

The Civil War



Essential Question

How did the Civil War transform the nation?



About the Photo: Among those who marched off to war were these drummer boys of the Union army.

In this module, you will learn how the resources of the North enabled it to defeat the South in the Civil War.

What You Will Learn ...

Lesson 1: The War Begins	570
The Big Idea Civil war broke out between the North and the South in 1861.	
Lesson 2: The War in the East.	577
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The Big Idea The lives of many Americans were affected by the Civil War.	
Lesson 5: The Tide of War Turns	598
The Big Idea Union victories in 1863, 1864, and 1865 ended the Civil War.	

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VIDEOS, including...

- Emancipation Proclamation
- Battle of Antietam
- 54th Regiment
- The Civil War: Gettysburg
- Sherman's March to the Sea

- Document-Based Investigations
- Graphic Organizers
- Interactive Games
- Animation: Ironclad Technology
- Image with Hotspots: Copperhead Political Cartoon
- Image Carousel: Civil War Families

Timeline of Events 1860–1866

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United States

World

1860

1861 Confederate guns open fire on Fort Sumter on April 12. Confederates win the first battle of the Civil War on July 21 at Bull Run in Virginia.

1861

1861 Great Britain and France decide to buy cotton from Egypt instead of from the Confederacy.

1862 The *Monitor* fights the *Virginia* on March 9.

1862

1862 An imperial decree expels foreigners from Japan.

1863 The Emancipation Proclamation is issued on January 1. ▼

1863



1864

1864 With the support of French troops, Archduke Maximilian of Austria becomes emperor of Mexico. >



1864 The Taiping Rebellion in China ends after the capture of Nanjing in July.

1865 General Robert E. Lee surrenders to General Ulysses S. Grant on April 9. ▼

1865



1866

Reading Social Studies

THEME FOCUS:

Politics, Society and Culture

As you read this module about the Civil War, you will see that this was a time in our history dominated by two major concerns: politics and society and culture. You will not only read about the political decisions made during this war, but also you will see how the war affected all of American society. You will read about the causes and the key events during the war and the many consequences of this war. This module tells of one of the most important events in our history.

READING FOCUS:

Supporting Facts and Details

Main ideas and big ideas are just that, ideas. How do we know what those ideas really mean?

Understand Ideas and Their Support A main idea or big idea may be a kind of summary statement or it may be a statement of the author's opinion. Either way, a good reader looks to see what support—facts and various kinds of details—the writer provides. If the writer doesn't provide good support, the ideas may not be trustworthy.

Notice how the passage below uses facts and details to support the main idea.

Civil War armies fought in the ancient battlefield formation that produced massive casualties. Endless rows of troops fired directly at one another, with cannonballs landing amid them. When the order was given, soldiers would attach bayonets to their guns and rush toward their enemy. Men died to gain every inch of ground . . .

Despite the huge battlefield losses, the biggest killer in the Civil War was not the fighting. It was diseases such as typhoid, pneumonia, and tuberculosis. Nearly twice as many soldiers died of illnesses and disease as died in combat.

The main idea is stated first.

These sentences provide details about the challenges soldiers faced.

The writer concludes with some facts as support.

Writers support propositions with . . .

1. **Facts and statistics**—statements that can be proved; facts in number form
2. **Examples**—specific instances that illustrate the facts
3. **Anecdotes**—brief stories that help explain the facts
4. **Definitions**—explanation of unusual terms or words
5. **Comments from the experts or eyewitnesses**—statements from reliable sources

You Try It!

The following passage is from the module you are about to read. As you read it, look for the writer's main idea and support.

In February 1862, Grant led an assault force into Tennessee. With help from navy gunboats, Grant's Army of the Tennessee took two outposts on key rivers in the West. On February 6, he captured Fort Henry on the Tennessee River. Several days later he took Fort Donelson on the Cumberland River.

Fort Donelson's commander asked for the terms of surrender. Grant replied, "No terms except an unconditional and immediate surrender can be accepted." The fort surrendered. The North gave a new name to Grant's initials: "Unconditional Surrender" Grant.

After you read the passage, answer the following questions.

1. Which sentence best states the writer's main idea?
 - a. The fort surrendered.
 - b. In February 1862, Grant led an assault force into Tennessee.
 - c. Fort Donelson's commander asked for the terms of surrender.
2. Which method of support is not used to support the main idea?
 - a. facts
 - b. comments from experts or eyewitnesses
 - c. anecdotes
3. Which sentence in this passage provides a comment from an expert or eyewitness?

As you read Module 18, pay attention to the details that the writers have chosen to support their main ideas.

Key Terms and People

Lesson 1

Fort Sumter
border states
Winfield Scott
cotton diplomacy

Lesson 2

Thomas "Stonewall" Jackson
First Battle of Bull Run
George B. McClellan
Robert E. Lee
Seven Days' Battles
Second Battle of Bull Run
Battle of Antietam
ironclads

Lesson 3

Ulysses S. Grant
Battle of Shiloh
David Farragut
Siege of Vicksburg

Lesson 4

emancipation
Emancipation Proclamation
contrabands
54th Massachusetts Infantry
Copperheads
habeas corpus
Clara Barton

Lesson 5

Battle of Gettysburg
George Pickett
Pickett's Charge
Gettysburg Address
Wilderness Campaign
William Tecumseh Sherman
total war
Appomattox Courthouse

The War Begins

The Big Idea

Civil war broke out between the North and the South in 1861.

Main Ideas

- Following the outbreak of war at Fort Sumter, Americans chose sides.
- The Union and the Confederacy prepared for war.

Key Terms and People

Fort Sumter
border states
Winfield Scott
cotton diplomacy

If YOU were there . . .

You are a college student in Charleston in early 1861. Seven southern states have left the Union and formed their own government. All-out war seems unavoidable. Your friends have begun to volunteer for either the Union or the Confederate forces. You are torn between loyalty to your home state and to the United States.

Would you join the Union or the Confederate army?

Americans Choose Sides

Furious at Lincoln's election and fearing a federal invasion, seven southern states had seceded. The new Commander in Chief tried desperately to save the Union.

In his inaugural address, Lincoln promised not to end slavery where it existed. The federal government "will not assail [attack] you. You can have no conflict without being yourselves the aggressors," he said, trying to calm southerners' fears. However, Lincoln also stated his intention to preserve the Union. He believed that saving the Union would help to save democracy. If the Union and its government failed, then monarchs could say that people were unable to rule themselves. As a result, Lincoln refused to recognize secession, declaring the Union to be "unbroken."

In fact, after decades of painful compromises, the Union was badly broken. From the Lower South, a battle cry was arising, born out of fear, rage—and excitement. Confederate officials began seizing branches of the federal mint, arsenals, and military outposts. In a last-ditch effort to avoid war between the states, Secretary of State Seward suggested a united effort of threatening war against Spain and France for interfering in Mexico and the Caribbean. In the highly charged atmosphere, it would take only a spark to unleash the heat of war.

In 1861, that spark occurred at **Fort Sumter**, a federal outpost in Charleston, South Carolina, that was attacked by



Fort Sumter

The first shots of the Civil War were fired at Fort Sumter, South Carolina. Although no one was killed there, the bloodiest war in the country's history had begun.

Interpret Maps

- 1. Human-Environment Interaction** Why would the Union army need to resupply Fort Sumter?
- 2. Place** What advantages would a floating battery have?

Confederate troops, beginning the Civil War. Determined to seize the fortress—which controlled the entrance to Charleston Harbor—the Confederates ringed the harbor with heavy guns. Instead of surrendering the fort, Lincoln decided to send in ships to provide badly needed supplies to defend the fort. Confederate officials demanded that the federal troops evacuate. The fort's commander, Major Robert Anderson, refused.

Now, it was Jefferson Davis who faced a dilemma. If he did nothing, he would damage the image of the Confederacy as a sovereign, independent nation. On the other hand, if Davis ordered an attack on Fort Sumter, he would turn peaceful secession into war. Davis chose war. Before sunrise on April 12, 1861, Confederate guns opened fire on Fort Sumter. A witness wrote that the first shots brought "every soldier in the harbor to his feet, and every man, woman, and child in the city of Charleston from their beds." The Civil War had begun.

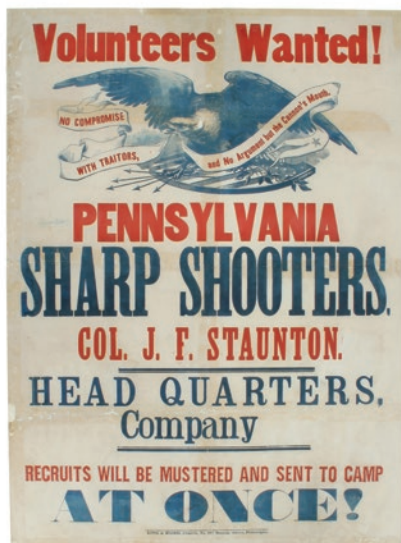
The fort, although massive, stood little chance. Its heavy guns faced the Atlantic Ocean, not the shore. After 34 hours of cannon blasts, Fort Sumter surrendered. “The last ray of hope for preserving the Union has expired at the assault upon Fort Sumter . . .” Lincoln wrote.

Reaction to Lincoln’s Call The fall of Fort Sumter stunned the North. Lincoln declared the South to be in a state of rebellion and asked state governors for 75,000 militiamen to put down the rebellion. States now had to choose: Would they secede, or would they stay in the Union? Democratic senator Stephen Douglas, speaking in support of Lincoln’s call for troops, declared, “There can be no neutrals in this war, *only patriots—or traitors.*”

Pennsylvania, New Jersey, and the states north of them rallied to the president’s call. The crucial slave states of the Upper South—North Carolina, Tennessee, Virginia, and Arkansas—seceded and joined the Confederate States of Texas, Louisiana, Mississippi, Alabama, Georgia, Florida, and South Carolina. The slave states of the Upper South provided soldiers and supplies to the rest of the South. The western territories were disputed between the Union and the Confederacy. Mary Boykin Chesnut, whose husband became a Confederate congressman, wrote in her diary:

“I did not know that one could live in such days of excitement. . . . Everybody tells you half of something, and then rushes off . . . to hear the last news.”

—Mary Boykin Chesnut, quoted in *Mary Chesnut’s Civil War*, edited by C. Vann Woodward



Recruitment posters like this one made use of eye-catching symbols and colors to entice Pennsylvanians to fight for the Union.

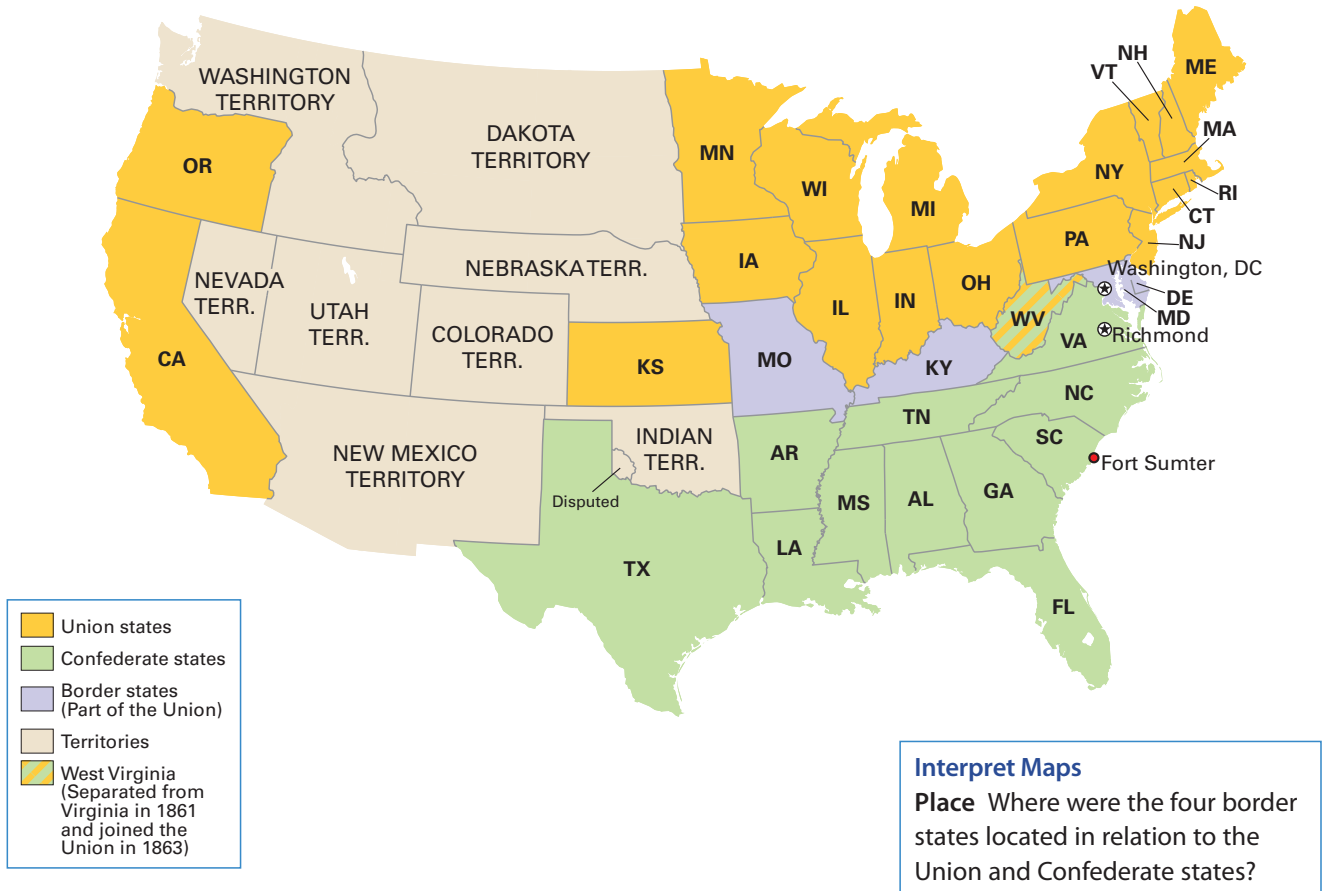
Wedged between the North and the South were the key **border states** of Delaware, Kentucky, Maryland, and Missouri—slave states that did not join the Confederacy. Kentucky and Missouri controlled parts of important rivers. Maryland separated the Union capital, Washington, DC, from the North.

People in the border states were deeply divided on the war. The president’s own wife, Mary Todd Lincoln, had four brothers from Kentucky who fought for the Confederacy. Lincoln sent federal troops into the border states to help keep them in the Union. He also sent soldiers into western Virginia, where Union loyalties were strong. West Virginia set up its own state government in 1863.

Northern Resources Numbers tell an important story about the Civil War. Consider the North’s advantages. It could draw soldiers and workers from a population of 22 million. The South had only 5.5 million people to draw from. One of the greatest advantages in the North was the region’s network of roads, canals, and railroads. Some 22,000 miles of railroad track could move soldiers and supplies throughout the North. The South had only about 9,000 miles of track.

In the North, the Civil War stimulated economic growth. To supply the military, the production of coal, iron, wheat, and wool increased. Also, the export of corn, wheat, beef, and pork to Europe doubled. In the South, the export of resources decreased because of the Union blockade.

North Versus South



Finally, the Union had money. It had a more developed economy, banking system, and a currency called greenbacks. The South had to start printing its own Confederate dollars. Some states printed their own money, too. This led to financial chaos.

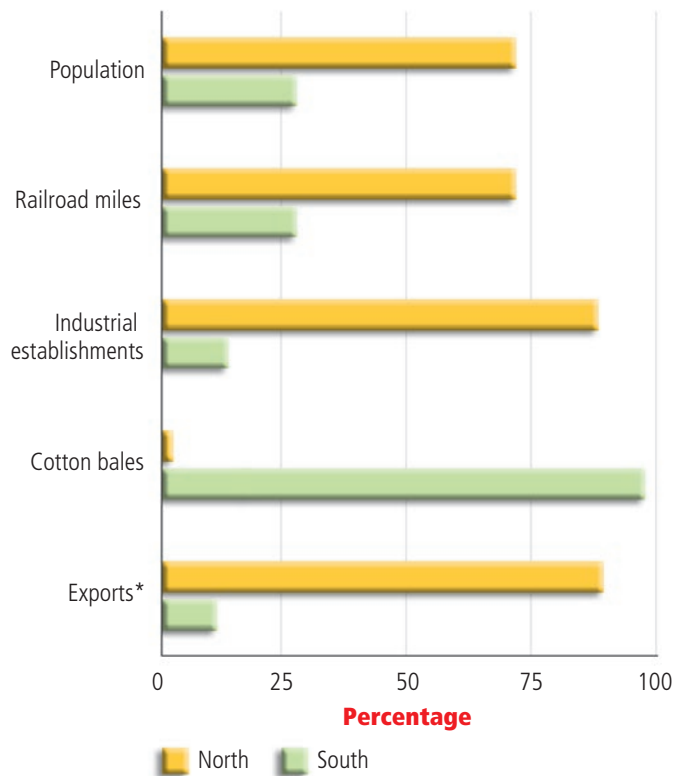
Taking advantage of the Union's strengths, General **Winfield Scott** developed a two-part strategy: (1) destroy the South's economy with a naval blockade of southern ports; (2) gain control of the Mississippi River to divide the South. Other leaders urged an attack on Richmond, Virginia, the Confederate capital.

Southern Resources The Confederacy had advantages as well. With its strong military tradition, the South put many brilliant officers into battle. Southern farms provided food for its armies. The South's best advantage, however, was strategic. It needed only to defend itself until the North grew tired of fighting.

The North had to invade and control the South. To accomplish this, the Union army had to travel huge distances. For example, the distance from northern Virginia to central Georgia is about the length of Scotland and England combined. Because of distances such as this, the North had to maintain long supply lines.

Quick Facts

Resources of the North and South



*Southern exports do not include Tennessee, Arkansas, and Mississippi.

Analyze Visuals

1. Do you think the North or the South could maintain better supply lines for their troops? Explain.
2. Do you think the North or the South could provide more weapons for their troops? Explain.

In addition, wilderness covered much of the South. Armies found this land difficult to cross. Also, in Virginia many of the rivers ran from east to west. Because of this, they formed a natural defense against an army that attacked from the north to the south. As a result, northern generals were often forced to attack Confederate troops from the side rather than from the front. Furthermore, because southerners fought mostly on their home soil, they were often familiar with the area.

The South hoped to wear down the North and to capture Washington, DC. Confederate president Jefferson Davis also tried to win foreign allies through **cotton diplomacy**. This was the idea that Great Britain would support the Confederacy because it needed the South's raw cotton to supply its booming textile industry. Cotton diplomacy did not work as the South had hoped. Britain had large supplies of cotton, and it got more from India and Egypt.

Reading Check

Compare What advantages did the North and South have leading up to the war?

Union and Confederate Soldiers

Early in the war, uniforms differed greatly, especially in the Confederate army. Uniforms became simpler and more standard as the war dragged on.

The soldiers carried food, extra ammunition, and other items in their haversacks.



Each soldier was armed with a bayonet, a knife that can be attached to the barrel of a rifle. The bayonets were stored in scabbards on their belts.

Both soldiers were also armed with single-shot, muzzle-loading rifles.

Union Soldier

Confederate Soldier

Analyze Visuals

How are the Union and Confederate uniforms and equipment similar and different?

Preparing for War

The North and the South now rushed to war. Neither side was prepared for the tragedy to come.

Volunteer Armies Volunteer militias had sparked the revolution that created the United States. Now, they would battle for its future. At the start of the war, the Union army had only 16,000 soldiers. Within months that number had swelled to a half million soldiers. Southern men rose up to defend their land and their ways of life. Virginian Thomas Webber came to fight “against the invading foe [enemy] who now pollute the sacred soil of my beloved native state.” When Union soldiers asked one captured rebel why he was fighting, he replied, “I’m fighting because you’re down here.”

Helping the Troops Civilians on both sides helped those in uniform. They raised money, provided aid for soldiers and their families, and ran emergency hospitals. Dr. Elizabeth Blackwell, the first woman to receive a license to practice medicine, organized a group that pressured President Lincoln to form the U.S. Sanitary Commission in June 1861. The Sanitary, as it was called, was run by clergyman Henry Bellows. Tens of thousands of volunteers worked with the U.S. Sanitary Commission to send bandages, medicines, and food to Union army camps and hospitals. Some 3,000 women served as nurses in the Union army.

Training the Soldiers Both the Union and Confederate armies faced shortages of clothing, food, and even rifles. While the U.S. Army troops had standard issue uniforms, volunteer militias frequently had their own uniforms and individual volunteers often simply wore their own clothes. Eventually, each side chose a color for their uniforms. The Union chose blue. The Confederates wore gray.

The problem with volunteers was that many of them had no idea how to fight. Schoolteachers, farmers, and laborers all had to learn the combat basics of marching, shooting, and using bayonets.

Days in camp were long and boring. They typically began at 5 a.m. in summer and 6 a.m. in winter. After breakfast, the men took part in up to five daily drills. During these two-hour sessions they learned and practiced battlefield maneuvers. Between drills, the troops cleaned the camp, gathered firewood, wrote letters home, and played games. With visions of glory and action, many young soldiers were eager to fight. They would not have to wait long.

Discipline and drill were used to turn raw volunteers into an efficient fighting machine. During a battle, the success or failure of a regiment often depended on its discipline—how well it responded to orders.

Volunteers also learned how to use rifles. Eventually, soldiers were expected to be able to load, aim, and fire their rifles three times in one minute. The quality of the weapons provided varied greatly. Most soldiers favored the Springfield and Enfield rifles for their accuracy. On the other hand, soldiers often complained about their Austrian and Belgian rifles. A soldier remarked, “I don’t believe one could hit the broadside of a barn with them.”

On average, soldiers spent about 75 percent of their time in camp. In wet weather, camps were a sea of mud. In dry weather, they were filled with clouds of dust. The Union army provided the infantry with two-person tents. However, soldiers often discarded these tents in favor of more portable ones. The Confederate army did not usually issue tents. Instead, Confederates often used tents that were captured from the Union army.

Summary and Preview As citizens chose sides in the Civil War, civilians and soldiers alike became involved in the war effort. In the next lesson, you will learn about some early battles in the war, both on land and at sea.

Reading Check

Summarize

How did soldiers and civilians prepare for war?

Lesson 1 Assessment

Review Ideas, Terms, and People

- a. Identify** What event triggered the war between the Union and the Confederacy?

b. Contrast How did the Union’s strategy differ from that of the Confederacy?

c. Evaluate Which side do you believe was better prepared for war? Explain your answer.
- a. Describe** How did women take part in the war?

b. Summarize In what ways were the armies of the North and South unprepared for war?

c. Elaborate Why did men volunteer to fight in the war?

Critical Thinking

- Compare and Contrast** In this lesson you learned about the preparations for war by the North and the South. Create a chart similar to the one below and use it to show the strengths and weaknesses of each side in the war.

	Union	Confederacy
Strengths		
Weaknesses		

The War in the East

The Big Idea

Confederate and Union forces faced off in Virginia and at sea.

Main Ideas

- Union and Confederate forces fought for control of the war in Virginia.
- The Battle of Antietam gave the North a slight advantage.
- The Confederacy attempted to break the Union naval blockade.

Key Terms and People

Thomas “Stonewall” Jackson
 First Battle of Bull Run
 George B. McClellan
 Robert E. Lee
 Seven Days’ Battles
 Second Battle of Bull Run
 Battle of Antietam
 ironclads

If YOU were there . . .

You live in Washington, DC, in July 1861. You and your friends are on your way to Manassas, near Washington, to watch the battle there. Everyone expects a quick Union victory. Your wagon is loaded with food for a picnic, and people are in a holiday mood. You see some members of Congress riding toward Manassas, too. Maybe this battle will end the war!

Why would you want to watch this battle?

War in Virginia

The troops that met in the first major battle of the Civil War found that it was no picnic. In July 1861, Lincoln ordered General Irvin McDowell to lead his 35,000-man army from the Union capital, Washington, to the Confederate capital, Richmond. The soldiers were barely trained. McDowell complained that they “stopped every moment to pick blackberries or get water; they would not keep in the ranks.” The first day’s march covered only five miles.

Bull Run/Manassas McDowell’s army was headed to Manassas, Virginia, an important railroad junction. If McDowell could seize Manassas, he would control the best route to the Confederate capital. Some 22,000 Confederate troops under the command of General Pierre G. T. Beauregard were waiting for McDowell and his troops along a creek called Bull Run. For two days Union troops tried to find a way around the Confederates. During that time, Beauregard requested assistance, and General Joseph E. Johnston headed toward Manassas with another 10,000 Confederate troops. By July 21, 1861, they had all arrived.

That morning, Union troops managed to cross the creek and drive back the left side of the Confederate line. Yet one unit held firmly in place.



In this painting of the First Battle of Bull Run, Confederate general Thomas “Stonewall” Jackson looks over the battlefield.

“There is Jackson standing like a stone wall!” cried one southern officer. “Rally behind the Virginians!” At that moment General **Thomas “Stone-wall” Jackson** earned his famous nickname.

A steady stream of Virginia volunteers arrived to counter the attack. The Confederates surged forward. One eyewitness described the scene.

“There is smoke, dust, wild talking, shouting; hissings, howlings, explosions. It is a new, strange, unanticipated experience to the soldiers of both armies, far different from what they thought it would be.”

—Charles Coffin, quoted in *Voices of the Civil War* by Richard Wheeler

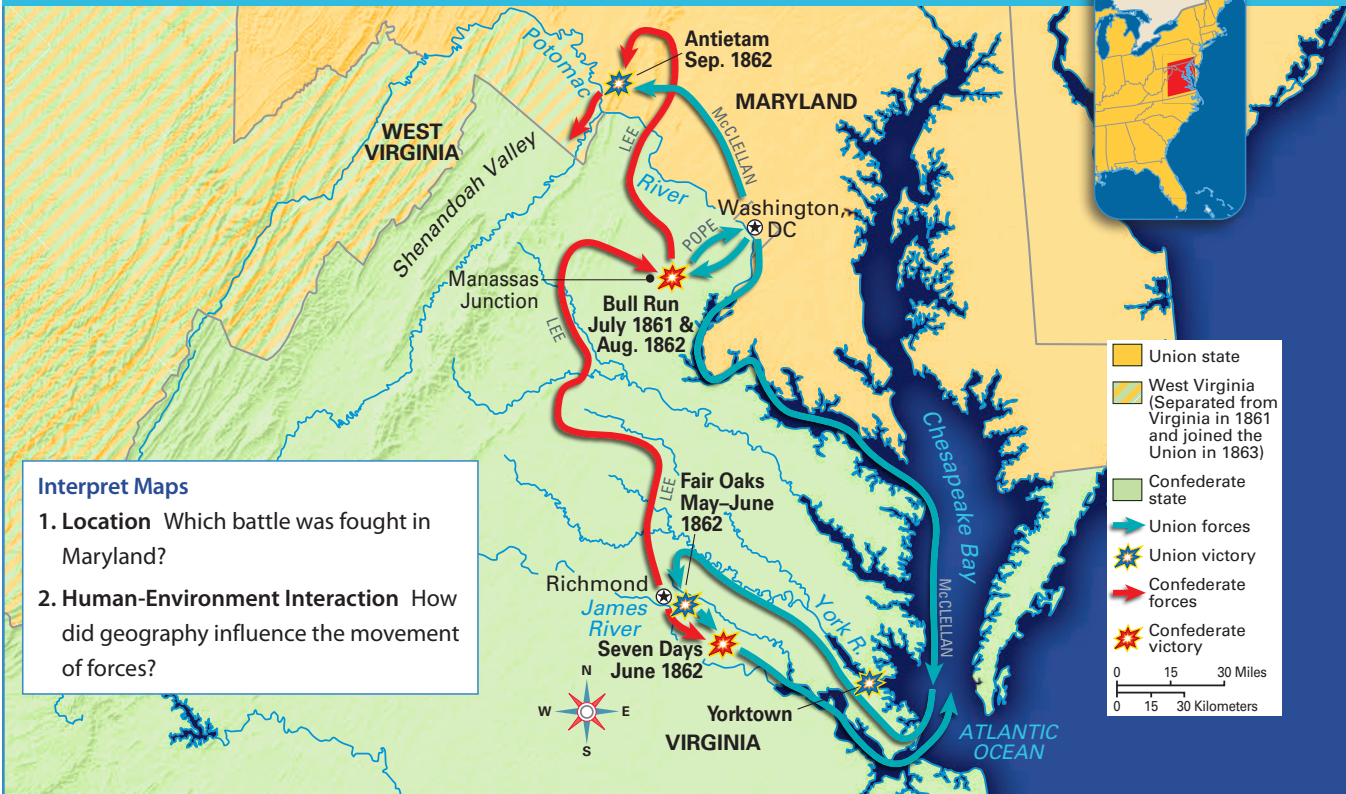
The battle raged through the day, with rebel soldiers still arriving. Finally, the weary Union troops gave out. They tried to make an orderly retreat back across the creek, but the roads were clogged with the fancy carriages of panicked spectators. The Union army scattered in the chaos.

The Confederates lacked the strength to push north and capture Washington, DC. But clearly, the rebels had won the day. The **First Battle of Bull Run** was the first major battle of the Civil War and the Confederates’ victory. The battle is also known as the First Battle of Manassas. It shattered the North’s hopes of winning the war quickly.

More Battles in Virginia The shock at Bull Run persuaded Lincoln of the need for a better-trained army. He put his hopes in General **George B. McClellan**. The general assembled a highly disciplined force of 100,000 soldiers called the Army of the Potomac. The careful McClellan spent

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Battles in the East



Interpret Maps

1. **Location** Which battle was fought in Maryland?
2. **Human-Environment Interaction** How did geography influence the movement of forces?

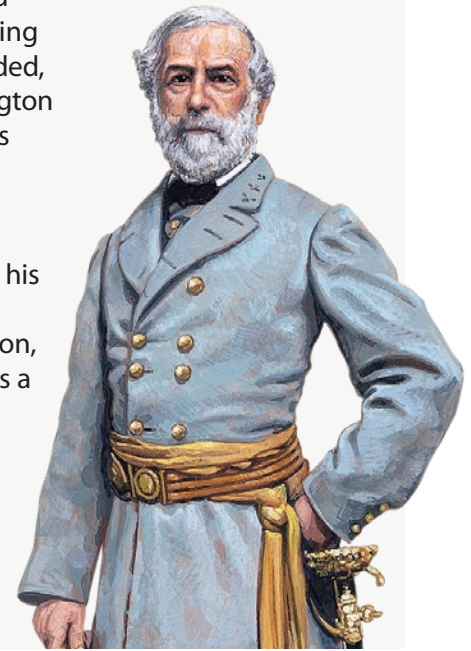
Robert E. Lee 1807–1870

Robert E. Lee was born into a wealthy Virginia family and graduated second in his class from West Point, the U.S. military academy. He fought in the Mexican-American War of 1846, helping to capture Veracruz. When the Civil War began, President Lincoln asked Lee to lead the Union army. Although Lee opposed secession, he declined Lincoln's offer and resigned from the U.S. Army to become a general in the Confederate army. As a general, Lee was brilliant, but a lack of supplies from civilian leaders weakened his position. His soldiers—some of whom called him

Uncle Robert—almost worshiped him because he insisted on sharing their hardships. After the war ended, Lee became president of Washington College in Virginia, now known as Washington and Lee University. Lee swore renewed allegiance to the United States, but Congress accidentally neglected to restore his citizenship. Still, Lee never spoke bitterly of northerners or the Union, and many southerners saw Lee as a war hero.

Draw Conclusions

How did Lee's choice reflect the division of the states?



months training. However, because he overestimated the size of the Confederate army, McClellan hesitated to attack. Lincoln grew impatient. Finally, in the spring of 1862, McClellan launched an effort to capture Richmond, called the “Peninsular Campaign.” Instead of marching south for a direct assault, McClellan slowly brought his force through the peninsula between the James and York rivers. More time slipped away.

The South feared that McClellan would receive reinforcements from Washington. To prevent this, Stonewall Jackson launched an attack toward Washington. Although the attack was pushed back, it prevented the Union from sending reinforcements to McClellan.

In June 1862, with McClellan's force poised outside Richmond, the Confederate army in Virginia came under the command of General **Robert E. Lee**. A graduate of the U.S. Military Academy at West Point, Lee had served in the Mexican War and had led federal troops at Harpers Ferry. Lee was willing to take risks and make unpredictable moves to throw Union forces off balance.

During the summer of 1862, Lee strengthened his positions. On June 26, he launched a series of clashes known as the **Seven Days' Battles** that forced the Union army to retreat from near Richmond. Confederate general D. H. Hill described one failed attack. “It was not war—it was murder,” he said. Lee saved Richmond and forced McClellan to retreat. A frustrated Lincoln ordered General John Pope to march directly on Richmond.

Jackson wanted to defeat Pope's army before it could join up with McClellan's larger Army of the Potomac. Jackson's troops met Pope's Union forces on the battlefield in August 1862. The three-day battle became known as the **Second Battle of Bull Run**, or the Second Battle of Manassas.

Reading Check
Sequence List in order the events that forced Union troops out of Virginia.

The first day's fighting was savage. Captain George Fairfield of the 7th Wisconsin regiment later recalled, "What a slaughter! No one appeared to know the object of the fight, and there we stood for one hour, the men falling all around." The fighting ended in a stalemate.

On the second day, Pope found Jackson's troops along an unfinished railroad grade. Pope hurled his men against the Confederates. But the attacks were pushed back with heavy casualties on both sides.

On the third day, the Confederates crushed the Union army's assault and forced it to retreat in defeat. The Confederates had won a major victory, and General Robert E. Lee decided it was time to take the war to the North.

Battle of Antietam

Confederate leaders hoped to follow up Lee's successes in Virginia with a major victory on northern soil. On September 4, 1862, some 40,000 Confederate soldiers began crossing into Maryland. General Robert E. Lee decided to divide his army. He sent about half of his troops, under the command of Stonewall Jackson, to Harpers Ferry. There they defeated a Union force and captured the town. Meanwhile, Lee arrived in the town of Frederick and issued a Proclamation to the People of Maryland, urging them to join the Confederates. However, his words would not be enough to convince Marylanders to abandon the Union. Union soldiers, however, found a copy of Lee's battle plan, which had been left at an abandoned Confederate camp. General McClellan learned that Lee had divided his army in order to attack Harpers Ferry. However, McClellan hesitated to attack. As a result, the Confederates had time to reunite.

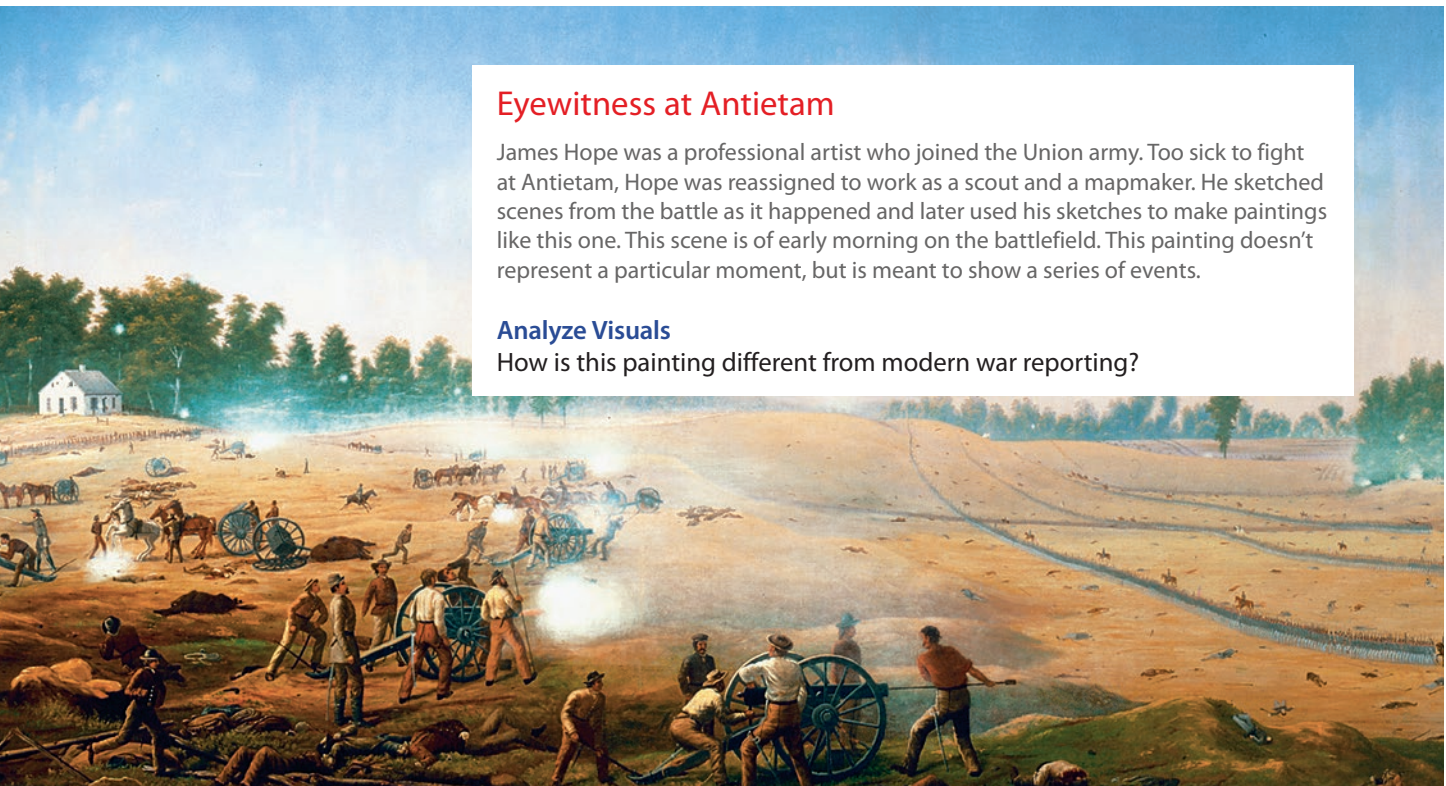
The two armies met along Antietam Creek in Maryland on September 17, 1862. The battle lasted for hours. By the end of the day, the Union had

Eyewitness at Antietam

James Hope was a professional artist who joined the Union army. Too sick to fight at Antietam, Hope was reassigned to work as a scout and a mapmaker. He sketched scenes from the battle as it happened and later used his sketches to make paintings like this one. This scene is of early morning on the battlefield. This painting doesn't represent a particular moment, but is meant to show a series of events.

Analyze Visuals

How is this painting different from modern war reporting?



Reading Check
Analyze Why was the Battle of Antietam significant?

suffered more than 12,000 casualties. The Confederates endured more than 13,000 casualties. Union officer A. H. Nickerson later recalled, “It seemed that everybody near me was killed.” The **Battle of Antietam**, also known as the Battle of Sharpsburg, was the bloodiest single-day battle of the Civil War—and of U.S. history. More soldiers were killed and wounded at the Battle of Antietam than the deaths of all Americans in the American Revolution, War of 1812, and Mexican-American War combined.

During the battle, McClellan kept four divisions of soldiers in reserve and refused to use them to attack Lee’s devastated army. McClellan was convinced that Lee was massing reserves for a counterattack. Those reserves did not exist. Despite this blunder, Antietam was an important victory. Lee’s northward advance had been stopped.

Breaking the Union’s Blockade

While the two armies fought for control of the land, the Union navy controlled the sea. The North had most of the U.S. Navy’s small fleet, and many experienced naval officers had remained loyal to the Union. The North also had enough industry to build more ships. The Confederacy turned to British companies for new ships.

The Union’s Naval Strategy The Union navy quickly mobilized to set up a blockade of southern ports. The blockade largely prevented the South from selling or receiving goods, and it seriously damaged the southern economy.

The blockade was hard to maintain because the Union navy had to patrol thousands of miles of coastline from Virginia to Texas. The South used small, fast ships to outrun the larger Union warships. Most of these blockade runners traveled to the Bahamas or Nassau to buy supplies for the Confederacy. These ships, however, could not make up for the South’s

Historical Source

Anaconda Plan

This cartoon shows visually the North’s plan to cut off supplies to the South through naval blockades, a strategy called the Anaconda Plan.

Why is the snake’s head red, white, and blue?

How does the cartoonist show what the snake represents?



Analyze Historical Sources

Why do you think the plan was called the Anaconda Plan?

Academic Vocabulary

innovation a new idea or way of doing something

Reading Check

Evaluate How effective was the Union blockade?

loss of trade. The Union blockade reduced the number of ships entering southern ports from 6,000 to 800 per year.

Clash of the Ironclads Hoping to take away the Union’s advantage at sea, the Confederacy turned to a new type of warship—**ironclads**, or ships heavily armored with iron. The British government neglected to stop these ships from being delivered, in violation of its pledge of neutrality. The Confederates had captured a Union steamship, the *Merrimack*, and turned it into an ironclad, renamed the *Virginia*. One Union sailor described the **innovation** as “a huge half-submerged crocodile.” In early March 1862, the ironclad sailed into Hampton Roads, Virginia, an important waterway guarded by Union ships. Before nightfall, the *Virginia* easily sank two of the Union’s wooden warships, while it received minor damage.

The Union navy had already built its own ironclad, the *Monitor*, designed by Swedish-born engineer John Ericsson. Ericsson’s ship had unusual new features, such as a revolving gun tower. One Confederate soldier called the *Monitor* “a tin can on a shingle!” Although small, the *Monitor* carried powerful guns and had thick plating.

When the *Virginia* returned to Hampton Roads later that month, the *Monitor* was waiting. After several hours of fighting, neither ship was seriously damaged, but the *Monitor* forced the *Virginia* to withdraw. This success saved the Union fleet and continued the blockade. The clash of the ironclads also signaled a revolution in naval warfare. The days of wooden warships powered by wind and sails were drawing to a close.

The *Monitor* sank in North Carolina in the winter of 1862. Scientists located the shipwreck in 1973, and remains of the ship are part of the exhibit at the USS *Monitor* Center, which opened in 2007.

Summary and Preview The early battles of the Civil War were centered in the East. In the next lesson, you will read about battles in the West.

Lesson 2 Assessment

Review Ideas, Terms, and People

- a. Identify** List the early battles in the East and the outcome of each battle.
b. Elaborate Why do you think the Union lost the First Battle of Bull Run?
- a. Describe** What costly mistake did the Confederacy make before the Battle of Antietam?
b. Analyze What was the outcome of the Battle of Antietam, and what effect did it have on both the North and the South?
c. Elaborate Why do you think General George B. McClellan did not finish off General Robert E. Lee’s troops when he had the chance?

- a. Describe** What was the Union’s strategy in the war at sea?
b. Draw Conclusions Why were ironclads more successful than older, wooden ships?

Critical Thinking

- Support a Point of View** In this lesson you learned about the Civil War battles in the East and at sea. Create a chart similar to the one below and use it to show which three conflicts you think were the most significant and why.

Most Significant	Why

The War in the West

The Big Idea

Fighting in the Civil War spread to the western United States.

Main Ideas

- Union strategy in the West centered on control of the Mississippi River.
- Confederate and Union troops struggled for dominance in the Far West.

Key Terms and People

Ulysses S. Grant
Battle of Shiloh
David Farragut
Siege of Vicksburg

If YOU were there . . .

You live in the city of Vicksburg, set on high bluffs above the Mississippi River. Vicksburg is vital to the control of the river, and Confederate defenses are strong. But the Union general is determined to take the town. For weeks, you have been surrounded and besieged. Cannon shells burst overhead, day and night. Some have fallen on nearby homes. Supplies of food are running low.

How would you survive this siege?

Union Strategy in the West

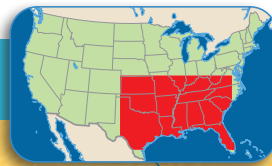
While Lincoln fumed over the cautious, hesitant General McClellan, he had no such problems with **Ulysses S. Grant**. Bold and restless, Grant grew impatient when he was asked to lead defensive military maneuvers. He wanted to be on the attack. As a commander of forces in the Union's western campaign, he would get his wish.

The western campaign focused on taking control of the Mississippi River. This strategy would cut off the eastern part of the Confederacy from sources of food production in Arkansas, Louisiana, and Texas. From bases on the Mississippi, the Union army could attack southern communication and transportation networks.

In February 1862, Grant led an assault force into Tennessee. With help from navy gunboats, Grant's Army of the Tennessee took two outposts on key rivers in the West. On February 6, he captured Fort Henry on the Tennessee River. Several days later he took Fort Donelson on the Cumberland River.

Fort Donelson's commander asked for the terms of surrender. Grant replied, "No terms except an unconditional and immediate surrender can be accepted." The fort surrendered. The North gave a new name to Grant's initials: "Unconditional Surrender" Grant.

The War in the West



Interpret Maps

- 1. Location** What river did Union forces fight to control?
- 2. Human-Environment Interaction** Why do you think so many battles took place along rivers?

Advancing south in Tennessee, General Grant paused near Shiloh Church to await the arrival of the Army of the Ohio. Grant knew that the large rebel army of General A. S. Johnston was nearby in Corinth, Mississippi, but he did not expect an attack. Instead of setting up defenses, he worked on drilling his new recruits.

In the early morning of April 6, 1862, the rebels sprang on Grant's sleepy camp. This began the **Battle of Shiloh**, in which the Union army gained greater control of the Mississippi River valley.

During the bloody two-day battle, each side gained and lost ground. Johnston was killed on the first day. The arrival of the Ohio force helped Grant regain territory and push the enemy back into Mississippi. The armies finally gave out, each with about 10,000 casualties. Both sides claimed victory, but, in fact, the victor was Grant.

The Fall of New Orleans As Grant battled his way down the Mississippi, the Union navy prepared to blast its way upriver to meet him. The first obstacle was the port of New Orleans, the largest city in the Confederacy and the gateway to the Mississippi River.

David Farragut 1801–1870

David Farragut was born in Tennessee to a Spanish father and an American mother. At age seven, Farragut was adopted by a family friend who agreed to train the young boy for the navy. Farragut received his first navy position—midshipman at large—at age nine and commanded his first vessel at 12. He spent the rest of his life in the U.S. Navy. Farragut helped the war effort of the

North by leading key attacks on the southern ports of Vicksburg and New Orleans.

Draw Inferences

How did Farragut help the war effort of the North?



With 18 ships and 700 men, Admiral **David Farragut** approached the two forts that guarded the entrance to New Orleans from the Gulf of Mexico. Unable to destroy the forts, Farragut decided to race past them.

The risky operation would take place at night. Farragut had his wooden ships wrapped in heavy chains to protect them like ironclads. Sailors slapped Mississippi mud on the ships' hulls to make them hard to see. Trees were tied to the masts to make the ships look like the forested shore.

Before dawn on April 24, 1862, the warships made their daring dash. The Confederates fired at Farragut's ships from the shore and from gunboats. They launched burning rafts, one of which scorched Farragut's own ship. But his fleet slipped by the twin forts and made it to New Orleans. The city fell on April 29.

Farragut sailed up the Mississippi River, taking Baton Rouge, Louisiana, and Natchez, Mississippi. He then approached the city of Vicksburg, Mississippi.

The Siege of Vicksburg Vicksburg's geography made invasion all but impossible. Perched on 200-foot-high cliffs above the Mississippi River, the city could rain down firepower on enemy ships or on soldiers trying to scale the cliffs. Deep gorges surrounded the city, turning back land assaults. Nevertheless, Farragut ordered Vicksburg to surrender.

“Mississippians don't know, and refuse to learn, how to surrender . . . If Commodore Farragut . . . can teach them, let [him] come and try.”

—Colonel James L. Autry, military commander of Vicksburg

Farragut's guns had trouble reaching the city above. It was up to General Grant. His solution was to starve the city into surrender.

General Grant's troops began the **Siege of Vicksburg** in mid-May 1863, cutting off the city and shelling it repeatedly. As food ran out, residents and soldiers survived by eating horses, dogs, and rats. “We are utterly cut off from the world, surrounded by a circle of fire,” wrote one woman. “People do nothing but eat what they can get, sleep when they can, and dodge the shells.”

The Confederate soldiers were also sick and hungry. In late June, a group of soldiers sent their commander a warning.

“If you can’t feed us, you had better surrender us, horrible as the idea is. . . This army is now ripe for mutiny [rebellion], unless it can be fed.”

—Confederate soldiers at Vicksburg to General John C. Pemberton, 1863

On July 4, Pemberton surrendered. Grant immediately sent food to the soldiers and civilians. He later claimed that “the fate of the Confederacy was sealed when Vicksburg fell.”

Struggle for the Far West

Early on in the war, the Union halted several attempts by Confederate armies to control lands west of the Mississippi. In August 1861, a Union detachment from Colorado turned back a Confederate force at Glorieta Pass. Union volunteers also defeated rebel forces at Arizona’s Pichaco Pass.

Confederate attempts to take the border state of Missouri also collapsed. Failing to seize the federal arsenal at St. Louis in mid-1861, the rebels fell back to Pea Ridge in northwest Arkansas. There, in March 1862, they attacked again, aided by some 800 Cherokee. The Union defense of Missouri held.

The Union navy played an important part in the Civil War. Besides blockading and raiding southern ports, the navy joined battles along the Mississippi River, as in this painting of Vicksburg.

DOCUMENT-BASED INVESTIGATION Historical Source

Response to Farragut

The mayor of New Orleans considered the surrender of the city to the Union navy:

“We yield to physical force alone and maintain allegiance to the Confederate States; beyond this, a due respect for our dignity, our rights and the flag of our country does not, I think, permit us to go.”

—Mayor John T. Monroe quoted in *Confederate Military History*, Vol. 10

Analyze Historical Sources

How does Monroe’s statement reveal his attitude about surrender?



Although the Union army won the battle, Indian troops commanded by Cherokee leader Stand Watie fought bravely. Watie was later promoted to general, the only Native American on either side to hold this rank in the war.

More than 10,000 Native Americans took part in the Civil War. Many Cherokee fought for the Confederacy, but the war bitterly divided the Cherokee—and other nations as well—over issues of loyalty and slavery.

Some nations saw the transfer of soldiers from western forts to eastern battlefields as a chance to take back land they had lost. The Indians also hoped the Confederates would give them greater freedom. In addition, slavery was legal in Indian Territory, and some Native Americans who were slaveholders supported the Confederacy. Pro-Confederate forces remained active in the region throughout the war. They attacked Union forts and raided towns in Missouri and Kansas, forcing Union commanders to keep valuable troops stationed in the area.

Reading Check

Analyze What was the importance of the fighting in the Far West?

Summary and Preview The North and the South continued their struggle with battles in the West. A number of key battles took place in the Western theater, and several important Union leaders emerged from these battles. One, Ulysses S. Grant, would soon become even more important to the Union army. In the next lesson, you will learn about the lives of civilians, enslaved African Americans, and soldiers during the war.

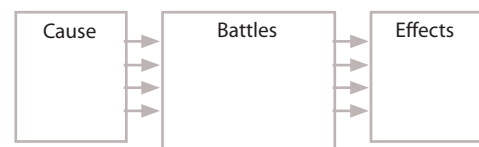
Lesson 3 Assessment

Review Ideas, Terms, and People

- Identify** What role did Ulysses S. Grant play in the war in the West?
 - Explain** Why was the Battle of Shiloh important?
 - Elaborate** Do you think President Lincoln would have approved of Grant's actions in the West? Why or why not?
- Describe** How did the Union take New Orleans, and why was it an important victory?
 - Draw Conclusions** How were civilians affected by the Siege of Vicksburg?
 - Predict** What might be some possible results of the Union victory at Vicksburg?

Critical Thinking

- Identify Cause and Effect** In this lesson you learned about the Union's military strategy in the West. Create a graphic organizer similar to the one below and use it to show the causes and effects of each battle.



History and Geography

The Vicksburg Strategy

“Vicksburg is the key!”

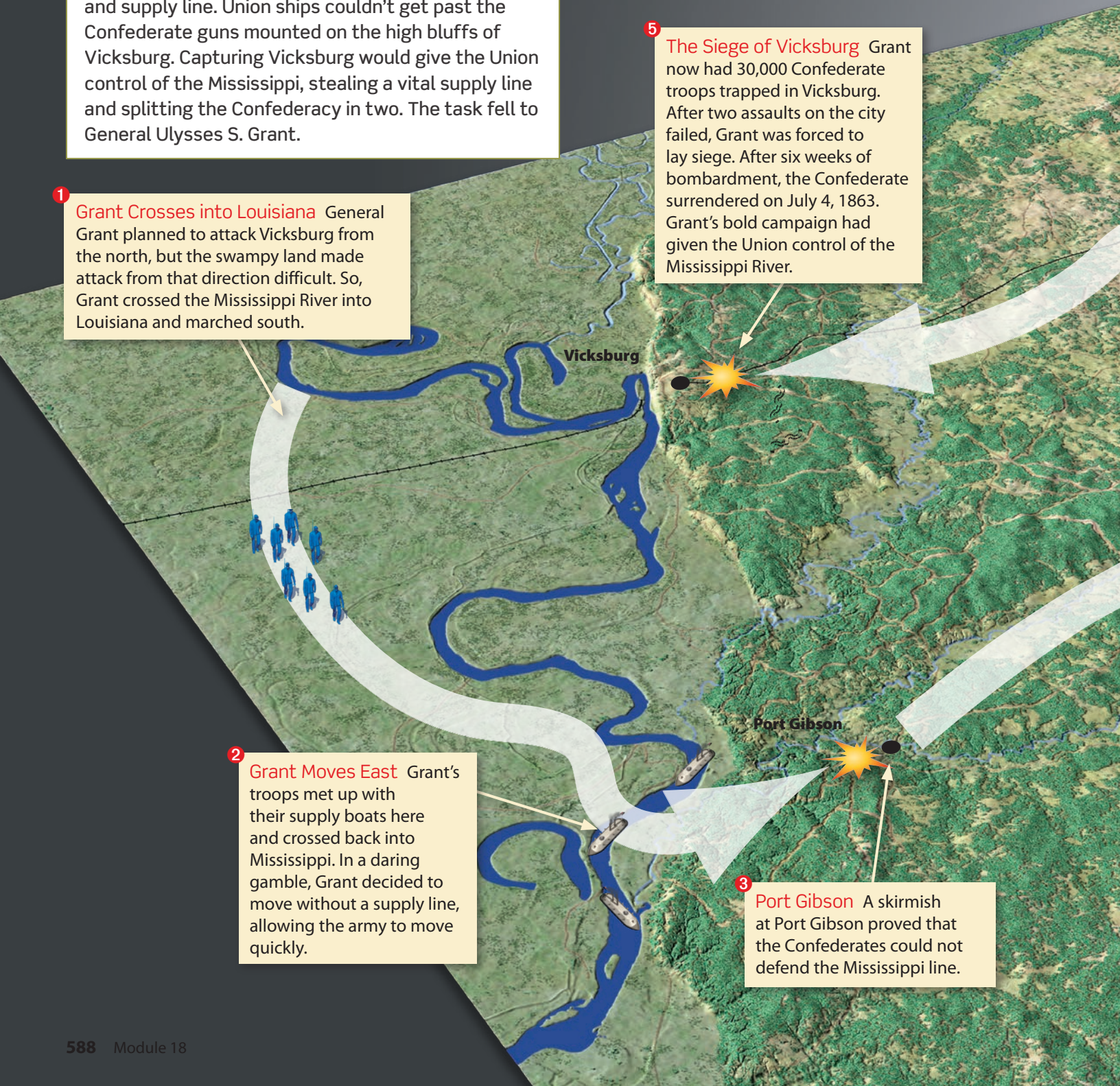
President Abraham Lincoln declared. “The war can never be brought to a close until that key is in our pocket.” Vicksburg was so important because of its location on the Mississippi River, a vital trade route and supply line. Union ships couldn’t get past the Confederate guns mounted on the high bluffs of Vicksburg. Capturing Vicksburg would give the Union control of the Mississippi, stealing a vital supply line and splitting the Confederacy in two. The task fell to General Ulysses S. Grant.

1 Grant Crosses into Louisiana General Grant planned to attack Vicksburg from the north, but the swampy land made attack from that direction difficult. So, Grant crossed the Mississippi River into Louisiana and marched south.

2 Grant Moves East Grant’s troops met up with their supply boats here and crossed back into Mississippi. In a daring gamble, Grant decided to move without a supply line, allowing the army to move quickly.

3 Port Gibson A skirmish at Port Gibson proved that the Confederates could not defend the Mississippi line.

5 The Siege of Vicksburg Grant now had 30,000 Confederate troops trapped in Vicksburg. After two assaults on the city failed, Grant was forced to lay siege. After six weeks of bombardment, the Confederate surrendered on July 4, 1863. Grant’s bold campaign had given the Union control of the Mississippi River.





Ironclads Union ironclads were vital to the Vicksburg campaign. These gunboats protected Grant's troops when they crossed the Mississippi. Later, they bombarded Vicksburg during the siege of the city.

Jackson

4 The Battle of Jackson Grant defeated a Confederate army at Jackson and then moved on to Vicksburg. This prevented Confederate forces from reinforcing Vicksburg.

BIOGRAPHY

Ulysses S. Grant 1822–1885

Ulysses S. Grant was born in April 1822 in Ohio. Grant attended West Point in New York and fought in the Mexican-American War. He resigned in 1854 and worked at various jobs in farming, real estate, and retail. When the Civil War started, he joined the Union army and was quickly promoted to general. After the Civil War, Grant rode a wave of popularity to become president of the United States.



Interpret Maps

- 1. Location** Why was Vicksburg's location so important?
- 2. Place** What natural features made Vicksburg difficult to attack?

Daily Life during the War

The Big Idea

The lives of many Americans were affected by the Civil War.

Main Ideas

- The Emancipation Proclamation freed slaves in Confederate states.
- African Americans participated in the war in a variety of ways.
- President Lincoln faced opposition to the war.
- Life was difficult for soldiers and civilians alike.

Key Terms and People

emancipation
Emancipation Proclamation
contrabands
54th Massachusetts Infantry
Copperheads
habeas corpus
Clara Barton

If YOU were there . . .

You live in Maryland in 1864. Your father and brothers are in the Union army, and you want to do your part in the war. You hear that a woman in Washington, DC, is supplying medicines and caring for wounded soldiers on the battlefield. She is looking for volunteers. You know the work will be dangerous, for you'll be in the line of fire. You might be shot or even killed.

Would you join the nurses on the battlefield?

Emancipation Proclamation

At the heart of the nation's bloody struggle were millions of enslaved African Americans. Abolitionists urged President Lincoln to free them.

In an 1858 speech, Lincoln declared, "There is no reason in the world why the negro is not entitled to all the natural rights numerated in the Declaration of Independence—the right to life, liberty, and the pursuit of happiness." Yet as president, Lincoln found **emancipation**, or the freeing of slaves, to be a difficult issue. He did not believe he had the constitutional power. He also worried about the effects of emancipation.

Lincoln Issues the Proclamation Northerners had a range of opinions about abolishing slavery.

- The Democratic Party, which included many laborers, opposed emancipation. Laborers feared that freed slaves would come north and take their jobs at lower wages.
- Abolitionists argued that the war was pointless if it did not win freedom for African Americans. They warned that the Union would remain divided until the problem was resolved.

- Lincoln worried about losing support for the war. Previous wartime Confiscation Acts that had attempted to free the slaves had been unpopular in the border states.
- Others, including Secretary of War Edwin Stanton, agreed with Lincoln that the use of slave labor was helping the Confederacy make war. Therefore, as commander in chief, the president could free the slaves in all rebellious states. Freed African Americans could then be recruited into the Union army.

For several weeks in 1862, Lincoln worked intensely, thinking, writing, and rewriting. He finally wrote the **Emancipation Proclamation**, the order to free the Confederate slaves. The proclamation declared that:

“. . . all persons held as slaves within any State or designated part of a State the people whereof shall then be in rebellion against the United States shall be then, thenceforward, and forever free.”

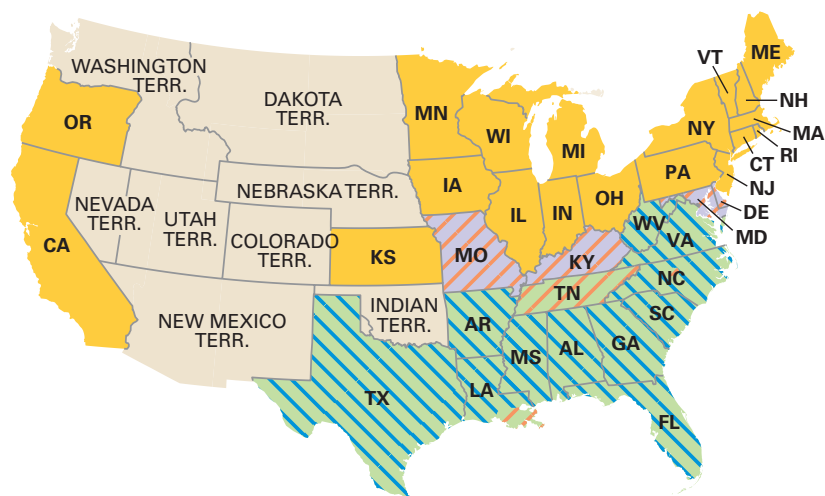
—Emancipation Proclamation, 1862

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

The Emancipation Proclamation was a military order that freed slaves only in areas controlled by the Confederacy. In fact, the proclamation had little immediate effect. It was impossible for the federal government to enforce the proclamation in the areas where it actually applied—the states in rebellion that were not under federal control. The proclamation did not

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Emancipation Proclamation



Union state	Area of legal slaveholding
Confederate state	Area in which slavery was abolished by the Emancipation Proclamation
Border state	

Interpret Maps

Place In which places was slavery still legal after the Emancipation Proclamation?

stop slavery in the border states, where the federal government would have had the power to enforce it. The words written in the Emancipation Proclamation were powerful, but the impact of the document was more symbolic than real. It defined what the Union was fighting against and discouraged Britain from aiding the Confederacy.

Lincoln wanted to be in a strong position in the war before announcing his plan. The Battle of Antietam gave him the victory he needed. He issued the Emancipation Proclamation on September 22, 1862. The proclamation went into effect on January 1, 1863. As one of the first civil rights documents in United States history, the Emancipation Proclamation continues to impact Americans today as a symbol of equal rights for all Americans. The historic document paved the way for future civil rights legislation, which gave minorities and women more equal rights.

Reaction to the Proclamation New Year's Eve, December 31, 1862: In "night watch" meetings at many African American churches, worshippers prayed, sang, and gave thanks. When the clocks struck midnight, millions were free. Abolitionists rejoiced. Frederick Douglass called January 1, 1863, "the great day which is to determine the destiny not only of the American Republic, but that of the American Continent."

William Lloyd Garrison was quick to note, however, that "slavery, as a system" continued to exist in the loyal slave states. Yet where slavery

BIOGRAPHY

Abraham Lincoln 1809–1865

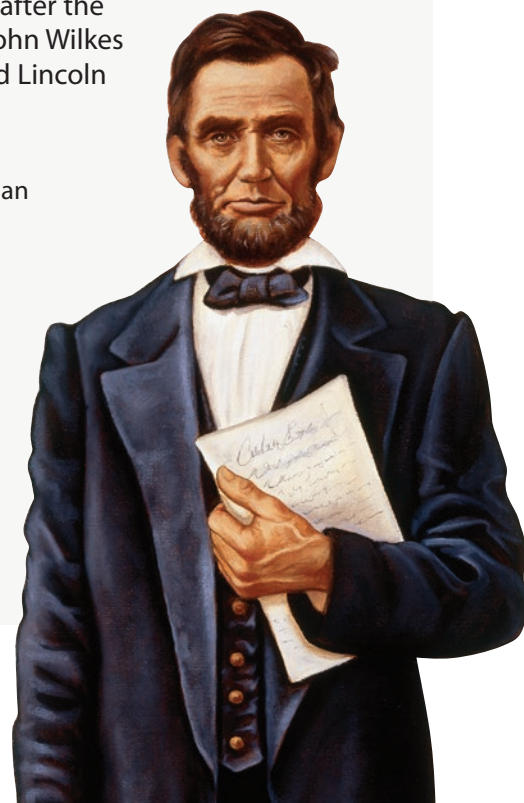
Abraham Lincoln is one of the great symbols of American democracy. He was born in a log cabin to a poor family in Kentucky and grew-up in Kentucky and Illinois. Lincoln went to school for less than a year, but taught himself law and settled in Springfield, where he practiced law and politics. The issue of slavery defined Lincoln's entire political career. He was not an abolitionist, but he strongly opposed extending slavery into the territories. In a series of famous political debates against Senator Stephen Douglas of Illinois, Lincoln championed his views on slavery and made a brilliant defense of democracy and the Union. "A house divided against itself cannot stand," he declared in a debate with Douglas.

Elected president in 1860, Lincoln led the nation through the Civil War and worked constantly

to preserve a unified nation. In 1863, he issued the Emancipation Proclamation. His address to commemorate the bloody battlefield at Gettysburg is considered to be one of the best political speeches in American history. Only days after the Civil War ended, John Wilkes Booth assassinated Lincoln on April 14, 1865.

Summarize

Why is Lincoln such an important figure in American history?



Reading Check
Find Main Ideas
How did northerners
view the Emancipation
Proclamation?

remained, the proclamation encouraged many enslaved African Americans to escape when the Union troops came near. They flocked to the Union camps and followed them for protection. The loss of slaves crippled the South's ability to wage war.

African Americans Participate in the War

As the war casualties climbed, the Union needed even more troops. African Americans were ready to volunteer. Not all white northerners were ready to accept them, but eventually they had to. Frederick Douglass believed that military service would help African Americans gain rights.

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

—Frederick Douglass, quoted in *The Life and Writings of Frederick Douglass*, Vol. 3

Congress began allowing the army to sign up African American volunteers as laborers in July 1862. The War Department also gave **contrabands**, or escaped slaves, the right to join the Union army in South Carolina. Free African Americans in Louisiana and Kansas also formed their own units in the Union army. By the spring of 1863, African American army units were proving themselves in combat. They took part in a Union attack on Port Hudson, Louisiana, in May.

One unit stood out above the others. The **54th Massachusetts Infantry** consisted mostly of free African Americans. In July 1863, this regiment led a heroic charge on South Carolina's Fort Wagner. The 54th took heavy fire and suffered huge casualties in the failed operation. About half the regiment was killed, wounded, or captured. Edward L. Pierce, a

DOCUMENT-BASED INVESTIGATION Historical Source

Letter from a Union Soldier

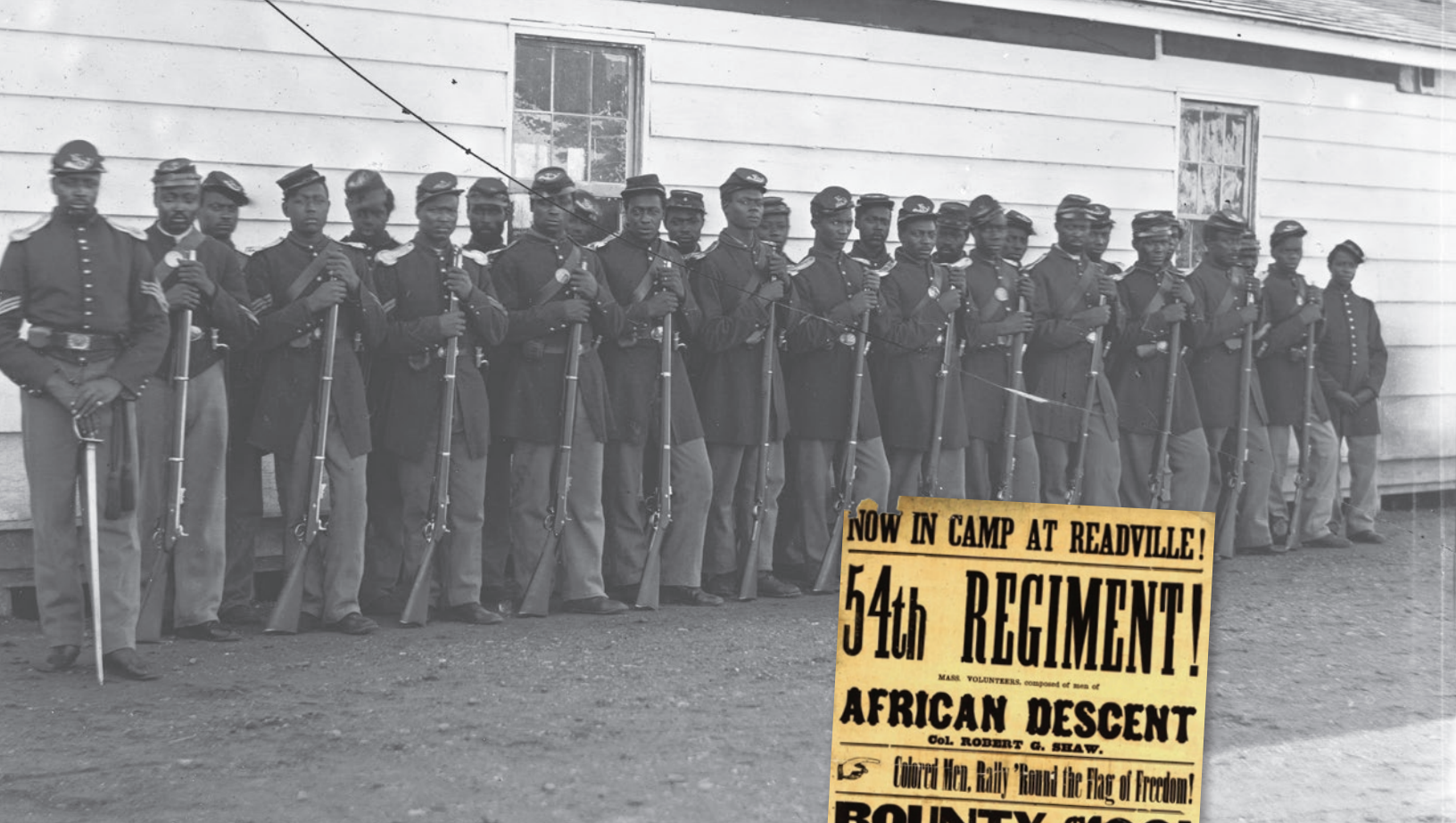
On June 23, 1863, Joseph E. Williams, an African American soldier and recruiter from Pennsylvania, wrote this letter describing why African Americans fought for the Union.

Analyze Historical Sources

Why did Williams think being soldiers was so important for African Americans?

“We are now determined to hold every step that has been offered to us as citizens of the United States for our elevation [benefit], which represent justice, the purity, the truth, the aspiration [hope] of heaven. We must learn deeply to realize the duty, the moral and practical necessity for the benefit of our race . . . Every consideration of honor, of interest, and of duty to God and man, requires that we should be true to our trust.”

—quoted in *A Grand Army of Black Men*,
edited by Edwin S. Redkey



New Soldiers

African American soldiers, such as the 54th Massachusetts Infantry and Company E of the 4th U.S. Colored Infantry, shown here, fought proudly and bravely in the Civil War. At right is a flyer used to recruit African American soldiers.

Reading Check
Analyze
Information How
did African Americans
support the Union?

correspondent for the *New York Tribune*, wrote, “The Fifty-fourth did well and nobly . . . They moved up as gallantly as any troops could, and with their enthusiasm they deserved a better fate.” The bravery of the 54th regiment made it the most celebrated African American unit of the war.

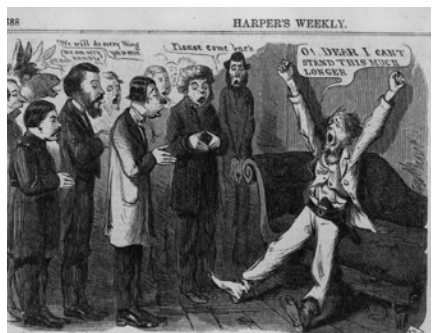
About 180,000 African Americans served with the Union army. They initially received \$10 a month, while white soldiers got \$13. In June 1864, Congress passed a bill granting African American soldiers equal pay.

African Americans faced special horrors on the battlefield. Confederates often killed their black captives or sold them into slavery. In the 1864 election, Lincoln suggested rewarding African American soldiers by giving them the right to vote.

Growing Opposition

The deepening shadows in Lincoln’s face reflected the huge responsibilities he carried. Besides running the war, he had to deal with growing tensions in the North.

Copperheads As the months rolled on and the number of dead continued to increase, a group of northern Democrats began speaking out against



The Copperheads

This political cartoon pokes fun at Copperhead northerners who want peace. The cartoon implies that the Copperheads' plan is to bore the Confederate states into rejoining the Union.

Reading Check
Identify Cause and Effect Who opposed the war, and how did Lincoln respond to the conflict?

the war. Led by U.S. representative Clement L. Vallandigham of Ohio, they called themselves Peace Democrats. Their enemies called them Copperheads, comparing them to a poisonous snake. The name stuck.

Many **Copperheads** were midwesterners who sympathized with the South and opposed abolition. They believed the war was not necessary and called for its end. Vallandigham asked what the war had gained and then said, "Let the dead at Fredericksburg and Vicksburg answer."

Lincoln saw the Copperheads as a threat to support of the war effort. To silence them, he suspended the right of habeas corpus. **Habeas corpus** is a constitutional protection against unlawful imprisonment. Ignoring this protection, Union officials jailed their enemies, including some Copperheads, without evidence or trial. Lincoln's action greatly angered Democrats and some Republicans.

Northern Draft In March 1863, war critics erupted again when Congress approved a draft, or forced military service. For \$300, men were allowed to buy their way out of military service. For an unskilled laborer, however, that was nearly a year's wages. Critics of the draft called the Civil War a "rich man's war and a poor man's fight."

In July 1863, riots broke out when African Americans were brought into New York City to replace striking Irish dockworkers. The city happened to be holding a war draft at the same time. The two events enraged rioters, who attacked African Americans and draft offices. More than 100 people died.

In this tense situation, the northern Democrats nominated former general George McClellan for president in 1864. They called for an immediate end to the war. Lincoln defeated McClellan in the popular vote, winning by about 400,000 votes out of 4 million cast. The electoral vote was not even close. Lincoln won 212 to 21.

Life for Soldiers and Civilians

Young, fresh recruits in both armies were generally eager to fight. Experienced troops, however, knew better.

On the Battlefield Civil War armies fought in the ancient battlefield formation that produced massive casualties. Endless rows of troops fired directly at one another, with cannonballs landing amid them. When the order was given, soldiers would attach bayonets to their guns and rush toward their enemy. Men died to gain every inch of ground.

Doctors and nurses in the field saved many lives. Yet they had no medicines to stop infections that developed after soldiers were wounded. Many soldiers endured the horror of having infected legs and arms amputated without painkillers. Infections from minor injuries caused many deaths.

Despite the huge battlefield losses, the biggest killer in the Civil War was not the fighting. It was diseases such as typhoid, pneumonia, and tuberculosis. Nearly twice as many soldiers died of illnesses and disease as died in combat.



Infantry Family

While wealthy civilians could avoid military service, poorer men were drafted to serve in the Union army. This member of the 31st Pennsylvania Infantry brought his family along with him. His wife probably helped the soldier with many of the daily chores such as cooking and laundry.

Why would soldiers bring their families to live with them in camp?

Prisoners of War As hard as army life was, conditions for prisoners of war were much worse. At first, neither North nor South kept large numbers of captured soldiers. Many prisoners were released if they promised to go home instead of back to their army. Others were exchanged for prisoners held by the other side. Military prisoners on both sides lived in unimaginable misery. In prison camps, such as Andersonville, Georgia, and Elmira, New York, soldiers were packed into camps designed to hold only a fraction of their number. Soldiers had little shelter, food, or clothing. Starvation and disease killed thousands of prisoners.

Life as a Civilian The war effort involved all levels of society. Women as well as people too young or too old for military service worked in factories and on farms. Economy in the North boomed as production and prices soared. The lack of workers caused wages to rise by 43 percent between 1860 and 1865.

Women were the backbone of civilian life and took over farms, plantations, stores, and other businesses while their fathers, husbands, and sons served in armies. On the farms, women and children performed the daily chores usually done by men. One visitor to Iowa in 1862 reported that he “met more women . . . at work in the fields than men.” Southern women also managed farms and plantations.

The need for clothes, shoes, and other supplies created about 100,000 jobs for women in northern factories. Women also worked in the South’s few factories, and women on both sides performed dangerous work making ammunition for the troops.

Many women found new occupations. Hundreds were hired by the Union government as clerks. They became the first women to hold federal

government jobs. Women also staffed government offices in the South. Like clerical work, nursing was a man's job before the war. During the war, however, about 3,000 women served the Union army as paid nurses.

One woman brought strength and comfort to countless wounded Union soldiers. Volunteer **Clara Barton** organized the collection of medicine and supplies for delivery to the battlefield. At the field hospitals, the "angel of the battlefield" soothed the wounded and dying and assisted doctors as bullets flew around her. Barton's work formed the basis for the future American Red Cross.

In the South, Sally Louisa Tompkins established a small hospital in Richmond, Virginia. By the end of the war, it had grown into a major army hospital. Jefferson Davis recognized her value to the war effort by making her a captain in the Confederate army.



Clara Barton founded the American Red Cross.

Reading Check
Analyze How did women help the war effort on both sides?

Summary and Preview Many lives were changed by the war. In the next lesson, you will learn about the end of the war.

Lesson 4 Assessment

Review Ideas, Terms, and People

- a. Recall** Why did some Americans want to end slavery?

b. Contrast How did reactions to the Emancipation Proclamation differ?

c. Elaborate How and why does the Emancipation Proclamation continue to impact American life? Explain your answer.
- a. Recall** Why did some northerners want to recruit African Americans into the Union army?

b. Contrast In what ways did African American soldiers face more difficulties than white soldiers did?
- a. Identify** Who were Copperheads, and why did they oppose the war?

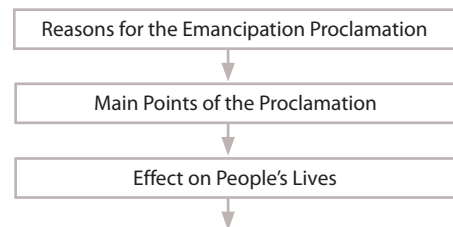
b. Evaluate Should President Lincoln have suspended the right to habeas corpus? Why?

- a. Describe** What were conditions like in military camps?

b. Draw Conclusions How did the war change life on the home front?

Critical Thinking

- Identify Effects** In this lesson you learned about the Emancipation Proclamation. Create a chart similar to the one below and use it to summarize the reasons for the Emancipation Proclamation, its main points, and its effects on different people.



The Tide of War Turns

The Big Idea

Union victories in 1863, 1864, and 1865 ended the Civil War.

Main Ideas

- The Union tried to divide the Confederate army at Fredericksburg, but the attempt failed.
- The Battle of Gettysburg in 1863 was a major turning point in the war.
- During 1864, Union campaigns in the East and South dealt crippling blows to the Confederacy.
- Union troops forced the South to surrender in 1865, ending the Civil War.

Key Terms and People

Battle of Gettysburg
George Pickett
Pickett's Charge
Gettysburg Address
Wilderness Campaign
William Tecumseh Sherman
total war
Appomattox Courthouse

If YOU were there . . .

You live in southern Pennsylvania in 1863, near a battlefield where thousands died. Now, people have come from miles around to dedicate a cemetery here. You are near the front of the crowd. The first speaker impresses everyone with two hours of dramatic words and gestures. Then, President Lincoln speaks—just a few minutes of simple words. Many people are disappointed.

Why do you think the president's speech was so short?

Fredericksburg and Chancellorsville

Frustrated by McClellan's lack of aggression, Lincoln replaced him with General Ambrose E. Burnside as leader of the Army of the Potomac. Burnside favored a swift, decisive attack on Richmond by way of Fredericksburg. In November 1862, he set out with 120,000 troops.

Burnside's tactics surprised General Lee. The Confederate commander had divided his force of 78,000 men. Neither section of the Confederate army was in a good position to defend Fredericksburg. However, Burnside's army experienced delays in crossing the Rappahannock River. These delays allowed Lee's army to reunite and entrench themselves around Fredericksburg. Finally, the Union army crossed the Rappahannock and launched a series of charges. These attacks had heavy casualties and failed to break the Confederate line. Eventually, after suffering about 12,600 casualties, Burnside ordered a retreat. The Confederates had about 5,300 casualties.

Soon Burnside stepped down from his position. Lincoln made General Joseph Hooker the commander of the Army of the Potomac. At the end of April 1863, Hooker and his army of about 138,000 men launched a frontal attack on Fredericksburg. Then, Hooker ordered about 115,000 of his troops to split off and approach the Confederate's flank, or side. Hooker's strategy seemed about to work. But for some reason

Reading Check
Compare What did generals McClellan, Burnside, and Hooker have in common?

he hesitated and had his flanking troops take a defensive position at Chancellorsville. This town was located a few miles west of Fredericksburg.

The following day, Lee used most of his army (about 60,000 men) to attack Hooker's troops at Chancellorsville. Stonewall Jackson led an attack on Hooker's flank while Lee commanded an assault on the Union front. The Union army was almost cut in two. They managed to form a defensive line, which they held for three days. Then, Hooker ordered a retreat.

Lee's army won a major victory. But this victory had severe casualties. During the battle, Lee's trusted general, Stonewall Jackson, was accidentally shot by his own troops. He died a few days later.

Battle of Gettysburg

General Lee launched more attacks within Union territory. As before, his goal was to break the North's will to fight. He also hoped that a victory would convince other nations to recognize the Confederacy. The three-day battle at Gettysburg was the largest and bloodiest battle of the Civil War. In three days, more than 51,000 soldiers were killed, wounded, captured, or went missing. It was an important victory for the Union, and it stopped Lee's plan of invading the North.

First Day In early June 1863, Lee cut across northern Maryland into southern Pennsylvania. His forces gathered west of a small town called Gettysburg. Lee was unaware that Union soldiers were encamped closer to town. He had been suffering from a lack of enemy information for three days because his cavalry chief "Jeb" Stuart was not performing his duties. Stuart and his cavalry had gone off on their own raiding party, disobeying Lee's orders.



Day One:
July 1, 1863
Artillery played a key role in the Battle of Gettysburg on July 1, 1863.

Another Confederate raiding party went to Gettysburg for boots and other supplies. There, Lee's troops ran right into Union general George G. Meade's cavalry, triggering the **Battle of Gettysburg**, a key battle that finally turned the tide against the Confederates. The battle began on July 1, 1863, when the Confederate raiding party and the Union forces began exchanging fire. The larger Confederate forces began to push the Union troops back through Gettysburg.

The Union soldiers regrouped along the high ground of Cemetery Ridge and Culp's Hill. General Lee wanted to prevent the Union forces from entrenching themselves. He therefore ordered General Ewell to attack immediately. However, Ewell hesitated and thereby gave the Federals time to establish an excellent defensive position.

In fact, Confederate general James Longstreet thought that the Union position was almost impossible to overrun. Instead of attacking, he felt that the Confederate army should move east, take a strong defensive position, and wait for the Union forces to attack them. However, General Lee was not convinced. He believed that his troops were invincible.

The Confederates camped at Seminary Ridge, which ran parallel to the Union forces. Both camps called for their main forces to reinforce them and prepare for combat the next day.

Second Day On July 2, Lee ordered an attack on the left side of the Union line. Lee knew that he could win the battle if his troops captured Little Round Top from the Union forces. From this hill, Lee's troops could easily fire down on the line of Union forces. Union forces and Confederate troops fought viciously for control of Little Round Top. The fighting was particularly fierce on the south side of the hill. There, the 20th Maine led by Colonel Joshua Chamberlain battled the 15th Alabama led by Colonel



Day Two: July 2, 1863,
10 a.m.

Union soldiers desperately defended Little Round Top from a fierce Confederate charge.

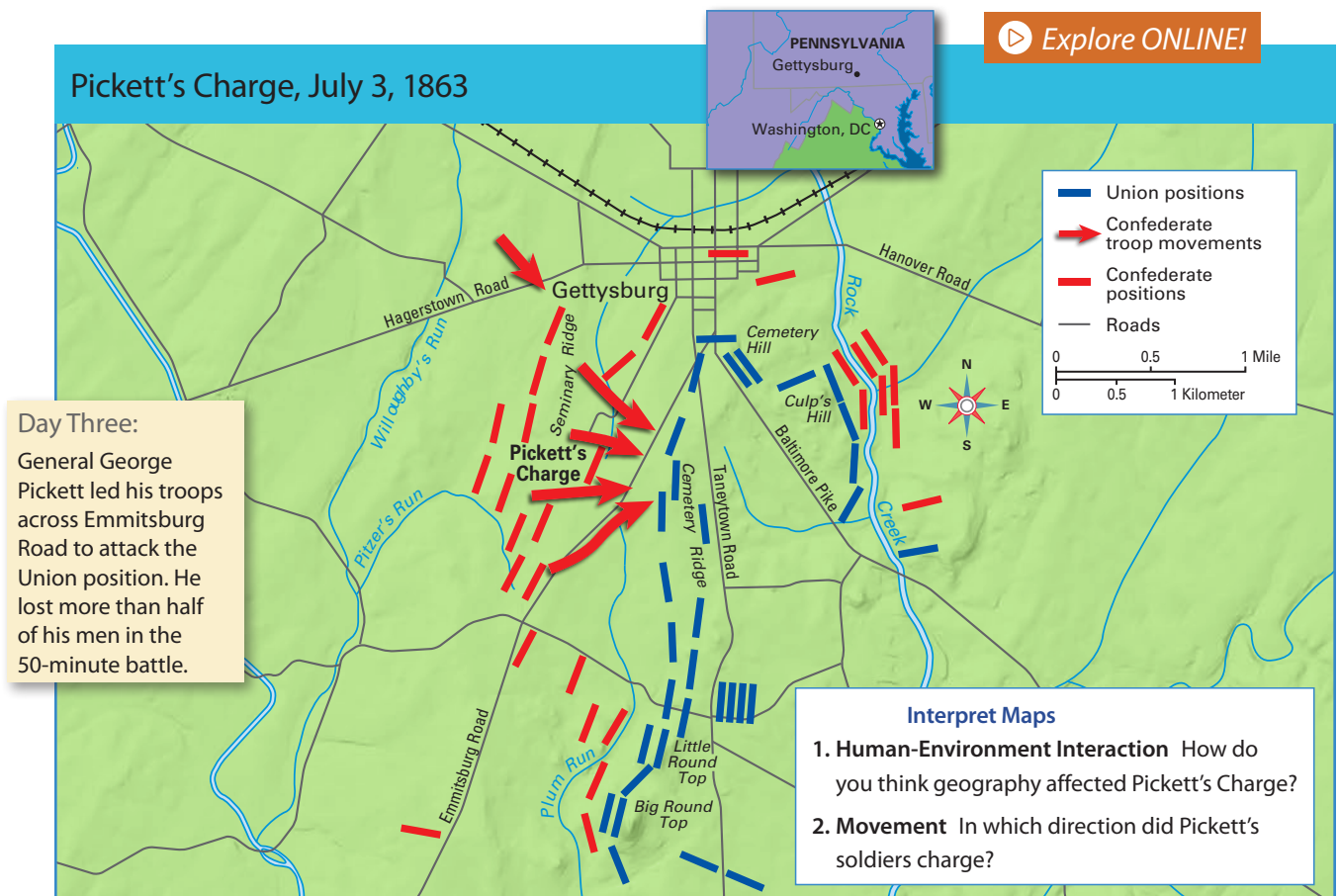
William Oates. Later, when describing the conflict, Oates said, “The blood stood in puddles in some places in the rocks.” Eventually, the Union soldiers forced the Confederates to pull back from Little Round Top.

Then, the Confederates attacked Cemetery Hill and Culp’s Hill. The fighting lasted until nightfall. The assault on Cemetery Hill was unsuccessful. The Confederates did manage to take a few trenches on Culp’s Hill. Even so, the Union forces still held a strong defensive position by the day’s end.

Pickett’s Charge On the third day of battle, Longstreet again tried to convince Lee not to attack. But Lee thought that the Union forces were severely battered and ready to break. Because of this, he planned to attack the center of the Union line on Cemetery Ridge. Such a tactic, he felt, would not be expected. Indeed, General Meade left only about 5,750 troops to defend the center.

For over an hour, the Confederates shelled Cemetery Ridge with cannon fire. For a while, the Union cannons fired back. Then they slacked off. The Confederates assumed that they had seriously damaged the Union artillery. In reality, the Confederate barrage did little damage.

The task of charging the Union center fell to three divisions of Confederate soldiers. General **George Pickett** commanded the largest unit. In late afternoon nearly 15,000 men took part in **Pickett’s Charge**. For one mile the Confederates marched slowly up toward Cemetery Ridge.



Showered with cannon and rifle fire, they suffered severe losses. But eventually, some of them almost reached their destination. Then Union reinforcements added to the barrage on the rebels. Soon, the Confederates retreated, leaving about 7,500 casualties on the field of battle. Distressed by this defeat, General Lee rode among the survivors and told them, “It is all my fault.”

On the fourth day, Lee began to retreat to Virginia. In all, nearly 75,000 Confederate soldiers and 90,000 Union troops had fought during the Battle of Gettysburg.

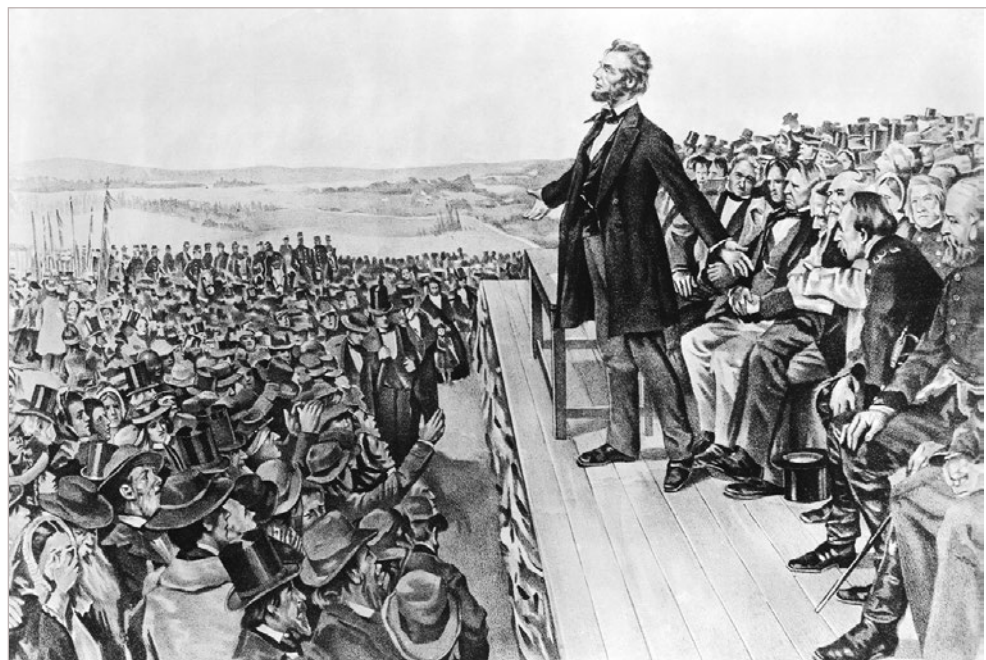
General Meade decided not to follow Lee’s army. This decision angered Lincoln. He felt that Meade had missed an opportunity to crush the Confederates and possibly end the war.

Aftermath of Gettysburg Gettysburg was a turning point in the war. Lee’s troops would never again launch an attack in the North. The Union victory at Gettysburg took place on the day before Grant’s capture of Vicksburg, Mississippi. These victories made northerners believe that the war could be won.

In addition, the Union win at Gettysburg helped to end the South’s search for foreign influence in the war. After Gettysburg, Great Britain and France refused to provide aid to the Confederacy. The South’s attempt at cotton diplomacy failed.

The Gettysburg Address On November 19, 1863, at the dedicating ceremony of the Gettysburg battlefield cemetery, President Lincoln gave a speech called the **Gettysburg Address**, in which he praised the bravery of Union soldiers and renewed his commitment to winning the Civil War. This short but moving speech is one of the most famous in American history. In one of its frequently quoted lines, Lincoln referenced the Declaration of Independence and its ideals of liberty, equality, and

Lincoln’s address at the dedication of the Gettysburg National Cemetery



Reading Check
Analyze Why was Gettysburg a turning point?

democracy—ideals that still impact Americans today. He reminded listeners that the war was being fought for those reasons.

Lincoln rededicated himself to winning the war and preserving the Union. A difficult road still lay ahead.

Union Campaigns Cripple the Confederacy

Lincoln had been impressed with General Grant's successes in capturing Vicksburg. He transferred Grant to the East and gave him command of the Union army. In early 1864, Grant forced Lee to fight a series of battles in Virginia that stretched Confederate soldiers and supplies to their limits.

Wilderness Campaign in the East From May through June, the armies fought in northern and central Virginia. Union troops launched the **Wilderness Campaign**—a series of battles designed to capture the Confederate capital at Richmond, Virginia. The first battle took place in early May, in woods about 50 miles outside of Richmond. Grant then ordered General Meade to Spotsylvania, where the fighting raged for five days.

Over the next month Union soldiers moved the Confederate troops back toward Richmond. However, Grant experienced his worst defeat at the Battle of Cold Harbor in early June, just 10 miles northeast of Richmond. In only a few hours the Union army suffered 7,000 casualties. The battle delayed Grant's plans to take the Confederate capital.

Union forces had suffered twice as many casualties as the Confederates had, yet Grant continued his strategy. He knew he would be getting additional soldiers, and Lee could not. Grant slowly but surely advanced his troops through Virginia. He told another officer, "I propose to fight it out on this line if it takes all summer."

After Cold Harbor, General Grant moved south of Richmond. He had hoped to take control of the key railroad junction at Petersburg, Virginia. Lee's army, however, formed a solid defense, and Grant could not **execute** his attack. Grant was winning the war, but he still had not captured Richmond. Facing re-election, Lincoln was especially discouraged by this failure.

Sherman Strikes the South Lincoln needed a victory for the Union army to help him win re-election in 1864. The bold campaign of General **William Tecumseh Sherman** provided this key victory. Sherman carried out the Union plan to destroy southern railroads and industries.

In the spring of 1864 Sherman marched south from Tennessee with 100,000 troops. His goal was to take Atlanta, Georgia, and knock out an important railroad link. From May through August, Sherman's army moved steadily through the Appalachians toward Atlanta. Several times, Sherman avoided defenses set up by Confederate general Joseph Johnston.

In July, Sherman was within sight of Atlanta. Confederate president Jefferson Davis gave General John Hood command of Confederate forces in the region. Hood repeatedly attacked Sherman in a final attempt to save Atlanta, but the Union troops proved stronger. The Confederate troops retreated as Sherman held Atlanta under siege.

Academic Vocabulary
execute to perform, carry out

Final Campaigns



Interpret Maps

- 1. Movement** About how long was Sherman's March to the Sea from Atlanta to Savannah?
- 2. Movement** What challenges do you think Sherman faced on his southern attacks?

Atlanta fell to Sherman's troops on September 2, 1864. Much of the city was destroyed by artillery and fire. Sherman ordered the residents who still remained to leave. Responding to his critics, Sherman later wrote, "War is war, and not popularity-seeking." The loss of Atlanta cost the South an important railroad link and its center of industry.

Many people in the North had been upset with the length of the war. However, the capture of Atlanta showed that progress was being made in defeating the South. This success helped to convince Union voters to re-elect Lincoln in a landslide.

Sherman did not wait long to begin his next campaign. His goal was the port city of Savannah, Georgia. In mid-November 1864, Sherman left Atlanta with a force of about 60,000 men. He said he would "make Georgia howl!"

During his March to the Sea, Sherman practiced **total war**—destroying civilian and economic resources. Sherman believed that total war would ruin the South's economy and its ability to fight. He ordered his troops to destroy railways, bridges, crops, livestock, and other resources. They burned plantations and freed slaves.

Reading Check
Draw Conclusions
How did Sherman hope to help the Union with his total-war strategy?

Sherman's army reached Savannah on December 10, 1864. They left behind a path of destruction 60 miles wide. Sherman believed that this march would speed the end of the war. He wanted to break the South's will to fight by marching Union troops through the heart of the Confederacy. In the end Sherman's destruction of the South led to anger and resentment toward the people of the North that would last for generations.

The South Surrenders

In early April, Sherman closed in on the last Confederate defenders in North Carolina. At the same time, Grant finally broke through the Confederate defenses at Petersburg. On April 2, Lee was forced to retreat from Richmond.

Fighting Ends By the second week of April 1865, Grant had surrounded Lee's army and demanded the soldiers' surrender. Lee hoped to join other Confederates in fighting in North Carolina, but Grant cut off his escape just west of Richmond. Lee tried some last-minute attacks but could not break the Union line. Lee's forces were running low on supplies. General James Longstreet told about the condition of Confederate troops. "Many weary soldiers were picked up . . . some with, many without, arms [weapons],—all asking for food."

Trapped by the Union army, Lee recognized that the situation was hopeless. "There is nothing left for me to do but go and see General Grant," Lee said, "and I would rather die a thousand deaths."

On April 9, 1865, the Union and Confederate leaders met at a home in the small town of **Appomattox Courthouse** where Lee surrendered to Grant, thus ending the Civil War.

During the meeting, Grant assured Lee that his troops would be fed and allowed to keep their horses, and they would not be tried for treason. Then,

Surrender at Appomattox
Union general Grant rose to shake hands with Confederate general Lee after the surrender. Grant allowed Lee to keep his sword and Lee's men to keep their horses.

Was it important for Grant and Lee to shake hands? Why or why not?



Quick Facts

Causes and Effects of the Civil War

Causes

- Disagreement over the institution of slavery
- Economic differences
- Political differences

Effects

- Slavery ends
- 620,000 Americans killed
- Military districts created
- Southern economy in ruins

Interpret Charts

How important was slavery to the Civil War?

Reading Check

Predict What problems might the Union face following the Civil War?

Lee signed the surrender documents. The long, bloody war had finally ended. Grant later wrote that he found the scene at Appomattox Courthouse more tragic than joyful.

“I felt . . . sad and depressed at the downfall of a foe [enemy] who had fought so long and valiantly [bravely], and had suffered so much for a cause, though that cause was, I believe, one of the worst for which a people ever fought.”

—Ulysses S. Grant, *Battle Cry of Freedom*

As General Lee returned to his troops, General Grant stopped Union forces from cheering their victory. “The war is over,” Grant said with relief. “The rebels are our countrymen again.”

The Civil War had deep and long-lasting effects. Almost 620,000 Americans lost their lives during the four years of fighting.

The defeat of the South ended slavery there. The majority of former slaves, however, had no homes or jobs. The southern economy was in ruins.

A tremendous amount of hostility remained, even after the fighting had ceased. The war was over, but the question remained: How could the United States be united once more?

Summary and Preview After four long years of battles, the Civil War ended with General Lee’s surrender at Appomattox Courthouse. In the next module, you will read about the consequences of the war in the South.

Lesson 5 Assessment

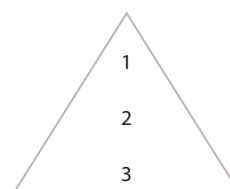
Review Ideas, Terms, and People

1. **a. Identify** What Confederate general died from his wounds at Chancellorsville?
b. Draw Conclusions Why was the Union army defeated at Chancellorsville?
2. **a. Identify** What was the Gettysburg Address?
b. Analyze Why was geography important to the outcome of the Battle of Gettysburg?
3. **a. Recall** What was the purpose of the Wilderness Campaign?
b. Draw Conclusions In what way was the capture of Atlanta an important victory for President Lincoln?

4. **a. Identify** What events led to Lee’s surrender at Appomattox Courthouse?
b. Summarize How did the military conflict of the Civil War impact the United States?

Critical Thinking

5. **Support a Point of View** In this lesson you learned about the end of the Civil War. Create a similar triangle to the one below and use it to show the three events in this lesson that you think contributed most to the end of the Civil War and explain why.



Social Studies Skills

Interpret Political Cartoons

Define the Skill

Political cartoons are drawings that express views on important issues. They have been used throughout history to influence public opinion. The ability to interpret political cartoons will help you understand issues and people's attitudes about them.

Learn the Skill

Political cartoons use both words and images to convey their message. They often contain caricatures or symbolism. A caricature is a drawing that exaggerates the features of a person or object. Symbolism is the use of one thing to represent something else. Cartoonists use these techniques to help make their point clear. They also use titles, labels, and captions to get their message across.

Use these steps to interpret political cartoons.

1. Read any title, labels, and caption to identify the cartoon's general topic.
2. Identify the people and objects. Determine if they are exaggerated and, if so, why. Identify any symbols and analyze their meaning.
3. Draw conclusions about the message the cartoonist is trying to convey.

The following cartoon was published in the North in 1863. The cartoonist has used symbols to make his point. Lady Liberty, representing the Union, is being threatened by the Copperheads. The cartoonist has expressed his opinion of these people by drawing them as the poisonous snake for which they were named. This cartoon clearly supports the Union's continuing to fight the war.



Practice the Skill

Apply the guidelines to interpret the cartoon below and answer the questions that follow.

1. What do the two men on either side of Lincoln represent?
2. What message do you think the artist was trying to convey?



Module 18 Assessment

Review Vocabulary, Terms, and People

Match the numbered definitions with the correct terms from the list below.

- | | |
|-------------------------------|--|
| a. contrabands | 1. Attack by Union general Ulysses S. Grant that gave the North control of the Mississippi River |
| b. cotton diplomacy | 2. Confederate general who held off Union attacks and helped the South win the First Battle of Bull Run |
| c. Second Battle of Bull Run | 3. Important Confederate victory in which General Robert E. Lee defeated Union troops and pushed into Union territory for the first time |
| d. Siege of Vicksburg | 4. Southern strategy of using cotton exports to gain Britain's support in the Civil War |
| e. Thomas "Stonewall" Jackson | 5. Term given to escaped slaves from the South |

Comprehension and Critical Thinking

Lesson 1

6. a. **Identify** When and where did fighting in the U.S. Civil War begin?
b. **Analyze** How did civilians help the war effort in both the North and the South?
c. **Elaborate** Why do you think the border states chose to remain in the Union despite their support of slavery?

Lesson 2

7. a. **Identify** What was the first major battle of the war? What was the outcome of the battle?
b. **Analyze** What was the Union army hoping to accomplish when it marched into Virginia at the start of the war?
c. **Evaluate** Was the Union's naval blockade of the South successful? Why or why not?

Lesson 3

8. a. **Identify** Which side did the Cherokee support in the fighting at Pea Ridge? Why?
b. **Draw Conclusions** What progress did Union leaders make in the war in the West?
c. **Evaluate** Which victory in the West was most valuable to the Union? Why?

Lesson 4

9. a. **Describe** What responsibilities did women take on during the war?
b. **Analyze** What opposition to the war did President Lincoln face, and how did he deal with that opposition?
c. **Predict** What might be some possible problems that the newly freed slaves in the South might face?

Lesson 5

10. a. **Recall** When and where did the war finally end?
b. **Compare and Contrast** How were the efforts of generals Grant and Sherman at the end of the war similar and different?
c. **Elaborate** What do you think led to the South's defeat in the Civil War? Explain.

Module 18 Assessment, continued

Social Studies Skills

Interpret Political Cartoons Use the Social Studies Skills taught in this module to answer the question about the political cartoon below.



11. What do you think the artist is saying about politicians with this cartoon?

Reading Skills

Supporting Facts and Details Use the Reading Skills taught in this module to answer the question about the reading selection below.

Lee was unaware that Union soldiers were encamped closer to town. He had been suffering from a lack of enemy information for three days because his cavalry chief “Jeb” Stuart was not performing his duties. Stuart and his cavalry had gone off on their own raiding party, disobeying Lee’s orders.

12. What is the main idea of the reading selection?
- “Jeb” Stuart was not performing his duties.
 - Stuart and his cavalry had gone off on their own.
 - Stuart and his cavalry disobeyed Lee’s orders.
 - Lee was suffering from a lack of enemy information.

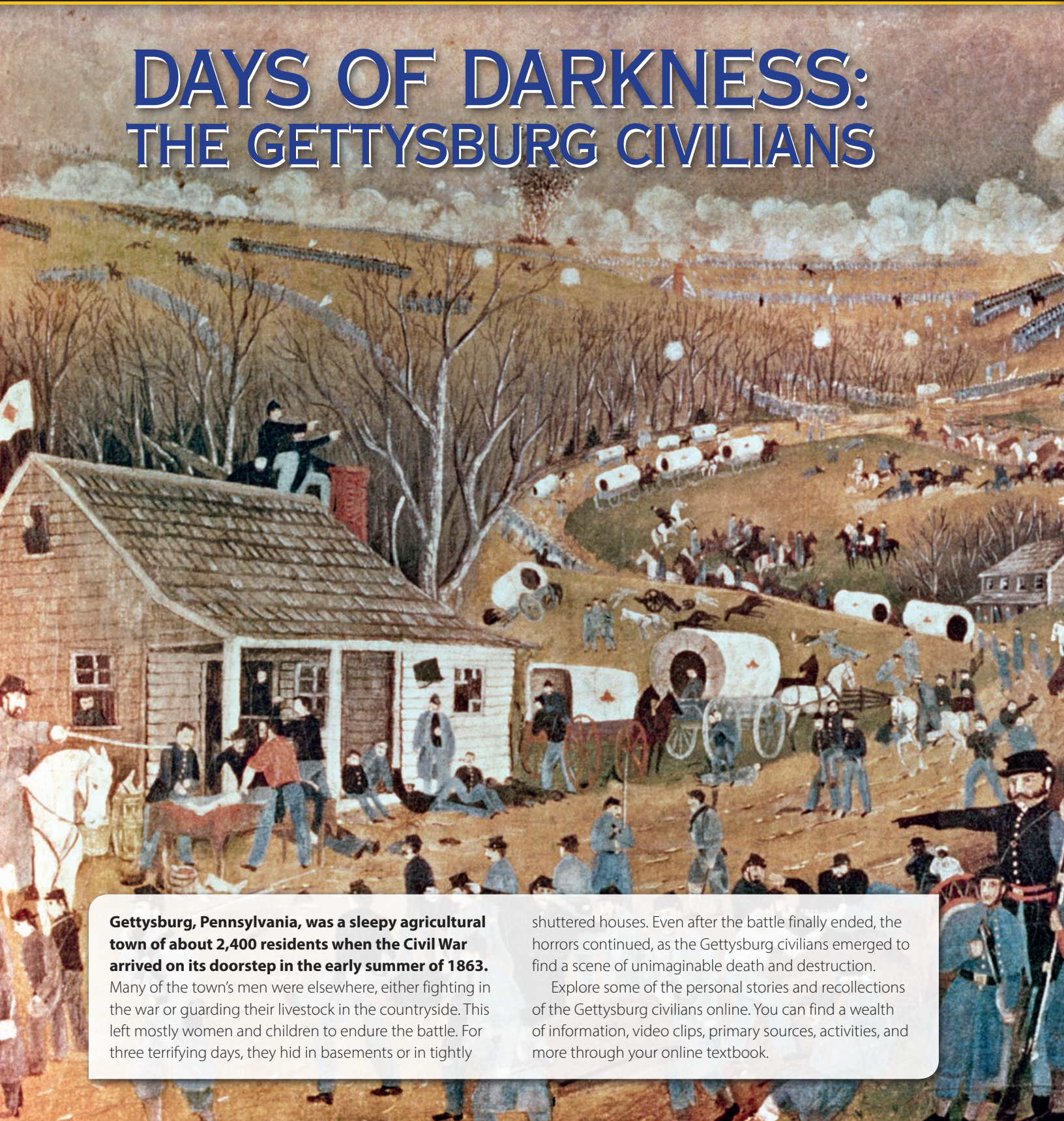
Review Themes

13. **Society and Culture** What effects did the Civil War have on American society?
14. **Politics** What political difficulties did the Emancipation Proclamation cause for President Lincoln?

Focus on Writing

15. **Write a Newspaper Article** Consider all the Civil War events discussed in this module. Then choose one of those events to write about in a newspaper article. Write an attention-grabbing headline. Then write the news article, describing the event and giving as many facts as possible about the event. Be sure to use proper grammar, punctuation, spelling, and capitalization.

DAYS OF DARKNESS: THE GETTYSBURG CIVILIANS



Gettysburg, Pennsylvania, was a sleepy agricultural town of about 2,400 residents when the Civil War arrived on its doorstep in the early summer of 1863.

Many of the town's men were elsewhere, either fighting in the war or guarding their livestock in the countryside. This left mostly women and children to endure the battle. For three terrifying days, they hid in basements or in tightly

shuttered houses. Even after the battle finally ended, the horrors continued, as the Gettysburg civilians emerged to find a scene of unimaginable death and destruction.

Explore some of the personal stories and recollections of the Gettysburg civilians online. You can find a wealth of information, video clips, primary sources, activities, and more through your online textbook.

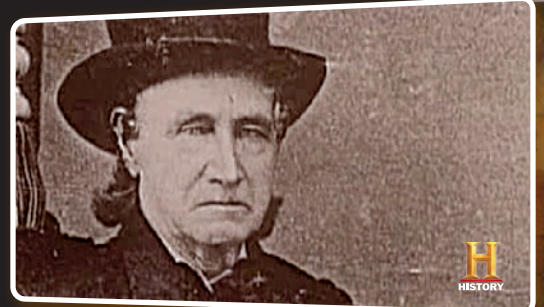
“I had scarcely reached the front door, when, on looking up the street, I saw some of the men on horseback. . . . What a horrible sight! . . . I was fully persuaded that the Rebels had actually come at last. What they would do with us was a fearful question to my young mind. . . .”

—Tillie Pierce, age 15



A Young Woman’s Account

Read the document to witness the arrival of Confederate troops through the eyes of a Gettysburg teenager.



A Citizen-Soldier

Watch the video to meet John Burns, the man who would come to be called the “Citizen Hero of Gettysburg.”



A Family’s Story

Watch the video to discover the story of courage and commitment exhibited by one Gettysburg family.



The National Cemetery

Watch the video to learn about the Soldiers’ National Cemetery and the speech President Lincoln gave there.



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