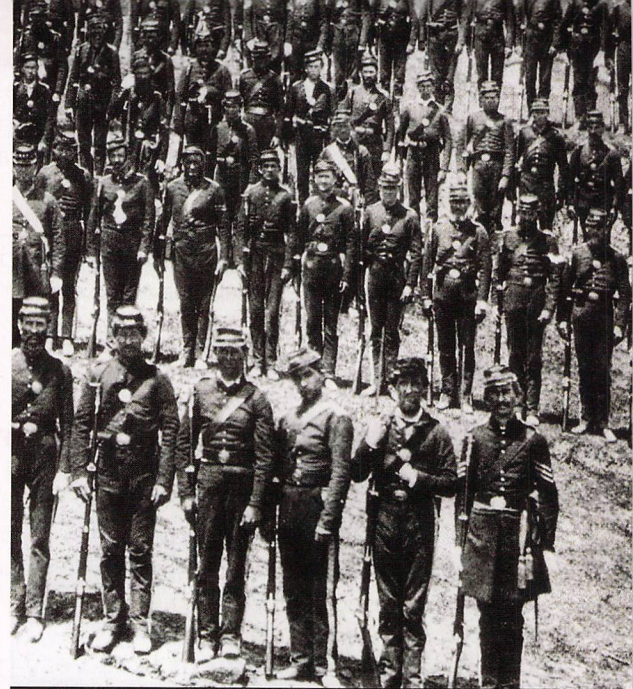


The Republican National Convention for the presidential election of 1860 took place in Chicago, Illinois. Abraham Lincoln faced William Seward for the nomination. Lincoln, whose fame had increased during the Lincoln-Douglas debates in 1858, won the nomination.



>> Davis ordered Confederate troops to take control of federal buildings and forts in the South. Troops such as these soldiers began to join Confederate forces to respond to his order.



Interactive Flipped Video

Division and the Outbreak of War

Abraham Lincoln and the Election of 1860

The Democrats held their convention in Charleston, South Carolina. Lack of unity proved costly for the Democratic party. Southerners wanted the party to call for slavery in all new territories. However, northern Democrats refused to do so. 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. He got support only in a few southern states that were still seeking a compromise.

Douglas was sure that Lincoln would win. However, he believed that 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 carried the North and won the election. He was able to take advantage of divisions in the Democratic party. Also, southern votes did not affect the outcome



TEKS

1.A, 1.C, 8.A, 8.B, 8.C, 12.D, 17.B

>> Objectives

Identify how the 1860 election reflected sectional differences.

Explain why southern states seceded from the Union following the election of 1860.

Identify how the Civil War began in 1861.

Describe the strengths and weaknesses of the North and South as the war began.

Identify the leaders of each side in the war.

>> Key Terms

unamendable

border state

martial law

Robert E. Lee

Jefferson Davis

at all. Lincoln's name was not even on the ballot in 10 southern states. Northerners outnumbered southerners and outvoted them. The stage for civil war had been set.

? GENERATE EXPLANATIONS How did the split in the Democratic Party in the 1860 election reflect the split in the country?

The Nation Moves Toward Civil War

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

“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



>> A crowd in South Carolina gathered to learn that Lincoln had been elected President. **Infer** How was this crowd likely to have reacted to Lincoln's victory with only northern votes?

To many southerners, Lincoln's election meant that the South no longer had a voice in national government. They believed that the President and Congress were now set against their interests—especially slavery. 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 Along Sectional Lines Senator John Crittenden of Kentucky made a last effort to save the Union. In December 1860, he introduced a bill to extend the Missouri Compromise line to the Pacific. Crittenden also proposed an amendment to the Constitution that was **unamendable**, one that could not be changed. Such an amendment would guarantee forever the right to hold enslaved African Americans in states south of the compromise line.

The compromise bill received little support. Slavery in the West was no longer the issue. Many southerners believed that the North had put an abolitionist in the White House. They felt that secession was 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 the first president of the Confederacy.

Causes Leading to War Now a new issue emerged: whether southern states were allowed to secede under the Constitution. Most southerners believed that they had every 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 white southerners the right to own African Americans as slaves.

For many southerners, secession was an issue of states' rights and sovereignty, or independent control of an area. Many in the southern states believed that states had the sovereign right to secede. According to this view, states had the authority to make decisions without interference from the federal government, and the Constitution created a Union made up of states that could decide to leave the Union at any point. Those states also had the sovereign right to join together to form a new government, such as the Confederacy.

Lincoln disagreed. He maintained that the Constitution allowed for 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 the extension of slavery, claims of states' rights, and disagreement over the constitutionality of those claims.

? COMPARE AND CONTRAST the views of southerners and President Lincoln on the issues of state sovereignty and the right to secede from the Union.

War Breaks Out

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.

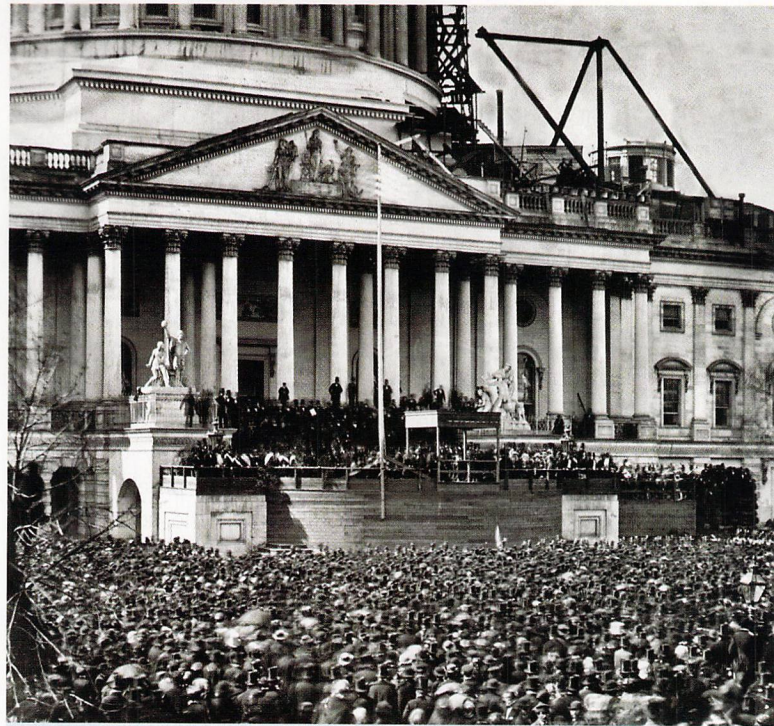
Lincoln's First Inaugural Address When he took office, Lincoln delivered an inaugural address. In his inaugural address, Lincoln warned that “no state . . . can lawfully get out of the Union.” Still, he pledged that there would be no war unless the South started it:

“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

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 addressed another aspect of liberty. He 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



>> Just one month after Jefferson Davis became president of the Confederacy, Abraham Lincoln was sworn in as President of the United States at the Capitol. In his speech, Lincoln said that secession was unconstitutional.

law equally in all states, whether they were slave or free states.

Finally, on government, 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.

The Inaugural Address of Jefferson Davis By the time Lincoln gave his address, the Confederate States of America had already sworn in Jefferson Davis as President. Davis had a role similar to that of the American President, being chief executive of the Confederate government. In his inaugural address, he said the Confederacy would adopt the same Constitution as the United States for its government

However, 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.”

He 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.” Lincoln, in contrast, described secession as “the essence of anarchy.” He believed secession countered the principles of liberty and equality on which the nation was founded and its government was based. For Davis, liberty and equality existed only between white men. 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 could no longer consent to a government they considered opposed to their interests, 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. Davis also argued that, under the U.S. Constitution, states had the right to reclaim powers that they had given to the federal government by seceding. Lincoln took the opposite view, that states had no such right.

1861—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 leave the Union. On the other hand, if he sent troops to hold the forts, he might start a civil war. He might also lose the support of the eight slave states that had not seceded from the Union.

In April, the Confederacy forced Lincoln to make up his mind. 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.

The Attack on 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, however, felt that they could not leave the fort in Union hands. On April 11, 1861, they demanded that Fort Sumter surrender. Major Robert Anderson, the Union commander, refused to give in until he had run out of food or was ordered to surrender by the United States government. Confederate guns then opened fire. The Union troops quickly ran out of ammunition. On April 13, Anderson surrendered the fort.

When Confederate troops shelled Fort Sumter, people in Charleston gathered on their rooftops to watch. To many, it was like a fireworks show. No one knew that the fireworks marked the start of the Civil War, which would last four terrible years, from 1861 to 1865. This deadly part of the Civil War era would have devastating effects to lives, property, and national unity.

? SUMMARIZE Lincoln’s dilemma over southern states taking control of federal property.

Taking Sides

When the war began, each side was convinced that its cause was just. Southerners believed in states’ rights, so they believed that 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



>> When Confederate troops fired across the Charleston Harbor at Fort Sumter, one of only four remaining federal forts in the South, they started the American Civil War.

Choosing Sides



>> Analyze Maps Based on the information in the map, approximately what percentage of Union states were slave states during the Civil War?

southerners, therefore, also called it the War of Northern Aggression.

Northerners, meanwhile, believed that they had to fight to save the Union. At the outset of the war, abolishing slavery was not an official goal of the North. In fact, many northerners, 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 were still in the Union. As the war began, they had to make the difficult decision of which side to join.

Their decision would greatly affect the outcome of the war. These states had more than half of the South's population and food crops. In addition, many of the South's factories were in these states.

Four of these states—Virginia, North Carolina, Tennessee, and Arkansas—quickly joined the Confederacy. However, after some wavering between the North and South, the four **border states**—Kentucky, Missouri, Maryland, and Delaware—decided to remain in the Union. Maryland was especially critical to the Union cause since it bordered the nation's capital at Washington, D.C.

Still, there were some citizens of the border states who supported the South. In April 1861, pro-Confederate mobs attacked Union troops in Baltimore, Maryland. In response, President Lincoln declared **martial law**, or rule by the army instead of the elected government.

Many people who sided with the South were arrested. Sectionalism had led Americans to feel connected to their region, rather than to the country overall. Now they not only identified as northerners or southerners, they had also officially split into two governments with military forces.

? **CHECK UNDERSTANDING** 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 as the war began. The South had the strong 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's Strengths at Home and Economic Limitations 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.”

Confederate soldiers also enjoyed an advantage because they knew the southern countryside better. Friendly civilians often guided soldiers along obscure roads that did not appear on maps. Much of the South was wooded, too. Confederate forces used the woods for cover as they defended themselves against invading Union troops.

The South, however, had serious economic weaknesses. These weaknesses were the effects of economic differences between the North and the South. The South had few factories to produce weapons and other vital supplies. It also had 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 also had political problems. 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. Only about 9 million people lived in the Confederacy, compared with 22 million in the Union.

More than one third of the southern population were enslaved African Americans. As a result, the South did not have enough people to serve as soldiers and to support the war effort.

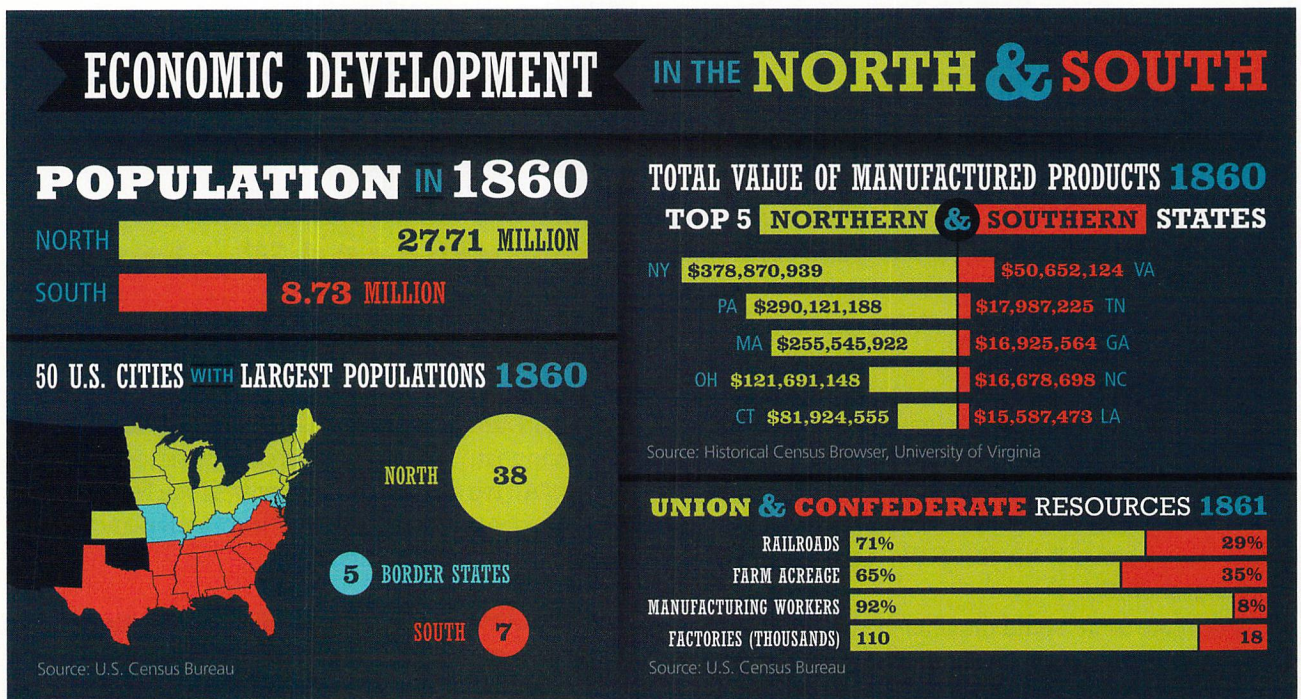
The North’s Military Disadvantages and Financial Strengths

The North had almost four times as many free citizens as the South. Thus, it had a large source of volunteers. It also had many people to grow food and to work in factories making supplies.

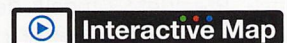
The North’s biggest advantages reflected the effects of economic differences with the South. Industry was the North’s greatest resource. Before the war, northern factories produced more than 90 percent of the nation’s manufactured goods. Once the war began, these factories quickly began making guns, bullets, cannons, boots, uniforms, and other supplies for the Union army. In addition, the North had more than 70 percent of the nation’s rail lines, which it used to transport both troops and supplies.

The North 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.

Despite these advantages, the North faced a difficult military challenge. To bring the South back into the Union, northern soldiers had to conquer a huge area. Instead of defending their homes, they were invading



>> **Analyze Data** Based on the information in the graphs, what advantages did the North have over the South at the start of the Civil War?



unfamiliar land. As Union armies marched into the South, their lines of supply would be much longer than those of the Confederates and thus more open to attack.

? SUMMARIZE how a weak economy and weak industry can be problematic during wartime.

The Leadership Roles of Lincoln and Davis

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

Jefferson Davis Leads the South Before the war, many people thought that Davis was a stronger leader than Lincoln. Davis's experience prepared him for the position. However, he did not want it. As one observer stated:

“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*

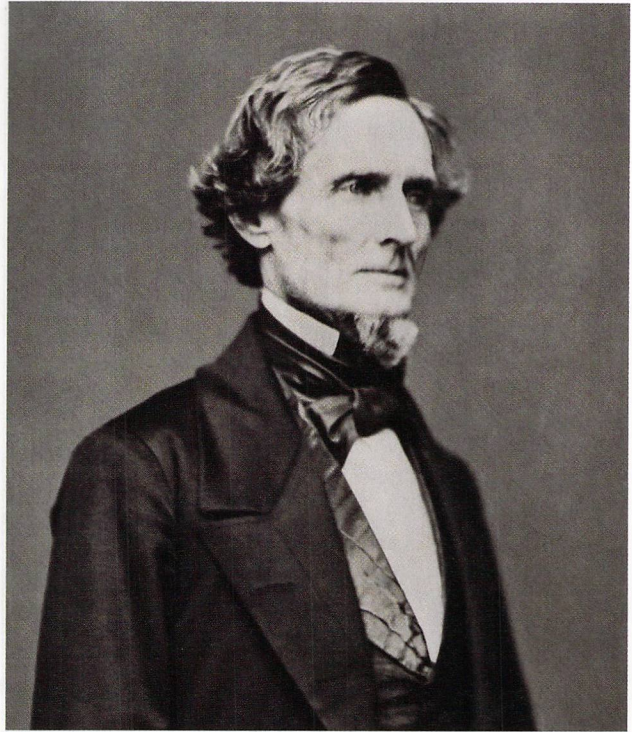
Davis had attended the United States Military Academy at West Point. He had served as an officer in the Mexican War. Later, he served as Secretary of War under President Franklin Pierce.

Furthermore, Davis was widely respected in the South as President of the Confederacy for his honesty and courage. Davis, however, 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 his advisers.

The Leadership Qualities of Abraham Lincoln

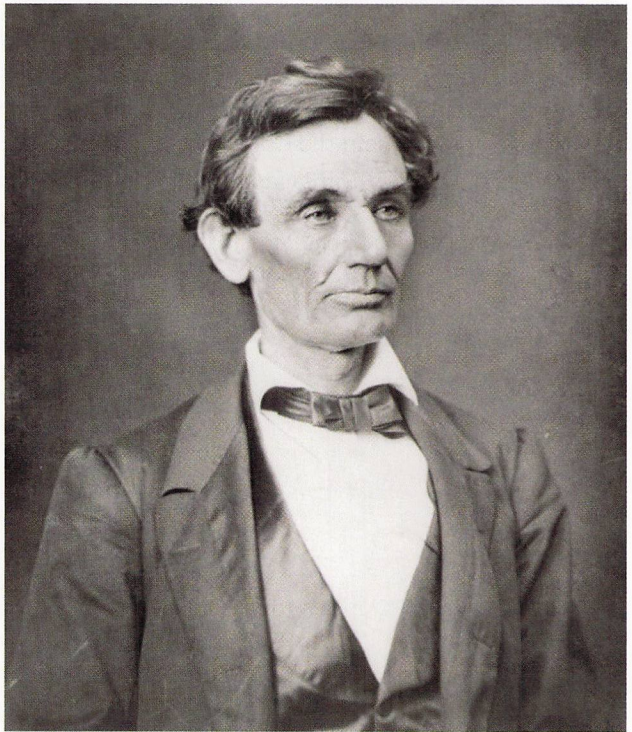
At first, some northerners had doubts about Abraham Lincoln's ability to lead as President of the United States. He did not have much experience in national politics or military matters. However, Lincoln proved to be a patient but strong leader and a fine war planner.

Day by day, Lincoln gained the respect of those around him. Many liked his sense of humor. They noted that Lincoln even accepted criticism with a smile. When Secretary of War Edwin Stanton called Lincoln 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.”

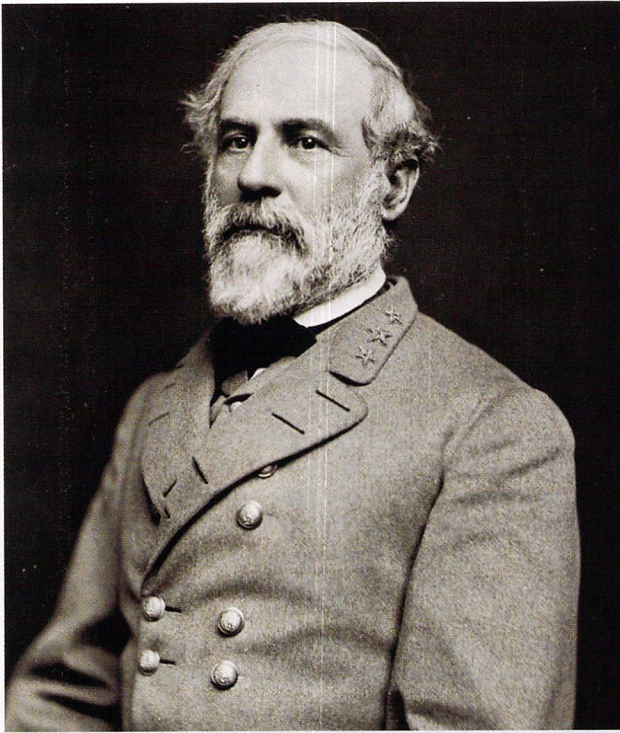


>> A graduate of West Point and an accomplished military officer with experience in the Mexican War, Jefferson Davis wished to serve in the Confederate Army rather than become the Confederacy's president.

 **Interactive Chart**



>> At the start of his first term, President Lincoln gained the respect of those around him. He was admired for his leadership as well as his good nature and sense of humor.



>> General Robert E. Lee of Virginia rejected Lincoln's offer to command the Union army. The decision would prove costly for the Union, because Lee was a brilliant military commander.

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:

“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.

? CHECK UNDERSTANDING What advantages in leadership did the South have over the North?

ASSESSMENT

- 1. Draw Conclusions** Why did Senator Crittenden's proposed compromise receive little support?
- 2. Check Understanding** Why did Lincoln make a point of telling the governor of South Carolina that he was sending food, but not troops or arms, to Fort Sumter?
- 3. Identify Central Issues** What motivated the South to fight in the Civil War?
- 4. Summarize** the principal disadvantages the North faced in fighting the Civil War.
- 5. Express Problems Clearly** How did Jefferson Davis's reluctance to serve as President of the Confederacy affect his leadership?

The North and South had different strategies for victory. The Union planned an aggressive campaign against the South. The South, meanwhile, planned to hold tight until the North lost the will to fight.



>> General George B. McClellan's Union forces defeated the Confederates at the Battle of Antietam. This illustration shows Union soldiers advancing toward Dunker Church during the battle.



Interactive Flipped Video

The Course of War

The Different Strategies of the North and South

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 that 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.

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 to help fight the war. Southern cotton was important to the textile mills of England and other countries. Southerners were confident that Europeans would recognize the Confederacy as an independent



TEKS

8.A, 8.B, 22.B

>> Objectives

Describe the strategies the North and South adopted to win the war.

Explain how early battles dispelled hopes for a quick end to the war.

Identify the victories of the Confederates and the Union in the early years of the war.

>> Key Terms

Battle of Bull Run
Virginia
Monitor
Battle of Antietam
Battle of
Fredericksburg
Battle of
Chancellorsville
Battle of Shiloh

nation and that the South could continue to sell Europe cotton for its factories.

? DESCRIBE how the Union plan for victory was more aggressive than the southern plan.

The Beginnings of a Long War

“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. At last, responding to popular pressure, President Lincoln ordered an attack.

Stonewall Jackson Makes a Stand at Bull Run On July 21, 1861, Union troops set out from Washington, D.C., to attack the Confederate army, which was camped 30 miles southwest of the capital. Hundreds of Washingtonians, in a festive mood, rode out along with them to watch the battle. Many northerners thought the Union army would crush the Confederates.

The Union troops had not gone far when they met up with Confederate soldiers. A battle quickly followed. It took place near a small Virginia stream known as Bull Run, which was also near the town of Manassas.

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, and he led many successful military campaigns for the Confederate army.

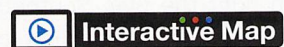
In the end, it was the Union troops who panicked and ran. “Off they went,” reported one observer, “across fields, toward the woods, anywhere, everywhere, to escape.” For most of the soldiers, the retreat did not stop until they reached Washington, D.C.

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

George McClellan Takes Command of the Union Army After the shocking disaster at Bull Run, President Lincoln appointed General George McClellan as commander of the Union army of the East, known



>> Analyze Maps Using the map key, 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?



as the Army of the Potomac. McClellan, a superb organizer, transformed inexperienced recruits into an army of trained soldiers prepared for battle.

McClellan, however, was very cautious. He delayed leading his troops into battle. Newspapers reported “all quiet along the Potomac” so often that the phrase became a national joke. Finally, 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 and sailed down the Potomac River and the Chesapeake Bay. After landing south of Richmond on the Virginia Peninsula, McClellan began inching slowly toward the Confederate capital.

Learning of the Union approach, General Robert E. Lee launched a series of counterattacks. At the same time, Lee sent General Stonewall Jackson north to threaten Washington. As a result, Lincoln was prevented from sending the rest of the Union army to help McClellan. Cautious as usual, McClellan abandoned the attack and retreated. The Peninsula Campaign, as it became known, had failed.

The Blockade and the Ironclads Early in the war, Union ships blockaded southern ports. At first, some small, fast ships slipped through the blockade. These “blockade runners” brought everything from matches to guns to the Confederacy.

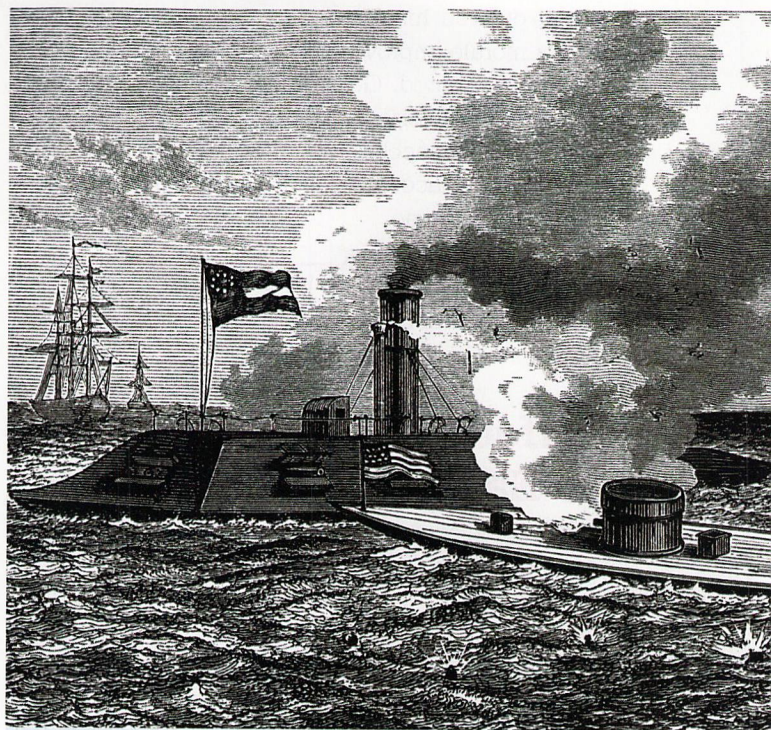
In time, however, the blockade became more effective. Trade through southern ports dropped by more than 90 percent. The South desperately needed a way to break the Union blockade. One method it tried was the ironclad ship. *Clad* means *clothed*, or *covered*. Ironclad ships were covered with iron for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

Confederates took over 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* 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*. The two ships clashed in a body of water called Hampton Roads near the mouth of the Chesapeake Bay.

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. The Union eventually built more than 50 ironclads.

Ironclad ships changed naval warfare. However, the South was never again able to mount a serious attack against the Union navy. The Union blockade held throughout the war.



>> The Confederate ship *Virginia* battled the Union ship *Monitor* near Hampton Roads, Virginia, in 1862. This was the first engagement of ironclad warships in the Civil War.

The Battle of Antietam In September 1862, General Lee took 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 to have the information. “If I cannot whip ‘Bobbie Lee,’ I will be willing to go home,” he boasted.

However, McClellan was slow to act. Finally, after a few days, he 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. The Confederates breathed a sigh of relief when they saw that McClellan was not pursuing them.

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 the North was able to claim victory, since

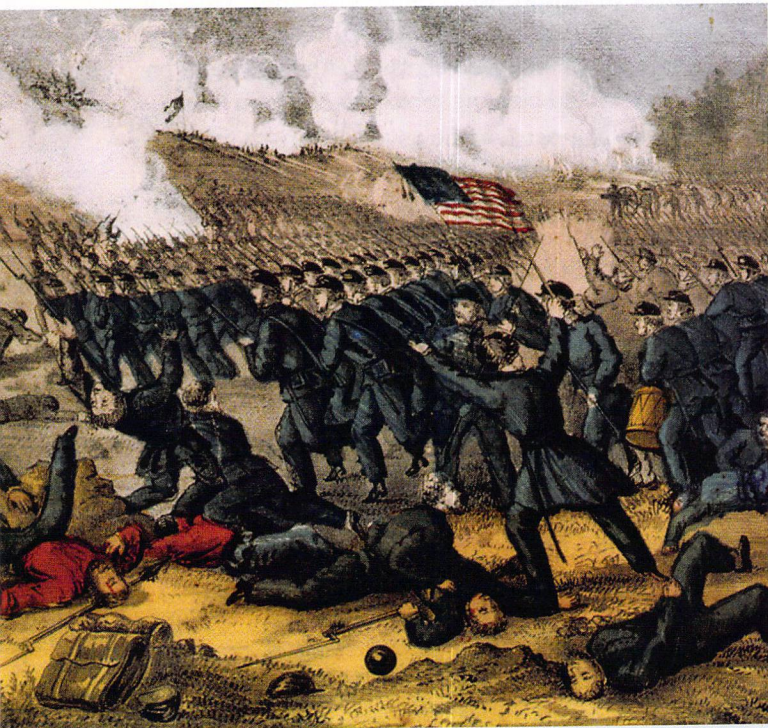
Lee had ordered his forces to withdraw. As a result, northern morale improved. Still, President Lincoln was keenly disappointed. General McClellan had failed to follow up his victory by pursuing the Confederates. In November, Lincoln appointed General Ambrose Burnside to replace McClellan as commander of the Army of the Potomac.

? DRAW CONCLUSIONS What conclusions can you draw from the first battles of the Civil War?


Confederate Forces Win in the East

Two stunning victories for the Confederacy came in late 1862 and 1863. In December 1862, Union forces set out once again toward Richmond. General Robert E. Lee played a key role in both victories, part of a record of success as the Confederacy's leading general.

Meeting General Ambrose Burnside's Union army outside Fredericksburg, Virginia, Lee's forces dug into the crest of a hill. There, in a strong defensive position, Confederate guns mowed down wave after wave of charging Union troops. The **Battle of Fredericksburg** was one of the Union's worst defeats.



>> Union troops charged the Confederates at Fredericksburg. Confederate troops soundly defeated them and won the battle. **Predict Consequences** How might this defeat have affected Union strategy?

 **Interactive Timeline**

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" was General Stonewall Jackson. Several days later, Jackson died as a result of his injuries. The Confederacy had lost one of its best generals.

? IDENTIFY How might the Confederates have felt after the Battles of Fredericksburg and Chancellorsville?

Union Forces Find Success in the West

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

Grant now pushed south to Shiloh, a village on the Tennessee River. There, on April 6, he was surprised by Confederate forces. By the end of the day, the Confederates had driven the Union troops back to the banks of the river.

Grant now showed the toughness and determination that would enable him to win many battles in the future and made him the Union's most successful leading general. He 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. With the aid of the reinforcements, Grant beat back the Confederates and won the **Battle of Shiloh**. It was, however, one of the bloodiest encounters of the Civil War.

While Grant was fighting at Shiloh, the Union navy moved to gain control of the Mississippi River. In April 1862, Union gunboats captured New Orleans, Louisiana. Other ships seized Memphis, Tennessee. By capturing these two cities, the Union controlled both

ends of the southern Mississippi. The South could no longer use the river as a supply line.

? CHECK UNDERSTANDING Why was the capture of Fort Henry and Fort Donelson critical to the Union's overall war strategy?

ASSESSMENT

1. **Summarize** the problems that a successful blockade of southern ports would cause for the South.
2. **Identify Central Issues** What did the Battle of Bull Run reveal?
3. **Draw Conclusions** What can you conclude from the fact that hundreds of civilians went along with the Union troops on their march to Bull Run to watch the battle and the fact that they were in a festive mood?
4. **Analyze Information** How can you tell that General Robert E. Lee was an unusually good officer?
5. **Make Predications** What do the battles and events that you have read about so far lead you to predict about the war?



>> General Grant's army was in Tennessee to capture the Mississippi River. However, the Confederates attacked at Shiloh and nearly destroyed his army before he could recover and claim victory.



>> This photo shows Union soldiers at mealtime. Lack of food led to malnutrition. Poor sanitation in army camps allowed disease to spread quickly.

 Interactive Flipped Video

 **TEKS**
8.A, 8.B, 23.B

>> Objectives

Describe the purpose of the Emancipation Proclamation and its effects.

Explain African Americans' contributions to the war effort in the Union army and behind Confederate lines.

Describe conditions for Civil War soldiers.

Explain problems on the home front, including economic issues.

Identify the role women played in the war.

>> Key Terms

emancipate
Emancipation
Proclamation
54th Massachusetts
Regiment
Fort Wagner
Copperhead
draft
habeas corpus
income tax
inflation
profiteer
William Carney

8.5 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.

Emancipation and Life in Wartime

The Emancipation Proclamation

“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's *Abraham Lincoln*

Lincoln had a reason for handling the slavery issue cautiously. As you have read, four slave states remained in the Union. The President did not want to do anything that might cause these states to shift their loyalty to the Confederacy. The resources of the border states might allow the South to turn the tide of the war.

By mid-1862, however, Lincoln came to believe that he could save the Union only by broadening the goals of the war. He decided to **emancipate**, or free, enslaved African Americans then living in Confederate territory. In the four loyal slave states, however, enslaved African Americans would not be freed. Nor would African Americans

be freed in Confederate lands that had already been captured by the Union, such as the city of New Orleans, Tennessee, or parts of Virginia.

A Cautious Introduction Lincoln had practical reasons for his emancipation plan. At the start of the Civil War, more than 3 million enslaved African Americans labored for the Confederacy. They helped grow the 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. Lincoln knew that emancipation would weaken the Confederacy's ability to carry on the war.

However, Lincoln did not want to anger slave owners in the Union. Also, he knew that many northerners opposed freedom for enslaved African Americans. Lincoln 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 was concerned about the timing of his announcement. The war was not going well for the Union. He did not want Americans to think he was freeing enslaved African Americans as a desperate

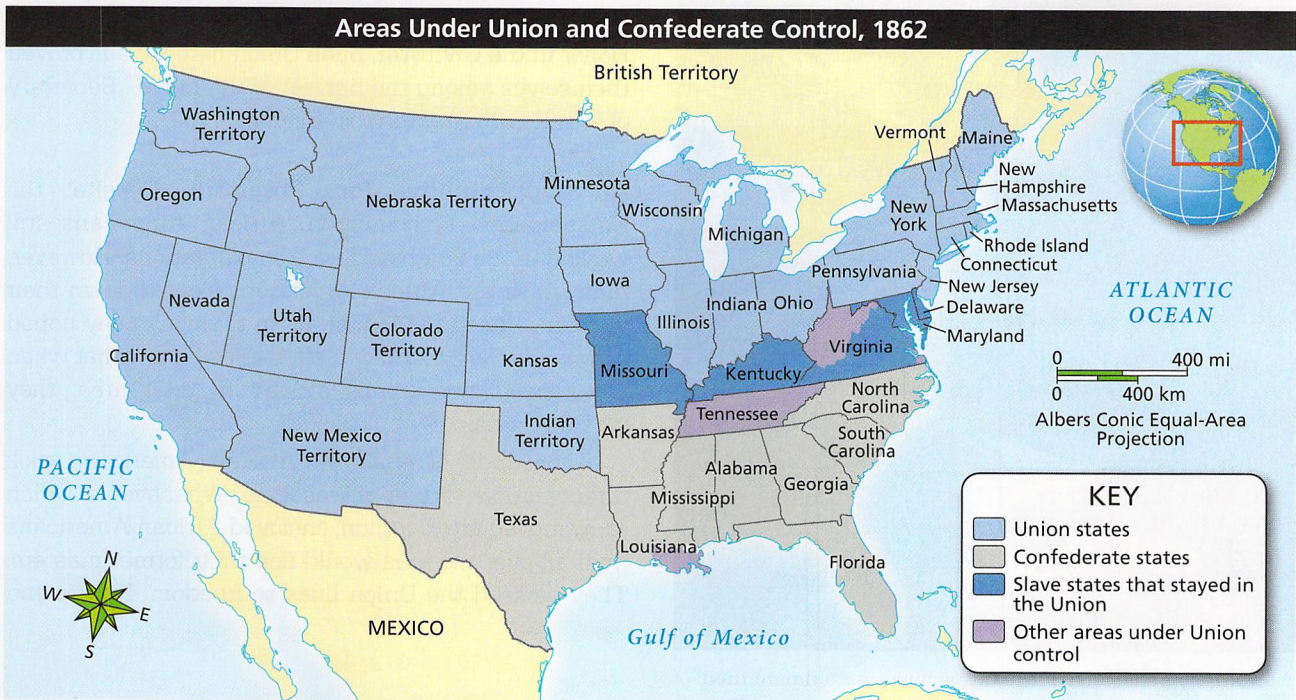
effort to save a losing cause. He waited for a victory to announce his plan.

On September 22, 1862, following the Union victory at Antietam, Lincoln announced a preliminary proclamation. He issued the formal **Emancipation Proclamation** on January 1, 1863.

A Significant Proclamation 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 purpose of the war. Now, Union troops were fighting to end slavery as well as to save the Union.

The opponents of slavery greeted the proclamation with joy. In Boston, African American abolitionist Frederick Douglass witnessed one of the many emotional celebrations that took place:

“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,



>> Analyze Maps Why might some southern regions have been exempted from the Emancipation Proclamation?

Jehovah hath triumphed, his people are free!"

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

In the South, Lincoln's proclamation was seen as a "fiend's act" that destroyed valuable property. The proclamation won the sympathy of Europeans, especially workers. As a result, it became less likely that Britain or any other European country would come to the aid of the South.

? **CHECK UNDERSTANDING** How did the Emancipation Proclamation change the purpose of the Civil War?

African Americans Fight Heroically for the Union

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



>> Nearly half of the 54th Massachusetts Regiment died in the failed attack on Fort Wagner, South Carolina. Yet the regiment's bravery and heroism helped earn respect for African American soldiers 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 policy of discrimination, which denied them the same treatment as other soldiers. Gradually, conditions changed. By 1863, African American troops were fighting in major battles against the Confederates. In 1864, the United States 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.

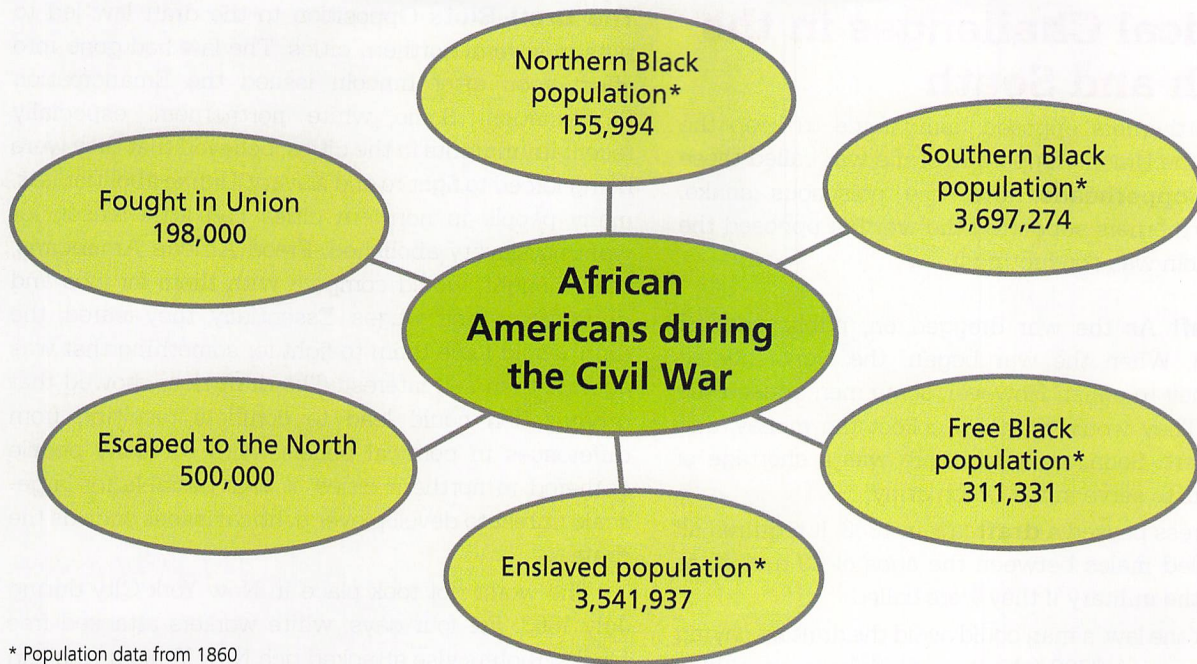
The Story of the 54th Regiment One of the most famous African American units in the Union army was the **54th Massachusetts Regiment**. The 54th accepted African Americans from all across the North. Frederick Douglass helped recruit troops for the regiment, and two of his sons served in it.

On July 18, 1863, the 54th Massachusetts Regiment 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. In the desperate fighting, almost half the regiment was killed.

The courage and heroism of the 54th Massachusetts and other 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. Such Union heroes had "proved themselves among the bravest of the brave," Secretary of War Edwin Stanton told Lincoln.

An Opportunity for Freedom Despite the Emancipation Proclamation, African Americans still worked in the South as slaves on plantations. However, many enslaved African Americans slowed down their work or refused to work at all. In this way, they hoped to weaken the South's war effort. They knew that when victorious Union troops arrived in their area, they would be free.

Thousands of enslaved African Americans took direct action to free themselves. Whenever a Union army moved into a region, enslaved African Americans from all over the area would flee their former masters. They crossed the Union lines to freedom. By the end



* Population data from 1860
SOURCE: U.S. Census

>> **Analyze Data** Based on the information in the graphic organizer, approximately what percentage of enslaved African Americans from the South escaped to the North during the Civil War?

of the war, about one fourth of the South's enslaved population had escaped to freedom.

? IDENTIFY SUPPORTING DETAILS Why were many African Americans on plantations able to escape during the war?

📍 ELPS ELPS SPEAKING 3.B.2 In a group of three, retell the story of the 54th Regiment. Use the picture of 54th Regiment soldiers to support your retelling. Include vocabulary such as *bravery*, *respect*, and *heroism* in your retelling.

Soldiers Face the Horrors of War

On both sides, most soldiers were under the age of 21. War, however, quickly turned gentle boys into tough men. 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, especially in the Confederacy. In combat, boys of 18 learned to stand firm as cannon blasts shook the earth and bullets whizzed past their ears.

As the death toll rose, the age restrictions for soldiers were relaxed. The South drafted boys as young as 17 and men as old as 50.

New technology added to the horror of war. Cone-shaped bullets made rifles twice as accurate. Improved cannons hurled exploding shells several miles. The new weapons had deadly results. In most battles, one fourth or more of the soldiers were killed or wounded.

Sick and wounded soldiers faced other horrors. Medical care on the battlefield was crude. Surgeons routinely amputated injured arms and legs. At the time, doctors did not know how germs cause infection and disease. As a result, minor wounds often became infected. In addition, 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.

? RECALL How did disease affect Civil War troops?

Political 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 the way Lincoln was conducting it.

The Draft As the war dragged on, public support dwindled. When the war began, the North offered men money to enlist. However, some men abused the system. They would sign up, collect the money, and then desert. Soon, however, there was a shortage of volunteers to serve in the Union army.

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.

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

The Draft Riots Opposition to the draft law led to riots in several northern cities. The law had gone into effect soon after Lincoln issued the Emancipation Proclamation. Some white northerners, especially recent immigrants in the cities, believed that they were being forced to fight to end slavery. Unlike abolitionists, many people in northern cities had little reason for wanting slavery abolished. Freed African Americans, they thought, would compete with them for jobs and drive down their wages. Essentially, they feared, the draft would force them to fight for something that was against their self-interest. The draft riots showed that urbanization could lead to conflicts resulting from differences in political beliefs. With so many people gathered in northern cities, it was possible for large-scale unrest to develop over political issues such as the draft.

The worst riot took place in New York City during July 1863. For four days, white workers attacked free blacks. Rioters also attacked rich New Yorkers who had paid to avoid serving in the army. At least 74 people were killed during the riot.

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 people their rights “when in the cases of rebellion or invasion, the public safety may require it.” The President also said that those arrested could be tried under the stricter rules of a military court. Eventually, nearly 14,000 people were arrested. However, most were never charged with a specific crime or brought to trial.

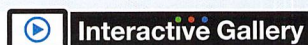
A Draft Comes to the South President Jefferson Davis struggled to create a strong federal government for the Confederacy. Many southerners firmly believed in states’ rights. They resisted paying taxes to a central government. At one point, Georgia even threatened to secede from the Confederacy!

Like the North, the South was forced to pass a draft law to fill its army. However, men who owned or supervised more than 20 slaves did not have to serve. 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. Robert E. Lee urged that enslaved African Americans be allowed to serve as soldiers. Desperate, the Confederate Congress finally



>> The draft law of 1863 meant that if men wanted to avoid fighting in the war, they either paid the government \$300 or hired others to fight in their place. Here, “bounty brokers” offer their services as potential substitutes.



CIVIL WAR

Causes of the Civil War

- The issue of slavery in the territories divides the North and South.
- Abolitionists oppose slavery.
- South fears northern domination.
- Southern states secede after Lincoln's election.
- Confederates bombard Fort Sumter.

Effects of the Civil War

- Lincoln issues the Emancipation Proclamation.
- The northern economy booms.
- The South loses its cotton trade with Britain.
- Total war destroys the South's economy.
- Hundreds of thousands of Americans die.

>> **Analyze Charts** Did the war's effects justify the South in its reasons for going to war?

agreed. The war ended, however, before more than a few thousand enslaved men fought for the Confederacy.

? IDENTIFY How were draft problems in the South different from those in the North?

War Challenges and Fuels the Northern Economy

The Civil War cost far more than any previous war. The Union had to use several strategies to raise money. In some ways, however, 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. Still, taxes and bonds did not raise enough money. To get the funds it needed, the North printed more than \$400 million in paper money.

As the money supply increased, each dollar was worth less. In response, businesses charged more for their goods. The North was experiencing **inflation**, a rise in prices and a decrease in the value of money. During the war, prices for goods nearly doubled in the North.

Wartime Economic Advantages The war also helped the North's economy in several ways. Since many 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.

? CHECK UNDERSTANDING How did the Civil War strengthen the North's economy?

War Devastates the Southern Economy

For the South, war brought economic ruin. The South had to struggle 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 to turn over one tenth of their crops to the government. The government took

crops because it knew that southern farmers had little money.

Like the North, the South printed paper money. It printed so much that wild inflation set in. By 1865, one Confederate dollar was worth only two cents in gold. Prices were especially high in Richmond, where a barrel of flour was \$275 in early 1864, potatoes were \$25 a bushel, and butter was \$15 a pound.

The war did serious damage to the cotton trade, the South's main source of income. Early in the war, President Davis halted cotton shipments to Britain. He hoped to force Britain to side with the South in return for renewed shipments of cotton. The tactic backfired. Britain simply bought more 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 had to wait weeks for supplies of food and clothing. With few factories of its own, the South bought many of its weapons in Europe. However, the blockade cut off most deliveries from across the Atlantic. To acquire goods, the government began building and running factories. Private manufacturers were offered contracts and draft exemptions for their workers if they started making 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. In some states, cotton production was limited.

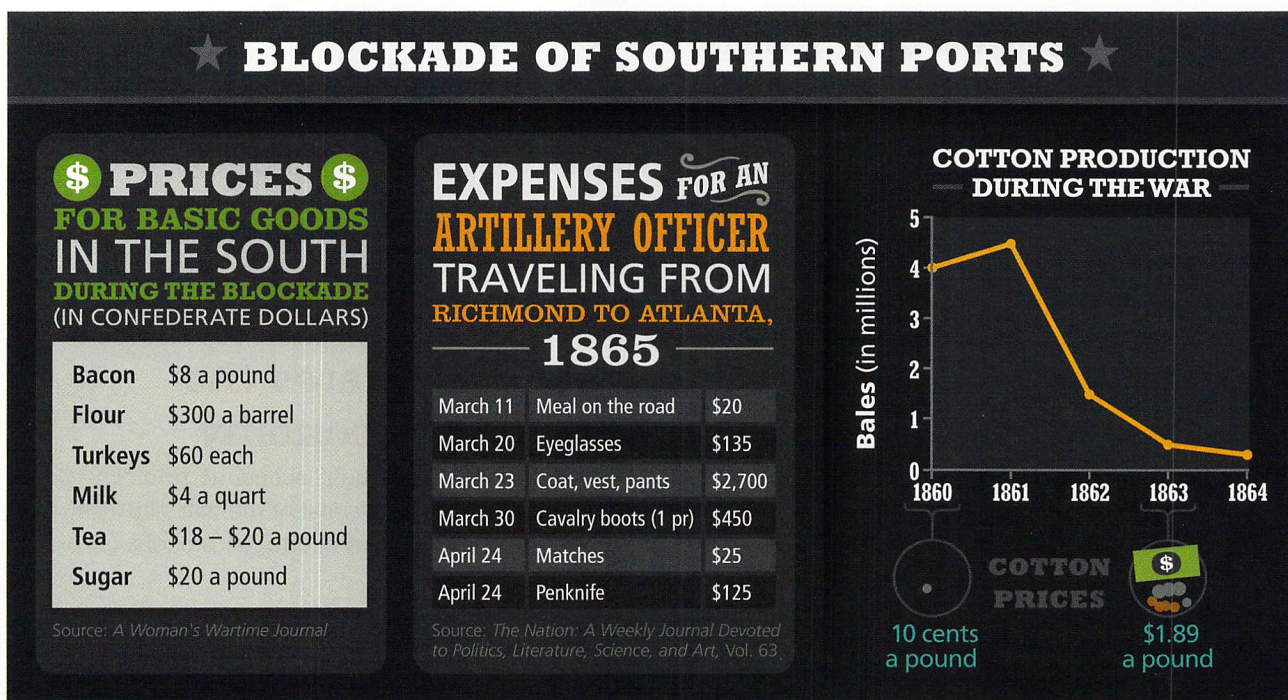
? CHECK UNDERSTANDING What happened when Jefferson Davis tried to use economic pressure to force the British to side with the South?

Contributions of Women to the War Effort

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

In rare instances, some women even disguised themselves as men and enlisted in the army to fight in the war. Others served as spies and provided valuable information to military commanders. Many served in army camps, some of them choosing to accompany their husbands to war.

Women's aid societies helped supply the troops with food, bedding, clothing, and medicine. Throughout the



>> Analyze Graphs Based on the information in the graph, what were the effects of the North blockading southern ports?

North, women held fairs and other fundraising events to pay for supplies.

Aid to 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 soon changed. In fact, women performed so well that nursing became an accepted occupation for women after the war.

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. 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.

? DESCRIBE some ways in which women contributed to the war effort.

ASSESSMENT

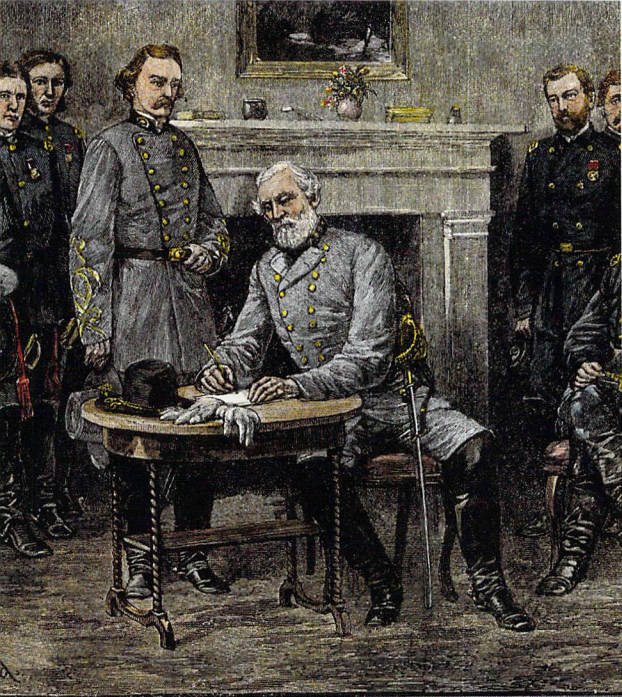
1. **Draw Conclusions** What was the effect of the Emancipation Proclamation on the numbers of men choosing to join the Union army?
2. **Summarize** how the treatment of African American soldiers in the Union army changed as the war progressed.
3. **Check Understanding** Why did inflation become a problem in the North?



>> During the Civil War, women helped by caring for the sick and wounded. They were so successful that nursing became an accepted profession for women following the war.


[Interactive Gallery](#)

4. **Identify Central Issues** Why were urban areas the most frequent sites of draft riots?
5. **Draw Conclusions** Why do you suppose men who owned or supervised more than 20 enslaved African Americans did not have to serve in the Confederate army?



>> Recognizing that any further fighting would be futile, General Lee (center, seated) surrendered to General Grant at Appomattox Court House on April 9, 1865.

 **Interactive Flipped Video**

TEKS
 **1.A, 1.C, 8.A, 8.B, 8.C, 10.C, 22.A**

>> Objectives

Explain why the Union victories at Vicksburg and Gettysburg helped turn the war in the Union's favor.

Describe Grant's plan for ending the war and the war's outcome.

Identify Lincoln's hopes for the Union after his reelection.

Summarize why the Civil War marked a turning point in American history.

>> Key Terms

siege
Battle of Gettysburg
Pickett's Charge
Gettysburg Address
total war
Appomattox Court House
Philip Bazaar

8.6

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 War's End

The Siege of Vicksburg

General Grant Captures Vicksburg In the West, Union triumph came along the Mississippi River. The Union, which had captured New Orleans and Memphis, already controlled both ends of the southern Mississippi River. Still, the Confederates held Vicksburg, Mississippi. It controlled a crucial Mississippi River crossing linking the eastern and western Confederate states. Vicksburg sat on a cliff high above the river. Its physical geography made it difficult to attack from the river.

Early in 1863, Grant's forces tried again and again to seize Vicksburg. The Confederates held out bravely. At last, Grant devised a brilliant plan. Landing at an unguarded spot on the river and arching his troops inland, he launched a surprise attack on Jackson, Mississippi. Then, he turned west and attacked Vicksburg from the rear. On the side facing away from the river, no physical barriers protected Vicksburg.

For more than six weeks, Grant's forces laid siege to Vicksburg. A **siege** is a military encirclement of an enemy position and blockading or bombarding 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. The entire Mississippi River was now under Union control. The Union

took advantage of physical geography by using the Mississippi River to supply its troops.

The Confederacy was now split into two parts. Texas, Arkansas, and Louisiana were cut off from the rest of the Confederate states. This meant that the eastern Confederate states were no longer able to get supplies from the western states. This was a devastating loss for the Confederacy.

? **CHECK UNDERSTANDING** Why was Union control of the Mississippi River a blow to the Confederacy?

The Battle of 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.

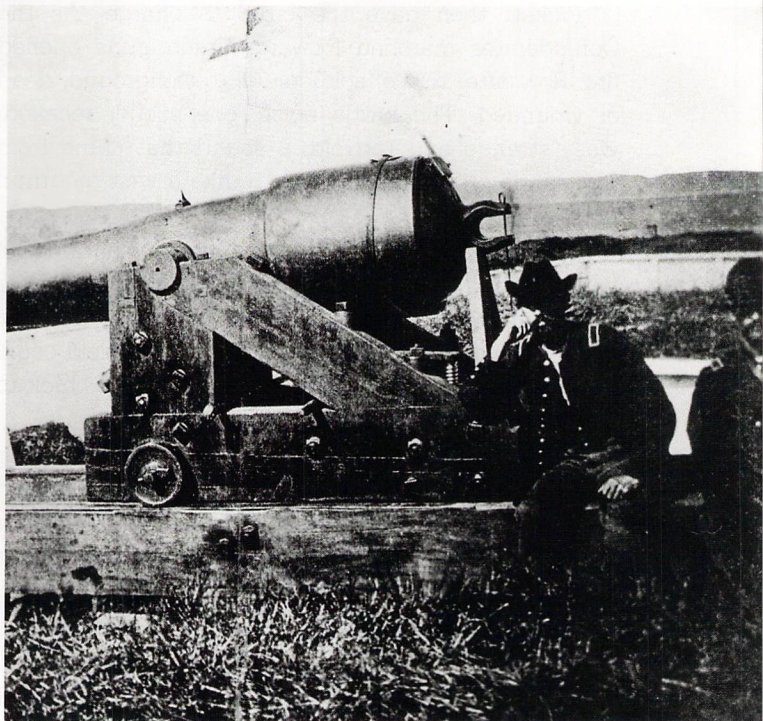
On June 30, 1863, the Union Army of the Potomac, now under command of General George C. Meade, met part of Lee's army at the small town of Gettysburg, Pennsylvania. Both sides quickly sent in reinforcements. The three-day **Battle of Gettysburg** that followed was one of the most significant events of 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 that 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 prepared for Lee's offensive. At the end of a day of savage fighting, Lee's forces had suffered heavy casualties but failed to dislodge the Union army from its strong position.

General Lee's Disastrous Decision Despite his losses, Lee decided to attack 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. 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.

This last attack led by Pickett is known as **Pickett's Charge**. Prior to the charge, Confederate cannons pounded the Union position on Cemetery Ridge, but the Union lines remained intact.



>> For more than six weeks, General Grant's forces circled Vicksburg, cutting off its supplies, and used siege cannons, like the one shown here, to bomb the city until its eventual surrender.

 **Interactive Map**



>> The Battle of Gettysburg involved three days of fighting with heavy casualties. The Confederates, like the prisoners shown here, hoped for a decisive victory that never came.

 **Interactive 3-D Model**

Pickett then gave the order to charge. As the Confederates marched forward, 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 the Union lines. The next day, a Union officer trying to ride over the battlefield could not because “the dead and wounded lay too thick to guide a horse through them.”

As the survivors limped back, Lee rode among them. “It’s all my fault,” he admitted humbly. Lee had no choice but to retreat with his weakened army. After they were defeated at Gettysburg, 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.

? IDENTIFY CENTRAL IDEAS Why was the Union victory at Gettysburg significant?

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 who died at Gettysburg. President Lincoln attended the ceremony. He delivered a speech now known as the **Gettysburg Address**. The speech expressed the purpose of the Civil War and exemplified Lincoln’s leadership at a time of tremendous 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 addressed the theme of equality. He reminded Americans that their nation was founded on the belief that “all men are created equal.” Lincoln told the audience:

“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’s words, “all men are created equal,” taken from the Declaration of Independence, and his mention of “a new birth of freedom” both express his ideas about liberty and equality. Coming so soon after the Emancipation Proclamation, made earlier that same year, Lincoln’s words implied that “a new birth of freedom” for millions of African Americans had become not just one of the goals of the Civil War, but one of the nation’s ideals. Lincoln’s entire speech was only ten sentences long and took about three minutes to deliver, but it is honored as a profound statement of American ideals.

? RECALL Lincoln said that the Civil War was a test. What was that test?

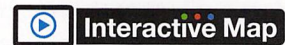


>> Describing the sacrifices made at the Battle of Gettysburg, President Lincoln proclaimed that, if the war preserved the Union and its principles of liberty and equality, “these dead shall not have died in vain.”

The Civil War: Final Battles



>> **Analyze Maps** Based on the information in the map, what can you infer about the Union army's strategy toward the end of the Civil War?



Union Forces Move Southward

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. After capturing Vicksburg, Grant continued to win battles in the West. In 1864, Lincoln appointed him commander of the Union forces. In this role, Grant would lead the final Union advance against the Confederacy.

Some questioned the choice, but President Lincoln felt that “Unconditional Surrender” Grant, as some called him, was the general who would end the war in the Union’s favor. Even back when Grant had been criticized for near disaster at the Battle of Shiloh, Lincoln had defended Grant: “I can’t spare this man,” Lincoln said. “He fights.”

Grant had a plan for ending the war. He wanted to destroy the South’s ability to fight. To achieve this, Grant ordered his generals to wage **total war** against the South.

He wanted the Union army to destroy food, equipment, and anything else they found that might be useful to the enemy. In the past, most wars had been restricted to soldiers. Total war, however, did not make any distinctions. Civilians in the South, like the Confederate army, would suffer hardship.

Grant Sends Sheridan to 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:

“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’s *Grant Takes Command*

Sheridan obeyed. In the summer and fall of 1864, he marched through the valley, destroying farms and livestock.

During the campaign, Sheridan’s 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 also ordered General William Tecumseh Sherman to capture Atlanta, Georgia, and then march to the Atlantic coast. Like Sheridan, Sherman had orders to destroy everything useful to the South.

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, built bonfires from the ties, then heated and twisted the rails. (The now useless rails, often twisted around trees, were nicknamed “Sherman's neckties.”) The soldiers killed livestock and tore up fields. They burned barns, homes, bridges, and factories.

? **DESCRIBE** 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.” Before the capture of Atlanta, Union chances for a final victory looked bleak. Lincoln knew that many northerners were unhappy with his handling of the war. He thought that this might cost him the election.

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 was ready to restore slavery.

Then, in September, Sherman took Atlanta, and the North rallied around Lincoln. Sheridan's smashing 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.

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

“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

Two Inaugural Addresses Lincoln's Second Inaugural Address, along with his First Inaugural and Gettysburg Addresses, are landmark speeches in American history. Taken 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. Again, 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.”

In contrast, Confederate President Jefferson Davis had conveyed different views in his inaugural address, given shortly after Lincoln's inauguration. In his speech, Davis explained southerner's reasons for withdrawing from the Union and seceding. It was “a necessity, not a choice,” he said. Quoting the Declaration of Independence, Davis stated this about government:

“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



>> General William T. Sherman (using the telescope) led a campaign that cut a destructive path through the South. **Hypothesize** Why would Sherman order his troops to destroy all items of value?

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. In the Emancipation Proclamation and the Gettysburg Address, Lincoln had extended the idea of liberty to all Americans. While Lincoln’s speeches called for equality and liberty for enslaved African Americans, Davis called for the equality and liberty only of southern whites.

In his commitment to principles of liberty, equality, and the preservation of the Union and the government, and in his decisions as President during the most difficult crisis the United States had ever faced, Lincoln demonstrated remarkable leadership qualities.

? IDENTIFY CENTRAL IDEAS How did Jefferson Davis use the Declaration of Independence to justify secession?

ELPS ELPS SPEAKING 3.B.3 With a partner, discuss the contrasting ideas about liberty, equality, union, and government of Lincoln and Davis. Use these words and phrases in your discussion: *but, however, in contrast, on the other hand.*

The Confederacy Surrenders at Appomattox

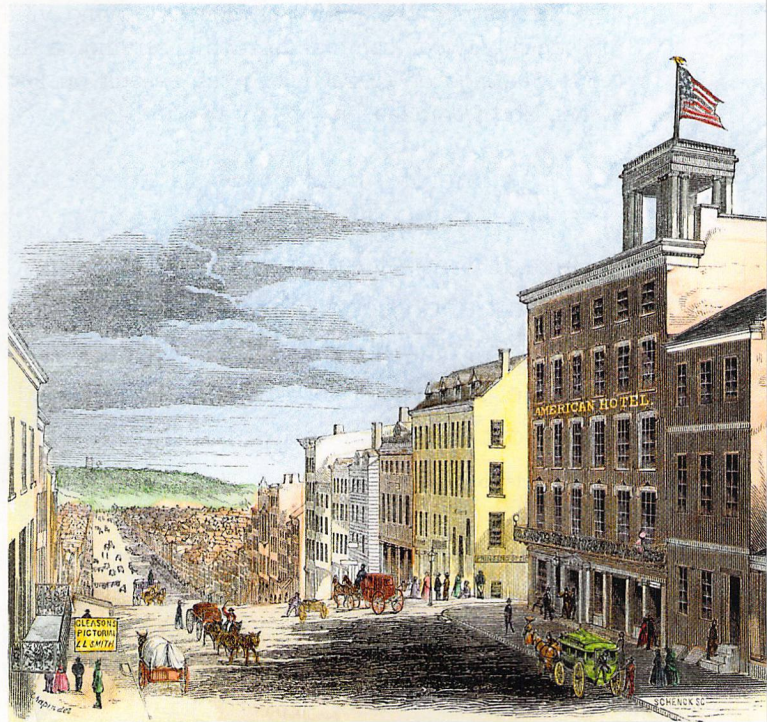
Grant had begun a drive to capture Richmond in May 1864. Throughout the spring and summer, he and Lee fought a series of costly battles.

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, all in Virginia. Still, Grant pressed on. He knew that the Union could replace men and supplies. The South could not.

Lee dug in at Petersburg, near Richmond. Here, Grant kept Lee under siege for nine months. At last, with a fresh supply of troops, Grant took Petersburg on April 2, 1865. The same day, Richmond fell.

The War Ends Lee and his army withdrew 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 to the defeated Confederate army.



>> Richmond, Virginia, shown here, was the capital of the Confederacy. It was in Richmond that Confederate President Jefferson Davis gave his inaugural address in 1861.

Soldiers were required to turn over their rifles, but officers were allowed to keep their pistols. Soldiers who had horses could keep them. Grant knew that southerners would need the animals 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 for hundreds and thousands of men, women, and children, it would be remembered as the most important event of their lives. The men who fought on both sides were honored for their services with ceremonies up to 75 years after the war. During the war, President Lincoln had signed into law what would 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.

One Medal of Honor recipient was **Philip Bazaar**, an immigrant from Chile. He enlisted in the Navy at New Bedford, Massachusetts. Although his rank was low—“ordinary seaman”—his actions proved him a

hero. He earned the Medal of Honor carrying vital messages between commanders while serving on the *U.S.S. Santiago de Cuba* during the assault on Fort Fisher, North Carolina, on January 15, 1865:

“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

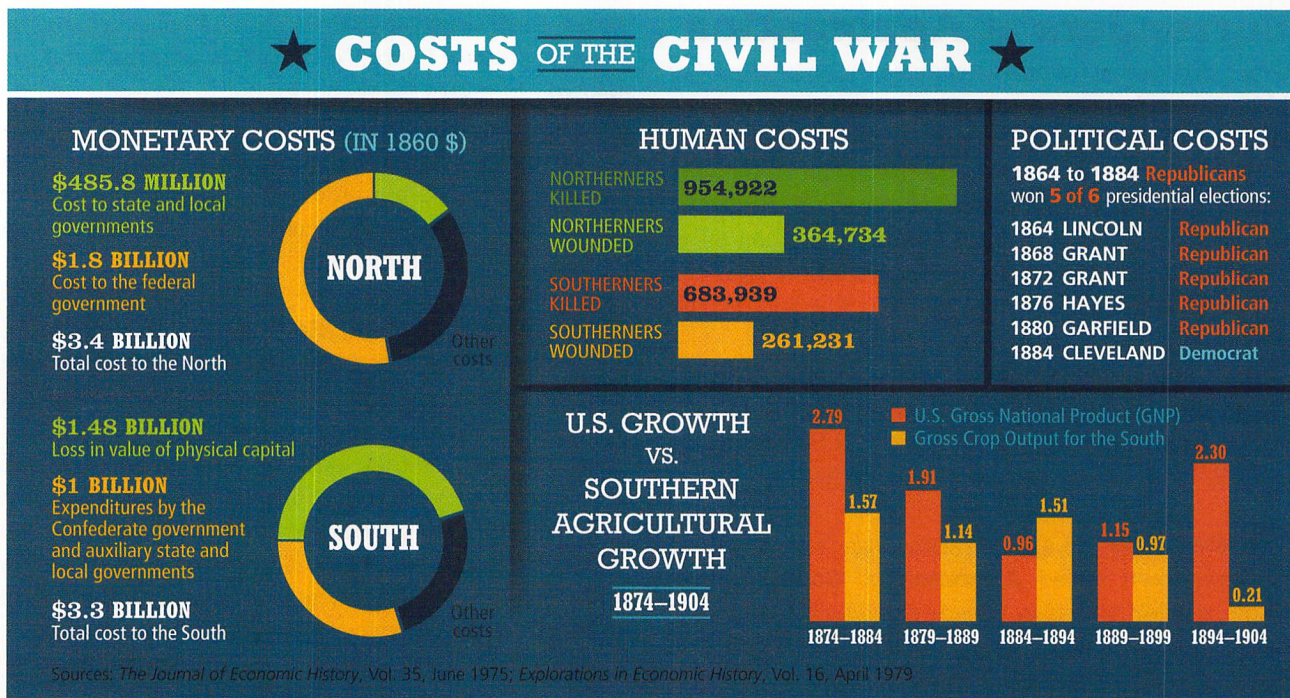
? RECALL What was significant about how General Grant treated Confederate soldiers after they surrendered?

The Nation Begins a New Chapter

The effect of the Civil War was immense. The Civil War years, 1861–1865, were significant on many levels. More than 360,000 Union soldiers and 250,000 Confederate soldiers lost their lives. No war has ever resulted in more American deaths. In dollars, the war’s cost was about 20 billion. That was more than 11 times the entire amount spent by the federal government between 1789 and 1861.

The Civil War was a major turning point in American history. The balance of power was changed. The Democratic party lost its influence and the Republicans were in a commanding position. 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. As a result, the power of the federal government grew.

The war also put an end to slavery in the United States. For years, Americans had debated whether slavery could exist in a nation dedicated to the ideals of 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.



>> Analyze Data Based on the information about the human costs of the war, which side had more casualties during the war?

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, often heart-rending war, the United States did indeed emerge a stronger, freer nation.

? RECALL Why was the Civil War significant?

ASSESSMENT

1. **Draw Conclusions** How might General Lee's goal of capturing Washington D.C. have led

him to order Pickett's Charge at the Battle of Gettysburg?

2. **Interpret** What elements of total war do you see in General Sherman's "March to the Sea"?

3. **Address Central Issues** What was the major reason that Abraham Lincoln was reelected?

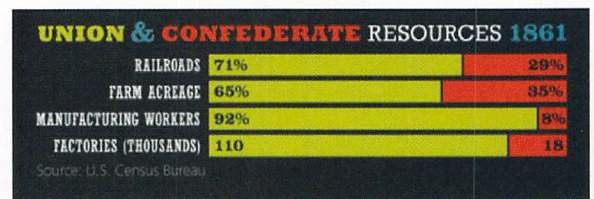
4. **Summarize** the terms of surrender that General Grant offered General Lee.

5. **Hypothesize** What was life like in the United States after the enormous loss of life and expenses of the war.



- 1. Identify Congressional Conflicts** Identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John C. Calhoun and Henry Clay. Write a paragraph identifying and comparing the roles of John C. Calhoun and Henry Clay in the conflict over the extension of slavery that divided Congress in 1850. Explain how the slavery issue divided Congress in 1850, Calhoun's position on the issue, Clay's position in the conflict, and how the conflict was settled. **7.D, 29.B**
- 2. Summarize the Compromise of 1850** Summarize a historical event in which compromise resulted in a peaceful resolution by identifying the provisions of congressional conflicts and compromises prior to the Civil War, including the roles of Henry Clay. Write a paragraph describing the Compromise of 1850. Identify the roles of Henry Clay and Stephen Douglas in obtaining the compromise and summarize the compromise's five provisions. **7.D, 21.C**
- 3. Analyze the Fugitive Slave Act's Impact** Analyze the impact of slavery on different sections of the United States. Write a paragraph explaining why the Fugitive Slave Act increased tensions between the North and the South over slavery. Explain how northerners felt about Fugitive Slave Act, how some northerners and northern states responded to the Fugitive Slave Act, and how southerners reacted to the northern response. **7.C**
- 4. Evaluate the Impact of Landmark Supreme Court Decisions** Evaluate the impact of selected landmark Supreme Court decisions, including *Dred Scott v. Sandford*, on life in the United States. Write a paragraph evaluating the impact that the Supreme Court ruling in *Dred Scott v. Sandford* had on life in the United States. Describe the events that led to Dred Scott's filing a lawsuit that eventually reached the Supreme Court, explain the Court's ruling in *Dred Scott v. Sandford*, and evaluate the impact of the Court's decision. **18.C**
- 5. Identify Different Points of View of Political Parties on Important Historical Issues** Identify the different points of view of Republican Abraham Lincoln and Democrat Stephen Douglas regarding the issue of slavery. Write a paragraph describing the views regarding slavery presented by Lincoln and Douglas in their debates. Identify both Stephen Douglas's and Abraham Lincoln's views regarding the spread of slavery. **21.A**

- 6. Analyze Economic Differences Between the North and South** Analyze the effects of economic differences among different regions of the United States at selected times in U.S. history, including during the Civil War, and use the analysis to make generalizations. Use the bar graph and other sources to write a paragraph describing and making generalizations about the economic differences between the North and the South. Describe the important components of the northern economy and the southern economy, assess the strengths and weaknesses of both sides, and use the information you gather to make a generalization about the two economies. (See graph below.) **12.D, 29.B**



- 7. Locate Places of Importance in the United States** Locate places of importance in the United States, such as Harper's Ferry, Virginia, and describe how the place is related to the effects of sectionalism. Write a paragraph describing John Brown's antislavery campaign and its location in Harper's Ferry, Virginia. Explain why Brown chose Harper's Ferry, Virginia, to further his antislavery campaign, explain how Brown's raid was a result of sectionalism, and describe the results of John Brown's raid. **1.A 10.A**
- 8. Describe Developments in Music Unique to American Culture** Analyze information by sequencing to describe developments in music that are unique to American culture, such as the "Battle Hymn of the Republic." Write a paragraph describing the sequence of events that led to the "Battle Hymn of the Republic" becoming a piece of music unique to American culture. Explain why the chorus of a popular song in New England celebrated John Brown's actions and describe the sequence of events that led the song to be adapted into the popular Civil War song, "Battle Hymn of the Republic." **26.A, 29.B**

9. Explain Constitutional Issues Regarding States' Rights in the Civil War Explain constitutional issues arising over the issue of states' rights, including the Civil War. Write a paragraph explaining how southerners and President Lincoln differed in their views on whether southern states were allowed to secede under the Constitution. Consider how southerners used the Declaration of Independence, states' rights, and the Constitution to defend their right to secede, and how President Lincoln used the Constitution to argue against the right of states to secede. **17.B**

10. Explain How Sectionalism and States' Rights Caused the Civil War Describe and explain the causes of the Civil War, including sectionalism and states' rights. Write a paragraph explaining how Lincoln's election as President split the nation along sectional lines and led some states to secede. Consider why Lincoln's election victory alarmed southerners, why Senator Crittenden's attempt at a compromise on slavery failed to gain support, and which states were the first to exercise what they saw as their states' right to secede. **1.A, 8.B**

11. Explain the Effect of Physical Geography on the Battle of Vicksburg Explain the effects of physical geography on the Battle of Vicksburg and the role played by Ulysses S. Grant. Use the map below and other sources to write a paragraph explaining the Battle of Vicksburg. Explain why it was important for the Union to secure the city of Vicksburg. Look at the terrain and relief as shown on the map and analyze how the physical geography of Vicksburg affected the battle, and explain how General Grant took control of Vicksburg. (See map below.) **8.A, 8.B, 10.C**

12. Describe Contributions of General George McClellan Describe the contributions of significant military leaders of the United States, including General George McClellan, and analyze information by drawing a conclusion. Write a paragraph describing the contributions of General George McClellan to the Army of the Potomac and the Peninsula Campaign. Identify General George McClellan, describe McClellan's approach in leading the troops in the Peninsula Campaign, explain the results of the Peninsula Campaign, and draw a conclusion about General McClellan's leadership. **29.B, 22.B**





13. Explain Role of Abraham Lincoln in the Civil War

War Explain the roles played by significant individuals during the Civil War, including Abraham Lincoln. Using Abraham Lincoln's quotation below and other sources, write a paragraph explaining President Lincoln's goal in fighting the Civil War and his decision to issue the Emancipation Proclamation. Explain President Lincoln's goal in fighting the Civil War, explain the purpose of the Emancipation Proclamation, and analyze why Lincoln did not free all enslaved African Americans. **8.A, 22.A**

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*

14. Explain the Relationship Between Urbanization and Conflicts

and Conflicts Explain the relationship between urbanization and conflicts resulting from differences in political beliefs, and identify ways conflicts between people from various racial groups were resolved. Write a paragraph describing what led to the northern draft riots and what actions President Lincoln took to stop the riots. Answer the following questions: Why did many northerners see the Civil War as “a rich man’s war and a poor man’s fight”? How did the Emancipation Proclamation help trigger the draft riots? What steps did President Lincoln take to stop the riots? **23.B, 23.C**

15. Identify the Social Contributions of Women to American Society

Identify the social contributions of women to American society, as in the Civil War effort. Write a paragraph describing the ways that women contributed to the Civil War effort. Describe the ways women contributed to the war effort on the home front and on the battlefield. 23.E

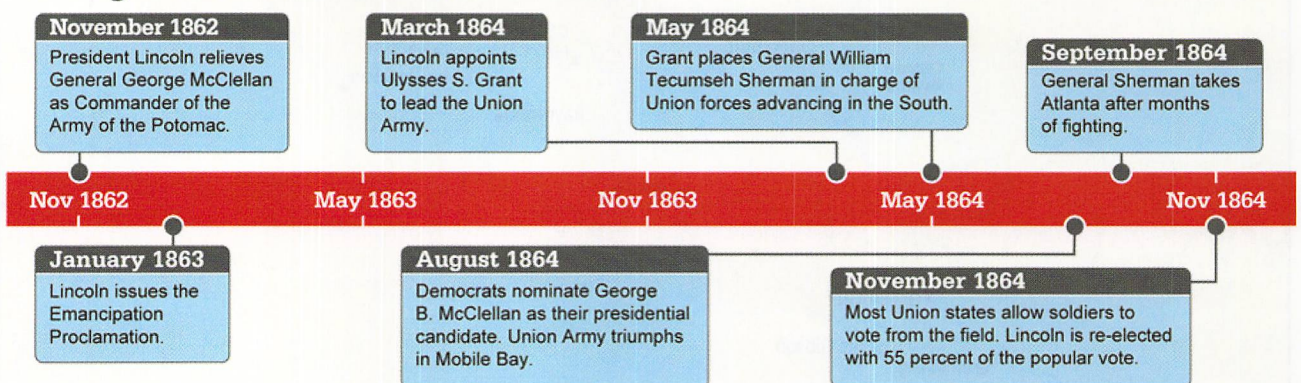
16. Explain the Battle of Gettysburg and Robert E. Lee's Role in It

Explain significant events of the Civil War, including the Battle of Gettysburg, and explain the role played by Robert E. Lee. Write a paragraph analyzing how General Robert E. Lee's decisions affected the outcome of the Battle of Gettysburg. Explain General Lee's strategy for attacking in Pennsylvania and beyond, analyze how and why General Lee's decisions during the battle led to a Confederate defeat, and explain why the Battle of Gettysburg is considered a turning point in the Civil War. 8.A, 8.B

17. Organize and Interpret Information from a Timeline

Explain the role played by Abraham Lincoln during the Civil War by organizing and interpreting information from visuals, including timelines. Use the timeline below and other sources to write a paragraph analyzing the events that led to Abraham Lincoln's victory in the presidential election of 1864. Organize information from the timeline and other sources to explain Lincoln's role in events, interpret how Lincoln's actions affected the course of the war, and explain how Lincoln's actions most likely led to his reelection. (See timeline below.) 8.A, 29.C

Background to the Election of 1864



SOURCE: *Encyclopaedia Britannica*; Library of Congress

- 18. Analyze Lincoln’s Gettysburg Address and Jefferson Davis’s Inaugural Address** Analyze information by finding the main idea; analyze Abraham Lincoln’s ideas about liberty, equality, union, and government as contained in the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis’s inaugural address. Identify the main idea in each quotation below. Then, use these quotations and other sources to write a paragraph explaining and contrasting Abraham Lincoln’s ideas about liberty, equality, union, and government with those expressed in Jefferson Davis’s inaugural address. State the main idea of the excerpt from Lincoln’s Gettysburg Address; state the main idea of the excerpt from Davis’s inaugural address; and analyze and contrast Lincoln’s and Davis’s ideas about liberty, equality, union, and government. **8.C, 29.B**

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

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, *Inaugural Address*,
February 18, 1861

- 19. Describe the Human and Monetary Costs of the Civil War** Identify the major eras in U.S. history through 1877, including the Civil War, and describe the effects of the war in human and monetary costs. Write a paragraph describing how the Civil War cost the U.S. dearly in loss of life and wealth. Describe the human losses and financial costs on both sides and explain how these losses make the Civil War a major era in U.S. history. **1.A**

- 20. Explain the Significance of the Civil War** Explain the significance of 1861–1865, the Civil War. Write a paragraph explaining the significant changes the Civil War brought to the United States. Explain how the war shifted the balance of power among political parties in the United States, how the war changed the way Americans perceived the nation, and how the end of slavery affected the nation’s thoughts about liberty and equality. **1.C**


- 21. Describe Contribution of General Thomas “Stonewall” Jackson** Describe the contributions of significant military leaders of the United States, including General Thomas “Stonewall” Jackson. Write a paragraph describing the contributions of General Thomas “Stonewall” Jackson at the Battle of Bull Run. Describe who General Jackson was, what he did during the Battle of Bull Run, and how he got the nickname of “Stonewall.” **22.B**

- 22. Apply Relative Chronology** Apply relative chronology through the sequencing of significant individuals and time periods. Write a paragraph describing the sequence of generals-in-chief of the Union army during the early Civil War and the late Civil War. Answer the following questions: Who was the most important general-in-chief of the Union army in the early Civil War and what battles and campaigns was he known for? Why did President Lincoln replace this general? In the late Civil War, whom did President Lincoln appoint as the general-in-chief of the Union Army and why? How did this general bring the Civil War to a close? **1.B**



23. Transfer Information from One Medium to Another Locate places of importance in the United States during the nineteenth century, and transfer information from one medium to another, including statistical to written or visual, using computer software as appropriate. Research casualty statistics for both Union and Confederate troops for the battles shown on the map above. Use computer software to present these statistics on a bar graph and write an account explaining how these battles led to the Confederate surrender and the end of the Civil War. Use the map to locate the Battles of the Wilderness, Spotsylvania, Cold Harbor, and the siege of Petersburg; find statistics for these battles, including both Union and Confederate dead and whether the battle was a Union or Confederate victory (or undecided); create a bar graph from these statistics; and write a report using the statistics and other information that explains how these battles led to the end of the Civil War. **10.A, 30.C**

24. Reflect on the Essential Question Write an essay on the Essential Question: **When is war justified?** Use evidence from your study of this Topic to support your answer.



Texas Essential Knowledge and Skills

PRACTICE



- 1** Which of the following comparisons best describes how Henry Clay’s Missouri Compromise changed the congressional debate over slavery?
- A** Before, conflicts arose often over tariffs; after, conflicts eased because Congress agreed to lower taxes on the South.
 - B** Before, conflicts rarely arose over slavery; after, Congress shifted the balance of power to the South, angering northerners.
 - C** Before, conflicts arose because slave states were gaining too much power; after, Congress limited the number of slave states that could join the union.
 - D** Before, conflicts arose over slavery every time a new state applied to enter the union; after, Congress would try to maintain balance between slave and free states based on geography.
-

2

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

By the time Lincoln made this speech, several states had declared their intention to secede from the Union. Based on the quotation above, how did Abraham Lincoln view his role as president in the growing civil conflict?

- F** As duly elected president, he intended to use his power to declare war on the seceding states, if necessary.
- G** He still considered himself the president of all Americans and wanted to avoid war with the seceding states.
- H** As President of the United States, he had little authority over the seceding states, but he hoped they could become allies.
- J** As leader of the nation, he would use his power to issue a friendly pardon to the seceding states, although they would still be considered enemies.



- 3 Which of the following best summarizes the constitutional conflict over states' rights during the Civil War?
- A Southern leaders knew they could not constitutionally secede from the Union, so they declared war.
 - B President Lincoln wanted to avoid war by adding a constitutional amendment allowing for peaceful secession.
 - C Southern leaders believed they had a constitutional right to secede, but northern leaders did not agree and were willing to fight to save the Union.
 - D Lincoln agreed that the southern states had a constitutional right to secede, but he believed preserving the Union was in the country's best interest.



How did General U.S. Grant's victory at Shiloh affect the Civil War?

- F It helped the Union win control over New Orleans.
- G It helped the Confederacy preserve the security of Louisiana.
- H It helped the Union seize control of the southern Mississippi River.
- J It helped the Confederacy move closer to an attack against Washington, D.C.

If you have trouble with...				
Question	1	2	3	4
See Lesson	8.1	8.3	8.3	8.4
TEKS	7.D	8.A	17.B	8.A



5



The image above celebrates the Emancipation Proclamation, which—

- A** freed slaves in the Confederacy
- B** freed slaves throughout the United States
- C** announced the re-election of Abraham Lincoln
- D** declared the secession of South Carolina from the Union

6 The Battle of Gettysburg was a turning point in the Civil War because—

- F** it was the first time that Union forces retreated from a battle
- G** it was the last time that Confederate forces won a major battle
- H** it was the first time that Union forces defeated Confederate forces
- J** it was the last time that Confederate forces invaded the Union states



7

SOUTHERN AFRICAN AMERICANS BEFORE THE CIVIL WAR	RIGHTS UNDER THE LAW	POPULATION	TREATMENT BY WHITE SLAVE OWNERS
Free African Americans	X	About 200,000	Generally disliked and distrusted
Enslaved African Americans	Denied any legal rights	About 400,000	Legally treated as property

Which option best replaces the X in the table above?

- A Denied any legal rights
- B Legally treated as equals
- C Denied full citizenship rights under state laws
- D Allowed full citizenship rights under the U.S. Constitution

8 In the 1800s, John J. Audubon’s art was unique to American culture because he—

- F only used pigments that were made from resources found in the United States
- G painted a collection of images: one for each bird known to exist in the United States
- H was the only American artist devoted to painting scenes within the United States and its territories
- J refused to study art in Europe and founded an art academy in the United States to train American artists

If you have trouble with...				
Question	5	6	7	8
See Lesson	8.5	8.6	7.2	7.1
TEKS	8.B	8.B	7.B	26.A