ELECTION OF 1864

As 1864 approached, Lincoln's chances for reelection appeared uncertain. Since Andrew Jackson, no President had been reelected for a second term. Lincoln had become subject to widespread criticism for his handling of the war. Union armies had suffered a long string of losses, and many blamed these failures on Lincoln's strategy. Other voters in the North were outraged by the Emancipation Proclamation, claiming it went too far.

Lincoln's main opponent, George McClellan, had been the commander of the Union Army at Antietam. In the campaign, Republicans accused Democrats of disloyalty. Republican newspapers and speakers charged Democrats with wishing to preserve slavery just when the North seemed to be on the verge of victory. With the recent Union victories, President Lincoln was able to win re-election in 1864.

| Candidate | Party | Popular Vote | Percent | Electoral Vote |
|------------------|----------------|--------------|---------|----------------|
| Abraham Lincoln | National Union | 2,218,388 | 55% | 212 |
| George McClellan | Democratic | 1,812,807 | 45% | 21 |

LINCOLN'S SECOND INAUGURAL ADDRESS

Meanwhile, Lincoln's ideas had shifted again in the last months of 1864. The focus of Lincoln's **Second Inaugural Address** (1865) was not on the nature of the Union, but on the sin of slavery. Southern slave owners, Lincoln declared, had been willing to make war on the Union rather than to give up their slaves.

ACTING AS AN AMATEUR HISTORIAN .

The heavy costs of the war, Lincoln believed, were God's punishment on both the North and South for centuries of slavery — "every drop of blood drawn from the lash shall be paid by another drawn from the sword." Despite this condemnation of slavery, Lincoln ended his speech on a note of national reconciliation:



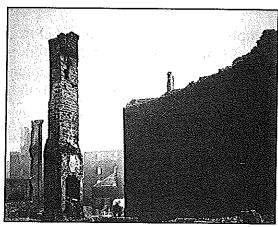
"One-eighth of the population were colored slaves.... These slaves constituted a peculiar and powerful interest. All knew that this interest was somehow the cause of the war. To strengthen, perpetuate, and extend [slavery] was the object for which the insurgents would [end] the Union even by war, while the Government claimed no right to do more than to restrict the territorial [growth] of it.... With malice toward none, with charity for all ... let us strive to finish the work we are in, to bind up the nation's wounds ... to do all which we may achieve and cherish a just and lasting peace among ourselves and with all nations."

- ★ What did Lincoln now say was the underlying issue of the Civil War?
- ★ What was Lincoln's attitude towards the future treatment of the South?

THE WAR COMES TO AN END

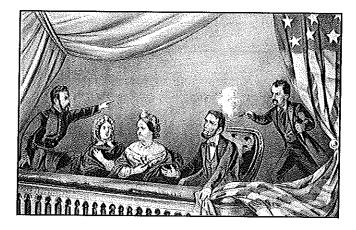
The devastation caused by Union armies in the South caused many Confederates to lose hope. General Lee's army slowly dwindled. By late 1864, half of his soldiers had deserted to return home to protect their families.

In April 1865, Richmond, the capital of the Confederacy, fell to Union armies. A few days later, Lee met Grant at Appomattox Court House, Virginia. Under the terms of the agreement, the officers and men of Lee's army surrendered and were pardoned. All Confederate arms were collected by Union troops as captured property. Both generals signed the document of surrender. The war was finally over.



Richmond, Virginia lay in ruins in 1865.

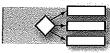
Lincoln's Assassination. Just weeks after the surrender, President Lincoln was assassinated on April 15, 1865, in Washington, D.C., exactly four years after his call to put down the rebellion. Lincoln was shot in the back of the head by the actor John Wilkes Booth, who thought Lincoln was a tyrant. Lincoln died the next day. Had Lincoln lived, he was prepared to forgive the South and to work together as Americans dedicated to a system of government based on liberty,



equality, and unity. Lincoln's greatest achievement was his ability to energize and mobilize the nation by appealing to its highest ideals, while acting "with malice towards none."

APPLYING WHAT YOU HAVE LEARNED

- ★ Rewrite one or two paragraphs of the Emancipation Proclamation or the Gettysburg Address using your own words.
- ★ Look for photographs of the war by noted photographer Matthew Brady and other primary documents on the Internet. Write a paragraph describing three items you found during your research.
- ★ Use resources from your school library or Internet to write a brief biography of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, William T. Sherman, William Carney, or Philip Bazaar.



LEARNING WITH GRAPHIC ORGANIZERS



Complete the graphic organizer below contrasting three of Abraham Lincoln's most important speeches with the Inaugural Address of Jefferson Davis. For each speech, briefly summarize its main ideas and include a famous line from the speech. Be sure to consider their ideas on liberty, equality, and government.

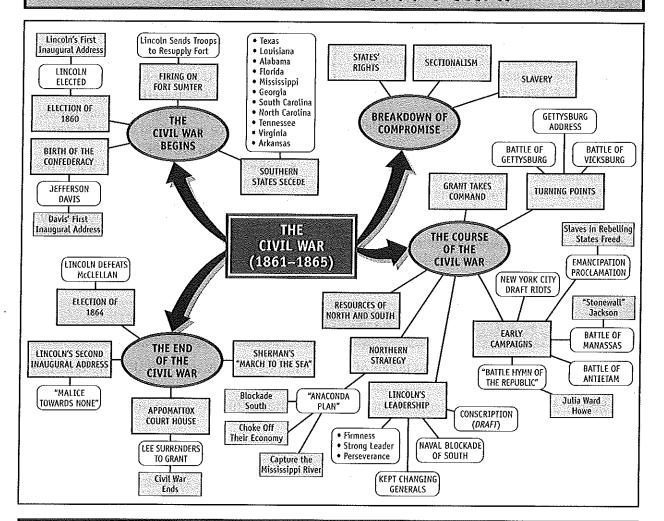
| Davis' Inaugural Address | Lincoln's First Inaugural |
|--------------------------|---------------------------|
| Main Ideas: | Main Ideas: |
| | |
| | |
| | |
| Quotation: | Quotation: |
| | |
| | |

MAJOR SPEECHES BY JEFFERSON DAVIS AND ABRAHAM LINCOLN

| Lincoln's S |
|-------------|
| Main Ideas: |
| |
| _ |
| |

| Lincoln's Second Inaugural |
|----------------------------|
| Main Ideas: |
| |
| |
| |
| Quotation: |
| |
| |

CHAPTER 13 CONCEPT MAP



CHAPTER STUDY CARDS

Causes of the Civil War

- ★ Sectionalism. The North, South, and West each developed its own unique way of life.
- ★ Slavery. Abolitionists in the North thought slavery should be ended.
 - Southerners feared Northerners would try to abolish slavery.
 - Debate over extension of slavery in West.
 - Breakdown of Compromise.
 - Election of Lincoln.
- * States' Rights. The right of a state to withdraw from the Union.

Highlights of the Civil War

- North's Strategy. "Anaconda Plan."
 - Naval blockade of Southern ports.
 - Capture control of the Mississippi River.
- ★ Main Events of the War (1861–1865).
 - Firing on Fort Sumter (1861).
 - Battle of Antietam (1862).
 - Emancipation Proclamation (1862).
 - Battle of Gettysburg (1863).
 - Battle of Vicksburg (1863).
 - Sherman's "March to the Sea."
 - Appomattox Court House. Lee surrenders.

Significant Individuals in the Civil Wa

- ★ Julia Ward Howe. Wrote "Battle Hymn of the Republic" in 1861.
- ★ Jefferson Davis. President of the Confederate States of America.
- Robert E. Lee. Commander of the Confederate forces during the Civil War.
- ★ Ulysses S. Grant. Commander of Union forces during the Civil War.
- **"Stonewall" Jackson.** Regarded as one of the greatest Confederate commanders.
- ★ William Carney. Took part in attack on Fort Wagner. First African American to get Medal of Honor.
- ★ Philip Bazaar. Hispanic seaman who aided the Union victory. Received the Medal of Honor.

Key Speeches by Lincoln

- ★ Lincoln-Douglas Debates, 1858.
- * First Inaugural Address, 1861.
 - Reassured South but stated he would act to preserve Union, by force if needed.
- * Emancipation Proclamation, 1862.
 - Freed all slaves living in rebelling states.
 - Keep France and Britain out of the war.
- **★** Gettysburg Address, 1863.
 - Raised the purpose of the Civil War to the continued survival of democracy.
- ★ Second Inaugural Address, 1865.
 - Focus was on the end of slavery and trying to bind the wounds that were caused by the Civil War.

CHECKING YOUR UNDERSTANDING

Use the statement and your knowledge of social studies to answer the following question

"A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free."

— Abraham Lincoln, 1858

- 1 According to this statement from the Lincoln-Douglas debates, Lincoln believed that
 - A slavery should be permitted in the North

- (Hist 8(B)
- B sectional differences threatened to destroy the Union
- C the Southern states should be allowed to secede
- **D** a permanent compromise with the South on slavery was possible

EXAMINE the question. This question asks you to interpret a statement from the Lincoln-Douglas debates of 1858. Begin by carefully reading the quotation to see what it says. RECALL what you know. The Lincoln-Douglas debates took place after the Dred Scott decision. Lincoln felt that slavery was threatening to overwhelm the United States. Apply what you know. Choice A is wrong since Lincoln never wanted slavery to spread. Choice C is wrong because Lincoln did not want to let the South secede. Choice D is also wrong. Lincoln offered to compromise but believed the compromise would not last — the country "cannot endure permanently" if slavery continues in the South. The best answer is Choice B since Lincoln believed that sectional differences over slavery were threatening the Union.



Name

CHAPTER 13: The Civil War, 1861-1865

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Now try answering some additional questions on your own.

- 2 Which two individuals received a Congressional Medal of Honor for their service to the nation in the Civil War?
 - \mathbf{F} Jefferson Davis and Robert E. Lee

Hist 8(A)

- G William Carney and Philip Bazaar
- H Stonewall Jackson and Hiram Rhodes Revels
- J Dred Scott and Stephen Douglas
- 3 What was the most important advantage the North had during the Civil War?
 - unified popular support for the war effort

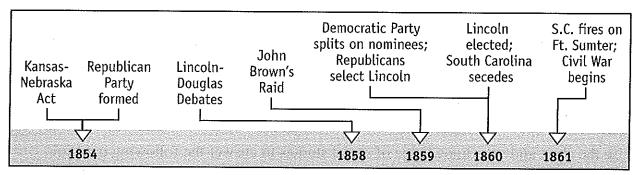
(Econ 12(D)

- В superior military leadership
- \mathbf{C} economic aid from Great Britain and France
- D greater human and economic resources
- What warning did Abraham Lincoln give the South in his First Inaugural Address? 4
 - He would act to end slavery.

(Hist 8(C)

- G He would act to keep the South dependent on the North.
- H He would act to preserve the Union.
- He would act to protect the freedom of the seas. J

Use the timeline and your knowledge of social studies to answer the following question.



- 5 Based on the information in the timeline, which statement is accurate?
 - John Brown's raid immediately led to the attack on Fort Sumter.

Hist 1(B)

- В Lincoln was the first elected Democratic President.
- \mathbf{C} Most Southern states had seceded before Lincoln was elected.
- D South Carolina seceded in the same year that Lincoln was elected.
- 6 Which would be considered a major cause of the Civil War?
 - Northern states objected to high tariffs. \mathbf{F}

Hist 8(B)

- \mathbf{G} Southern states wanted to allow the importation of African slaves.
- H Southern states claimed the right to secede from the Union.
- Ĭ. Democrats demanded a recount of votes in the election of 1860.

| Name | UNLAWFUL TO PHOTOCOPY OR |
|------|----------------------------|
| 280 | PROJECT WITHOUT PERMISSION |

- Which argument did President Lincoln use to oppose the secession of the Southern states in his First Inaugural Address?
 - A Slavery was not as profitable as the South believed.

Hist 8(C)

- B The government was a union of the people as a whole and not of states.
- C Southern states did not permit their people to vote on secession.
- **D** As President, he had to defend the nation against foreign invasions.

Use the passage and your knowledge of social studies to answer the following question

"With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations."

- Abraham Lincoln, Second Inaugural Address, March 4, 1865

- 8 This speech by President Lincoln reveals his strong support for
 - F a new peace treaty with Great Britain

Hist 8(C)

- G universal male suffrage
- H a fair and generous peace
- J harsh punishment for Confederate leaders
- 9 Which was an immediate result of Abraham Lincoln's election to the Presidency in 1860?
 - A Kansas and Nebraska joined the Union as free states.

(Hist 8(B))

- B A constitutional amendment was adopted to end slavery.
- C Missouri entered the Union as a slave state.
- D Several Southern states seceded from the Union.

Use the chart and your knowledge of social studies to answer the following question.

RESOURCES OF THE NORTH AND SOUTH, 1861 (expressed as percentages of their total)

| Resource | North | South |
|------------------|-------|-------|
| Total Population | 71% | 29% |
| Factories | 85% | 15% |
| Farmland | 65% | 35% |
| Railroad Miles | 71% | 29% |
| Bank Deposits | 78% | 22% |

- 10 Which conclusion can be drawn from the chart?
 - F More people lived in the South than in the North.

(Econ 12(A)

- G The South grew more crops than the North.
- H Transportation was more developed in the South than in the North.
- J The North was more industrialized than the South.

CHAPTER 13: The Civil War, 1861-1865

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11 What was a major result of the Civil War?

A States now had the right to secede from the Union.

(Govt 17(B)

- B The power of the federal government was strengthened.
- C The South could collect tariffs on imports.
- D The judiciary became the major branch of the federal government.

Use the chart and your knowledge of social studies to answer the following question.

SELECTED BATTLES OF THE CIVIL WAR, 1861-1865

| Year | | Battle | Description | |
|------|---|--|--|--|
| 1861 | AprilJuly | Fort Sumter, South Carolina Bull Run, Virginia | Union forces surrender at Charleston. Union army routed by Confederates. | |
| 1862 | Sept.Dec. | Antietam, Virginia Fredericksburg, Virginia | First major Union defeat of Lee Lee halts Union advance to Richmond. | |
| 1863 | MayJulyJuly | Chancellorsville, Virginia Vicksburg, Mississippi Gettysburg, Pennsylvania | Lee defeats Union. Lee invades North. Grant captures Vicksburg. Lee's invasion North halted, Lee retreats. | |
| 1864 | • Sept. | Atlanta, Georgia | Sherman's "March to the Sea" | |
| 1865 | • April | Appomattox, Virginia | Lee surrenders to Grant; Civil War ends. | |

| 12 | Based on the information in the chart, why was the impact of the war more destructive |
|----|---|
| | in the South than in the North? |

F Most major battles took place in the South.

Hist B(B)

- G The South lacked the support of major European allies.
- H The South's resources were not as great as those in the North.
- J The South's economy was too weak to support a long war.

| 13 | The tariff issue of 1832 and the secession of the Southern states in the 1860s were |
|----|---|
| | similar in that both concerned the constitutional issue of — |

A states' rights

C popular sovereignty

(Govt 17(B)

B representation in Congress

D republicanism

Use the passage and your knowledge of social studies to answer the following question.

"This war is not being waged on our part ... for the purpose of conquest or interfering with the rights of established institutions of the states, but to defend and maintain the supremacy of the Constitution, and to preserve the Union."

14 Which individual held the beliefs expressed in this quotation?

F John Brown

H Jefferson Davis

Hist 8(C)

G Abraham Lincoln

J Robert E. Lee

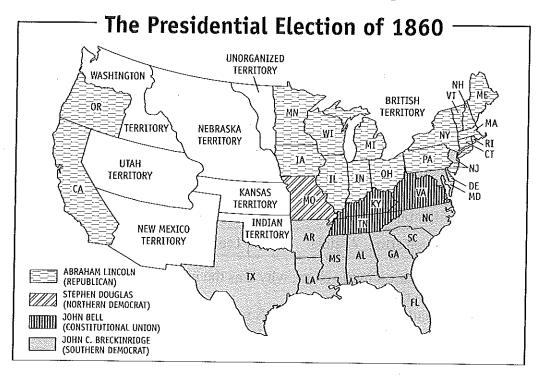
282 MASTERING THE GRADE 8 SOCIAL STUDIES TEKS

- Which statement describes an economic difference between the North and South in the period just before the start of the Civil War?
 - A The South's economy was more diverse than the North.

(Econ 12(A)

- B More European immigrants went to the South than to the North.
- C Transportation was far more advanced in the South than in the North.
- D The South was agricultural; while the North was agricultural and industrial.

Use the map and your knowledge of social studies to answer questions 16-18.



- 16 Based on the information in the map, which states supported the candidacy of John Breckinridge (Southern Democrat) in the Presidential election of 1860?
 - F Texas (TX) and Florida (FL)

(Geog 10(C)

- G Missouri (MO) and Delaware (DE)
- H Kentucky (KY and Ohio (OH)
- J California (CA) and Oregon (OR)
- 17 The election results of 1860 most clearly illustrate the concept of
 - A nullification

Hist 8(B)

- **B** federalism
- C sectionalism
- D republicanism
- 18 Which conclusion can be drawn from the information in the map?
 - F Breckinridge won more states in 1860 than did Lincoln.

Geog 10(C)

- G Breckinridge's greatest support came from Southern voters.
- H Voters in the Utah Territory supported candidate John Bell.
- J Lincoln's strongest support came from Kentucky, Virginia and Tennessee.

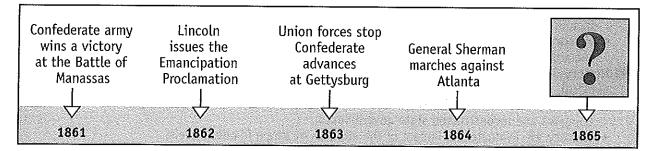
- 19 "He hath loosed the fateful lightning of His terrible swift sword, His truth is marching on." In which nineteenth-century song are these words found?
 - A "Battle Hymn of the Republic"

C "America the Beautiful" (Cult 26(A))

B "Star Spangled Banner"

D "God Bless America"

Use the timeline and your knowledge of social studies to answer the following question.



- 20 Which event belongs in the box in this sequence of events?
 - F The Kansas-Nebraska Act is passed in Congress.

Hist 1(B)

G Jefferson Davis named President of the Confederacy.

- H General Robert E. Lee surrenders his forces at Appomattox Court House.
- J John Brown captured at Harpers Ferry attempting a slave uprising.
- 21 Which is the best description of Abraham Lincoln's leadership qualities?
 - A He was unable to communicate his ideas effectively.

(Citi 22(A)

- **B** He refused to listen to opposing points of view.
- C He sought to compromise but did not shy away from using force.
- D He lacked military experience, which made him ineffective in wartime.
- Despite the North's superior resources, the South won many battles. The Civil War lasted four years, from 1861 to 1865. Which might help to explain these developments?
 - F The North was more dependent on foreign aid than the South.

(Citi 22(B))

- G The Underground Railroad was important to the Southern cause.
- H Guided by capable leaders like "Stonewall" Jackson, Southerners were fighting to maintain their way of life.
- J Personal wealth was a key factor in determining the outcome of the war.
- 23 How did Jefferson Davis and Abraham Lincoln disagree on the nature of the federal union?
 - A Davis believed the states should replace the Constitution with new Articles of Confederation, while Lincoln disagreed.

(Hist 8(C)

- **B** Davis believed slavery should be extended throughout the United States, while Lincoln wanted slavery limited to the South.
- C Davis believed sovereign states had the right to legally leave the Union, while Lincoln opposed this claim.
- Davis believed agricultural and industrial regions could not remain in the same Union, while Lincoln believed the South needed to industrialize.



THE RECONSTRUCTION ERA

- **History 1A** Identify the major eras and events in U.S. history through 1877, including ... Reconstruction, and describe [its] causes and effects.
- History 1B Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.
- History 9 The student understands the effects of Reconstruction on the political, economic, and social life of the nation.
 - History 9A Evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments.
 - History 9B Evaluate the impact of the election of Hiram Rhodes Revels.
 - **History 9C** Explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups.
 - **History 9D** Identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act.
 - Geography 10A Locate places and regions of importance in the United States during the 19th century.
 - **Geography 11C** Describe how different immigrant groups interacted with the environment in the United States during the 19th century.
 - Economics 12A Identify economic differences among different regions of the United States.
 - Economics 12D Analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.
 - Economics 13B Identify the economic factors that brought about rapid industrialization and urbanization.
 - Government 16B Describe the impact of 19th-century amendments, including the 13th, 14th, and 15th amendments, on life in the United States.
 - Citizenship 21A Identify different points of view of political parties and interest groups on important historical and contemporary issues.
 - Citizenship 22B Describe the contributions of significant political, social, and military leaders of the United States such as ... Susan B. Anthony.
 - Culture 23D Analyze the contributions of people of various racial, ethnic, and religious groups to our national identity.
 - Culture 24B Evaluate the impact of reform movements, including ... the labor reform movement.
 - Culture 26C Analyze the relationship between fine arts and continuity and change in the American way of life.
- Science, Technology, and Society 27D Explain how technological innovations brought about economic growth such as how ... the Transcontinental Railroad led to the opening of the west.
- Science, Technology, and Society 28B Identify examples of how industrialization changed life in the United States.

In this chapter, you will learn about the period of American history immediately following the Civil War. During the Reconstruction Era, Southerners suffered military occupation by the North. In the West, the end of the Civil War was followed by completion of the first transcontinental railroad and the opening of the Great Plains. In the North, these years witnessed the rise of heavy industry, increased immigration, and growing urbanization.