

## Section

# 1

# The War Begins

### Read to Discover

1. What led to the bombardment of Fort Sumter, and why was this event important?
2. Which side of the conflict did Arkansas and the Upper South join, and why?
3. Why did both the North and the South want to claim the border states?
4. What strategies did each side follow at the beginning of the war?

### Reading Strategy

**PREDICTION GUIDE** Before you read this section, use the headings to predict the main ideas of each subsection. Write your predictions on a sheet of paper. As you read, check your predictions and confirm or revise them.

### Define

- border states
- cotton diplomacy

### Identify

- Fort Sumter
- Abraham Lincoln
- Elizabeth Blackwell
- Winfield Scott



The Spirit of '61 was used as a symbol of Union pride on recruiting posters.

## The Story Continues

When Abraham Lincoln took office, seven states had already left the Union. He wanted to keep more southern states from seceding. Lincoln gave his inaugural address on March 4, 1861. He pledged that he would not try to end slavery in the South. He also promised the South that the federal “government will not assail [attack] you. You can have no conflict without being yourselves the aggressors.” At the same time, however, Lincoln spoke of his intention to preserve the Union.

### ★ Lincoln Faces a Crisis

The South did not respond to these calls for unity. Confederate officials were already taking over many federal mints, arms storehouses, and forts. One important federal post was **Fort Sumter**, located near Charleston, South Carolina. The fort controlled the entrance to Charleston Harbor. By early March 1861 the federal troops at Fort Sumter were running low on supplies. Instead of ordering the troops to surrender, President **Abraham Lincoln** decided to resupply them.



## LINCOLN'S FIRST INAUGURAL ADDRESS

In the following excerpt from Abraham Lincoln's first inaugural address, he discusses the disagreements that led to the nation's greatest crisis.

I hold that, in contemplation of universal law, and of the Constitution, the Union of these States is perpetual.<sup>1</sup> . . .

It follows from these views that no State, upon its own mere motion,<sup>2</sup> can lawfully get out of the Union,—that resolves<sup>3</sup> and ordinances<sup>4</sup> to that effect are legally void; and that acts of violence, within any State or States, against the authority of the United States, are insurrectionary<sup>5</sup> or revolutionary, according to circumstances.

I therefore consider that, in view of the Constitution and the laws, the Union is unbroken. . . . I trust this will not be regarded as a menace, but only as the declared purpose of the Union that it will constitutionally defend, and maintain itself. In doing this there needs to be no bloodshed or violence; and there shall be none, unless it be forced upon the national authority. . . .

One section of our country believes that slavery is right, and ought to be extended, while the other believes it is wrong, and ought not to be extended. This is the only substantial<sup>6</sup> dispute. . . .

My countrymen, one and all, think calmly and well, upon this whole subject. . . . In your hands, my dissatisfied fellow countrymen, and not in mine, is the momentous issue of civil war.

### Analyzing Primary Sources

1. According to Lincoln, what do the Constitution of the United States and the laws of the government say about the Union?
2. What does Lincoln say is the main dispute between the states?

<sup>1</sup>perpetual: everlasting

<sup>2</sup>motion: action

<sup>3</sup>resolves: resolutions

<sup>4</sup>ordinances: laws

<sup>5</sup>insurrectionary: rebellious

<sup>6</sup>substantial: important

Before the supply ships arrived, however, South Carolina demanded that the Union troops leave the fort. The fort's commander, Major Robert Anderson, refused to do so. He told the southerners, "Gentlemen, I will await your fire."

Before sunrise on April 12, 1861, Confederate guns opened fire on Fort Sumter. The Civil War had begun. A witness wrote that the first shots brought "every man, woman, and child in the city of Charleston from their beds." The fort withstood 34 hours of Confederate bombardment. Then Anderson had no choice but to surrender.

The attack on Fort Sumter outraged the North. Lincoln declared that the South was in rebellion and asked the state governors to provide 75,000 militiamen to help put down the revolt. Mary Boykin Chesnut, whose husband became a Confederate general, wrote about the events 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, *Mary Chesnut's Civil War*, edited by C. Vann Woodward

- ✓ **Reading Check:** Drawing Inferences and Conclusions How do you think states' rights issues contributed to the attack on Fort Sumter?

## April 12, 1861

The Confederacy attacks Fort Sumter, starting the Civil War.

### Analyzing Primary Sources

**Drawing Inferences and Conclusions** How do Chesnut and the people around her regard the start of the Civil War?

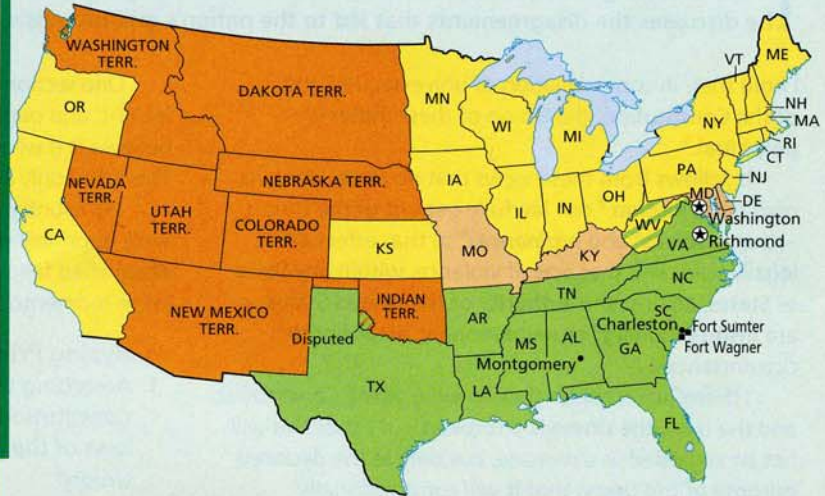
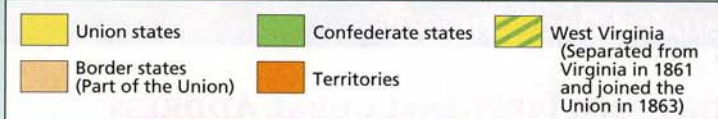


## The Union and Confederacy in 1861

**Interpreting Maps** After the 1860 election many slave states left the Union to form the Confederacy.

### Skills Assessment

- Places and Regions** What states made up the Confederacy, and what states made up the Union?
- Analyzing Information** How was the state of Maryland strategically important to the Union in relationship to Washington, D.C.?



## ★ Choosing Sides

Democratic senator Stephen Douglas supported Lincoln's call for troops. He declared, "Every man must be for the United States or against it." The free northern states were solidly in the Union. Meanwhile, slave states that had not joined the Confederacy had to choose sides. The states of the Upper South—North Carolina, Tennessee, and Virginia—all joined the Confederacy soon after Lincoln's request for troops. So did Arkansas. "The South must go with the South," wrote a North Carolinian. The Upper South provided the Confederacy with soldiers and industrial resources. Richmond, Virginia, became the Confederacy's capital.

Of the slave states that did not secede, four—Delaware, Kentucky, Maryland, and Missouri—bordered the North. The position of these **border states** made them important to both sides. Kentucky and Missouri controlled key stretches of the Ohio and Mississippi Rivers. The federal capital of Washington was bordered on three sides by Maryland.

Slaveholders in Delaware supported secession, but they were few in number. In Kentucky, Missouri, and Maryland, however, people were deeply divided. Troops from Kentucky and Missouri served with each side in the war. There were riots against Union soldiers in Maryland. However, these three states eventually voted against secession. Lincoln sent federal troops into Maryland and into western Virginia, whose population was mostly loyal to the Union. People in the region set up their own state government. The new state of West Virginia joined the Union in 1863.

✓ **Reading Check: Comparing and Contrasting** Identify the similarities and differences between the Upper South and the border states.

The Union printed recruitment posters such as this one to encourage volunteers for the war effort.





## ★ The Volunteer Spirit

Neither side was prepared for war. Therefore, both sides depended on volunteers. At the start of the war, the Union army had only 16,000 troops. Thousands of volunteers quickly joined the army. One Union recruit from the Midwest explained why he signed up.



“[It is] a duty I owe to my country and to my children to do what I can to preserve this government as I shudder to think what is ahead for them if this government should be overthrown.”

—Union soldier, quoted in *Battle at Bull Run*, by William C. Davis

Virginian Thomas Webber also defended his way of life. He wanted to fight “against the invading foe [enemy] who now pollute the sacred soil of my beloved native state.” Many southern volunteers shared his view. Early in the war, Union soldiers asked one southerner why he was fighting. He replied, “I’m fighting because you’re down here.”

In the border states, members of the same family often joined opposing sides in the war. The president’s Kentucky-born wife, Mary Todd Lincoln, had four brothers who fought for the Confederacy. Disagreements over the war deeply divided many friends and families.

Civilians on both sides also helped the war effort. They raised money, provided aid for soldiers and their families, and ran emergency hospitals. Dr. **Elizabeth Blackwell**, the first woman to earn a medical license, helped convince President Lincoln to form the U.S. Sanitary Commission in June 1861. The Sanitary, as it was known, had tens of thousands of volunteers. They sent bandages, medicines, and food to Union army camps and hospitals. Staff and volunteers also worked to keep the Union troops healthy.

✓ **Reading Check: Analyzing Information** How did civilians help the war effort in both the North and the South?

## ★ The North versus the South

At the beginning of the war, the North had several key advantages over the South. The much larger population of the North provided more soldiers. The North had most of the nation’s factories and more shipyards. It also had a better network of railways, which allowed for more efficient transportation. Finally, the Union was able to raise more money to spend on the war.

The Confederacy also had advantages. The South’s military tradition provided it with many skilled officers. In addition, the South needed only to defend itself until the North grew tired of the war. In contrast, the North had to defeat southern forces and occupy large areas of enemy territory.

Both the Union and the Confederacy based their military strategies on their strengths. Union general **Winfield Scott** developed the Union’s



THE GRANGER COLLECTION, NEW YORK

### Abraham Lincoln

#### Character Trait: Citizenship

Abraham Lincoln was born on February 12, 1809, in Kentucky. He entered politics in 1834, serving four terms in the state legislature of Illinois and one in the U.S. House of Representatives. He helped spread the message of the new Republican Party in the 1850s and was elected president in 1860. Lincoln was a strong leader during the Civil War. With the Emancipation Proclamation, he began the process of freeing the slaves.

Today Lincoln is one of four presidents whose image is carved into the monument at Mount Rushmore, South Dakota. President’s Day, a federal holiday, is held on the third Monday of every February near his birthday.

**What were some of Lincoln’s major accomplishments as a political leader?**

*Many Confederate soldiers came from rural areas to fight for the South.*



THE MUSEUM OF THE CONFEDERACY, RICHMOND, VIRGINIA  
PHOTOGRAPHY BY KATHERINE WETZEL





### Interpreting Political Cartoons

**Scott's Great Snake** This cartoon shows Union general Winfield Scott's plan to blockade the Confederacy as a giant snake wrapped around the southern coastline. Why do you think the artist chose to represent the blockade plan as a snake squeezing the Confederacy?

basic two-part strategy. He wanted to destroy the South's economy through a naval blockade of southern seaports. Scott also wanted to gain control of the Mississippi River to divide the Confederacy and cut its communications. Scott believed that this strategy would defeat the Confederacy "with less bloodshed than by any other plan." However, it would take time to succeed. Many northern leaders also called for a direct attack on Richmond, the Confederate capital.

The Confederacy's early strategy was to defend its territory and to wear down the Union's will to fight. Its offensive plan focused on taking Washington, D.C. Confederate presi-

dent Jefferson Davis played a major role in the war. A demanding leader, Davis became so involved in war planning that he went through six secretaries of war in four years.

Davis and other Confederate leaders also tried to win foreign allies through **cotton diplomacy**. Cotton diplomacy was based on the southern belief that the British government would support them because cotton was important to Great Britain's textile industry. The British, however, had a large supply of cotton stockpiled when the war began. They were also able to get cotton from India and Egypt.

The strategies of the North and the South led to a war that was fought on land and at sea. As leaders made their plans, soldiers on both sides prepared to fight.

✓ **Reading Check: Supporting a Point of View** Which side do you think was best prepared for victory? Explain your answer.

## Section 1 Review

go.com Homework Practice Online  
keyword: SC5 HP16

- 1 **Define** and explain:
  - border states
  - cotton diplomacy
- 2 **Identify** and explain:
  - Fort Sumter
  - Abraham Lincoln
  - Elizabeth Blackwell
  - Winfield Scott

- 3 **Summarizing** Copy the chart below. Use it to identify key characteristics of the North and the South at the start of the Civil War.

	The North	The South
Slave states that joined		
Advantages		
Disadvantages		
Strategies		

- 4 **Finding the Main Idea**
  - a. Why did the Confederates attack Fort Sumter, and what happened as a result?
  - b. What did Arkansas, North Carolina, Tennessee, and Virginia decide about the Confederacy, and why did they make this decision?

- 5 **Writing and Critical Thinking**  
**Analyzing Information** Imagine that you are an adviser to President Lincoln. Write a plan that describes how the Union can keep the border states from seceding.

Consider the following:

- possible military actions
- the loyalty of the states' citizens



## Section

# 2

# The War in the East

### Read to Discover

1. What battles did the Confederates win in Virginia, and why were they important?
2. What stopped the northward advance of the Confederate army?
3. What was the significance of the *Monitor* and the *Virginia*?

### Reading Strategy

**OUTLINING** Use the headings in this section to create an outline. As you read the section, write the main ideas and details you learn beneath the headings.

### Define

- ironclad

### Identify

- 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

## The Story Continues

After the fall of Fort Sumter, northerners demanded bold action. The Confederate Congress was supposed to meet in Richmond on July 20, 1861. Union troops gathered in Washington during the early summer. A northern newspaper headline urged, "Forward to Richmond! Forward to Richmond! The Rebel Congress Must Not Be Allowed to Meet There." President Lincoln decided to listen to public opinion. He ordered an attack on the Confederate capital.



This drum was used by the Union army.

## ★ Two Armies Meet

The first major clash of Union and Confederate armies took place in July 1861. President Lincoln had General Irvin McDowell lead about 35,000 troops from Washington toward 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 two armies met about 30 miles outside of Washington, near Manassas Junction, Virginia. Some 35,000 Confederates were lined along Bull Run Creek. At first the Union troops drove the left side of the



Confederate line back. However, a unit led by General **Thomas “Stonewall” Jackson** held firmly in place. Jackson’s example inspired the other Confederate troops. “There is Jackson standing like a stone wall!” one southern officer cried out. “Rally behind the Virginians!” General “Stonewall” Jackson ordered his troops against the northern line. They charged forward, letting out the terrifying rebel yell.

Northern journalist Charles Coffin saw the battle. He described the confusion and shock of the fighting.



“There is smoke, dust, wild talking, shouting; hissings, howlings, explosions. It is a new, strange, unanticipated [surprising] 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

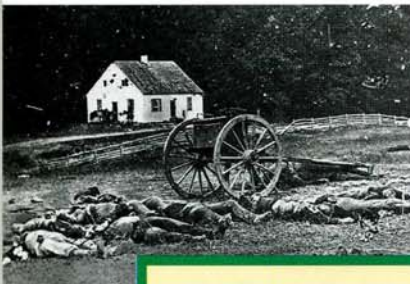
**Analyzing Primary Sources**

**Drawing Inferences and Conclusions** Based on Coffin’s observation, what do you think the soldiers had expected war to be like?

Fresh southern troops soon arrived, driving the Union army back. Soon the northerners were retreating to Washington. The Confederates might have captured the Union capital if they had not been so tired and disorganized. In the **First Battle of Bull Run**, the Confederacy broke the Union’s hopes of winning the war quickly and easily.

✓ **Reading Check: Analyzing Information** Why did the Confederates win the First Battle of Bull Run?

Civil War photographs such as this one showed civilians the horrors of the battlefield.

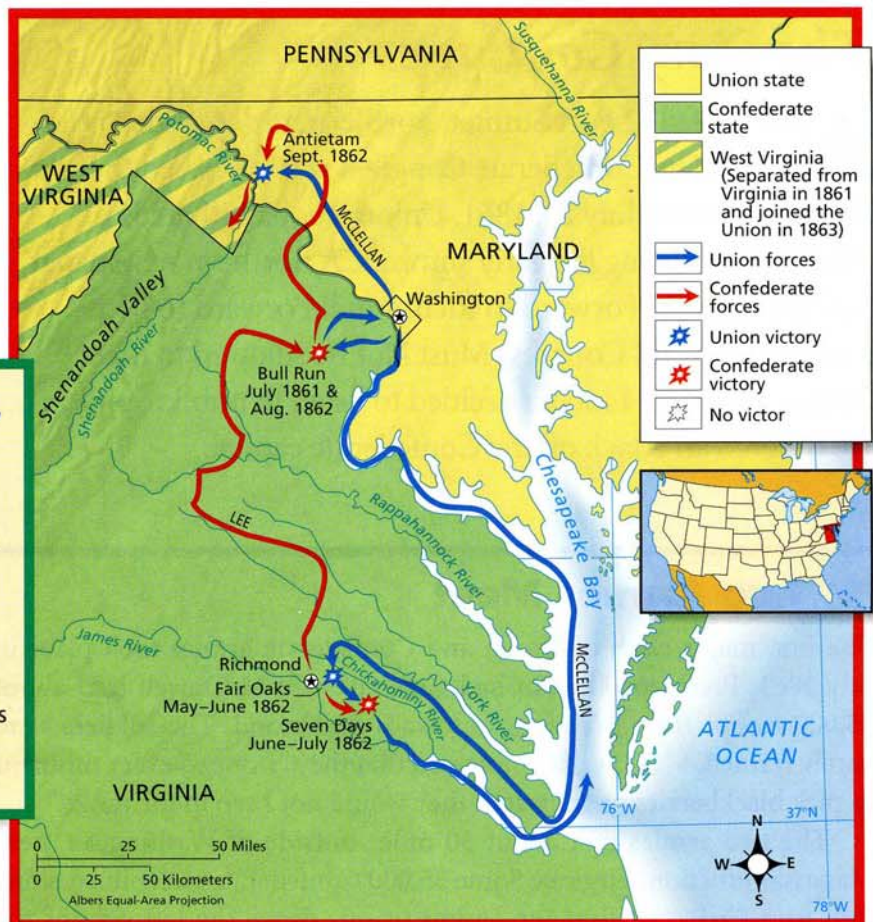


**The War in the East, 1861–1862**

**Interpreting Maps** One Union objective was to capture the Confederate capital of Richmond.

**Skills Assessment**

- Human Systems** What battle took place in Maryland, and what was the outcome?
- Summarizing** What two battles took place within 25 miles of each other?





---

## ★ More Battles in Virginia

Lincoln still wanted to capture Richmond. He sent his new commander, General **George B. McClellan**, back into Virginia. By early April 1862 McClellan and a huge force were camped near Yorktown, Virginia, southeast of Richmond. McClellan did not attack, however, because he thought his troops were outnumbered. This gave the Confederates time to strengthen Richmond's defenses. In early May, McClellan finally took Yorktown. The Union army forced the southern troops to retreat. At the end of the month, the two armies fought again near Richmond.

President Jefferson Davis put General **Robert E. Lee** in charge of the Confederate army in Virginia in June 1862. Lee was one of the most talented officers on either side. A graduate of the U.S. Military Academy at West Point, he had served in the Mexican War. Later, Lee was an engineer for the Army Corps of Engineers. He had also led the federal troops that captured John Brown at Harpers Ferry. Lincoln had even asked Lee in 1861 to command the Union forces. Although Lee was against slavery and secession, he was loyal to the South. As he told a northern friend, "I cannot raise my hand against my birthplace, my home, my children." When Virginia left the Union, Lee resigned from the U.S. Army and returned home.

During the summer of 1862, General Lee strengthened his positions. Then he began attacking, hoping to push McClellan's army away from Richmond. After scouting Union positions, Lee attacked on June 26, 1862. During the next week, the two armies fought five separate times. This fighting became known as the **Seven Days' Battles**. Confederate general D. H. Hill described one failed attack. "It was not war—it was murder." The Confederates suffered more than 20,000 casualties, and the Union suffered nearly 16,000. However, Lee forced McClellan to retreat from the area around Richmond.

Next, Lincoln ordered General John Pope to advance directly on Richmond from Washington. Pope told his soldiers, "Let us look before us and not behind. Success and glory are in the advance." To stop the Union forces, Lee sent Jackson's troops around Pope's right side. Then Lee's main force fell upon the Union's left side. This battle became known as the **Second Battle of Bull Run**. Caught off guard, Pope's army fell apart. By the end of August 1862, Lee had pushed most of the Union forces out of Virginia. He then decided to take the war into the North.

✓ **Reading Check: Summarizing** How did Lee's forces drive the Union army from Virginia?

*General Robert E. Lee was widely respected in both the North and the South for his leadership and daring strategies.*





## ★ The Battle of Antietam

Confederate leaders hoped a victory on northern soil might break the Union's spirit and convince European powers to aid the South. On September 4, 1862, some 40,000 Confederate soldiers entered Maryland. Union soldiers, however, found a copy of Lee's battle plan, which General McClellan used to plan a counterattack. On September 17, 1862, the armies met along Antietam Creek in Maryland. The **Battle of Antietam** lasted for hours. By the end of the day, the Union had suffered more than 12,000 casualties, and the Confederates more than 13,000. Antietam was the bloodiest single-day battle of the war, but the Union won a key victory.

Antietam cost Lee many of his troops and stopped his northward advance. However, McClellan allowed Lee to retreat to Virginia. Two months later, tired of McClellan's delays, Lincoln took the command in the East away from him.

✓ **Reading Check: Finding the Main Idea** How did the Battle of Antietam help the Union?

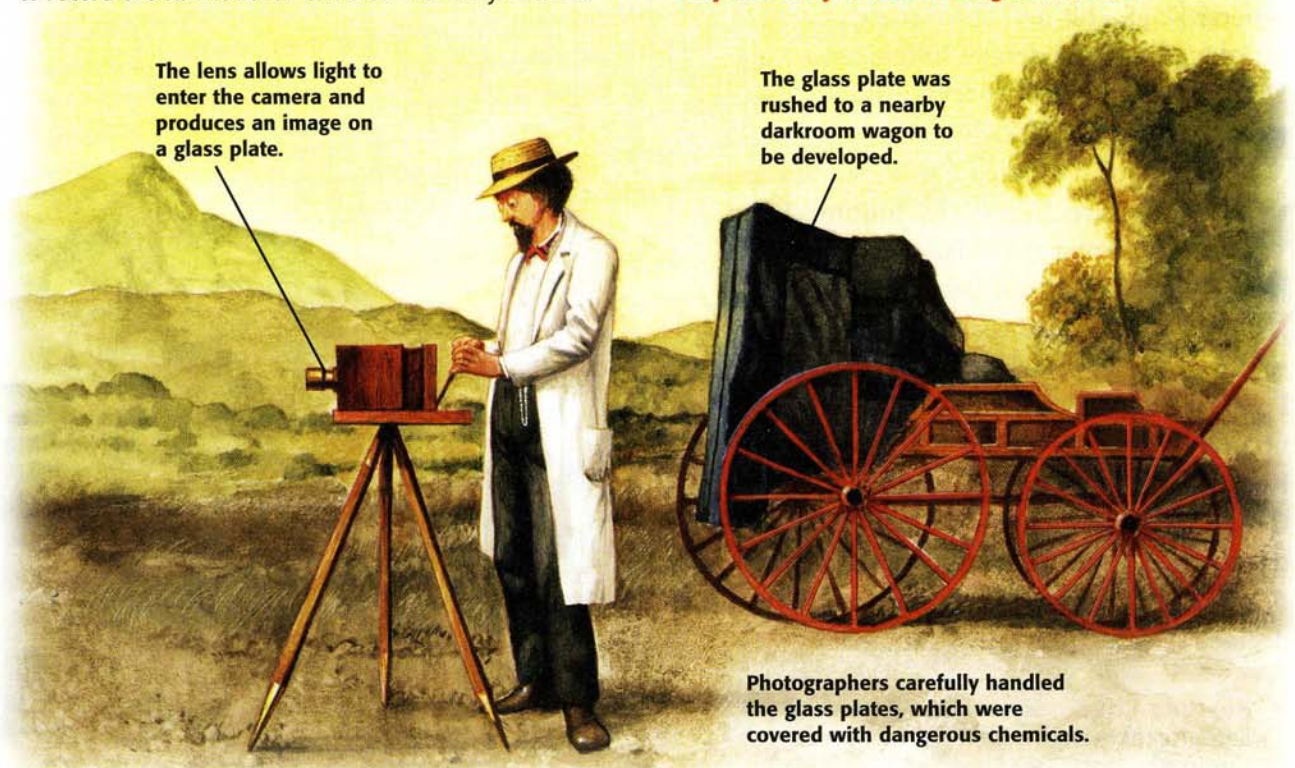
### CONNECTING TO SCIENCE AND TECHNOLOGY

#### Photography and the Civil War

In 1862 Mathew Brady shocked the people of New York with his photographs from the Battle of Antietam. Brady and other photographers followed the Union army to record events with their cameras. The early cameras

were bulky and hard to set up quickly. They could only be used to take pictures of still objects. As a result, the photographs of the Civil War were mostly portraits of soldiers and scenes of camp life. Brady's pictures of battlefields were taken only after the fighting had stopped.

**Why did Brady not show images of battle?**





## ★ The War at Sea

While the two armies fought for control of the land, the Union controlled the sea. The North had most of the U.S. Navy's small fleet and enough industry to build more ships. The Union navy blockaded the South, cutting off southern trade and hurting the 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 called blockade runners to outrun the larger Union warships and reach trading ports. These ships, however, could not make up for the South's loss of trade.

The Confederacy turned to a new type of warship, the **ironclad**, which was heavily armored with iron. The Confederates had turned a captured Union ship into an ironclad, renamed the *Virginia*. One Union sailor described it as "a huge half-submerged crocodile." In early March 1862 the ironclad sailed north into Hampton Roads, Virginia. Union ships guarded access to this important waterway. Before nightfall, the *Virginia* easily sank two of the Union's wooden warships while suffering only minor damage.

However, the Union navy had already built its own ironclad. The *Monitor* had unusual new features such as a revolving gun turret. Although small, the *Monitor* carried powerful guns and had thick plating. When the *Virginia* returned to Hampton Roads on March 9, 1862, 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 kept the blockade going.

✓ **Reading Check: Identifying Cause and Effect** Why did the Confederates send the *Virginia* to sea in 1862, and what was the result?



### Interpreting the Visual Record

**Ironclads** The duel of the *Virginia* and the *Monitor* was the first naval battle between ironclad ships. What features of these ships do you think made them more effective in combat?

## Section 2 Review

go.  
hrw  
.com Homework  
Practice  
Online

keyword: SC5 HP16

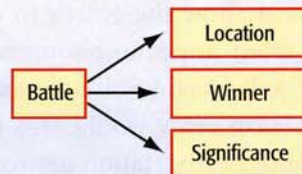
1 **Define** and explain:

- ironclad

2 **Identify** and explain:

- 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

3 **Summarizing** Copy the graphic organizer below. Use it to identify the battles of the Civil War that took place in 1861 and 1862, which side won each, and their significance.



4 **Finding the Main Idea**

- a. Of the Confederate victories in Virginia, which do you think was the most important? Explain your answer.
- b. Why was the victory of the *Monitor* over the *Virginia* in 1862 important?

5 **Writing and Critical Thinking**

**Identifying Points of View** Imagine that you are a war correspondent. Write an imaginary interview with Robert E. Lee.

Consider the following:

- why Lee is fighting for the South
- Lee's training and experience
- the South's strategy



## Section

# 3

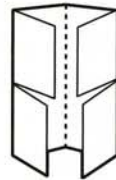
# The War in the West

### Read to Discover

1. What was General Ulysses S. Grant's strategy for the Union army in the West?
2. Why was the fall of Vicksburg, Mississippi, important?
3. What fighting took place in the Far West?

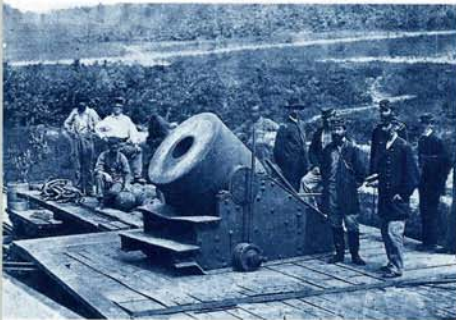
### Reading Strategy

**FOUR-CORNER FOLD** Create the "Four-Corner Fold" FoldNote described in the Appendix. Label the flaps of the four-corner fold "Battle of Shiloh," "Capture of New Orleans," "Siege of Vicksburg," and "Battle of Pea Ridge." As you read the section, write what you learn about the battles under the appropriate flap.



### Identify

- Ulysses S. Grant
- Battle of Shiloh
- David Farragut
- John C. Pemberton
- Siege of Vicksburg
- Battle of Pea Ridge



Heavy mortars like this one were used to lob artillery shells onto forts.

## The Story Continues

In February 1862 General Ulysses S. Grant led Union forces into Tennessee. Grant hoped to capture two important forts—Fort Henry and Fort Donelson. With help from Union gunboats, Grant took Fort Henry on February 6. He then attacked Fort Donelson six days later. The Confederate commander of Fort Donelson asked to discuss surrender terms. Grant replied, "No terms except an unconditional and immediate surrender can be accepted." The Confederate officer had no choice. Grant got his surrender and the fort.

### ★ Western Strategy

Union strategy in the West focused on controlling the Mississippi River. This strategy would allow the North to cut the eastern states of the Confederacy off from important sources of food production in the western states of Arkansas, Louisiana, and Texas. From bases on the Mississippi, the Union army would also be able to attack the South's communication and transportation network.

**Ulysses S. Grant** was the most important figure in the war in the West. A graduate of West Point, Grant had served in the Mexican War.



He later resigned from the army. When the Civil War broke out, Grant quickly volunteered to serve with the Union army. By September 1861, Lincoln had made him a general. Grant's strength in battle set him apart. "I can't spare this man," Lincoln said of Grant. "He fights."

By late February 1862, Union forces had captured Nashville. They controlled Kentucky and much of Tennessee. By the spring the Union controlled key stretches of the Tennessee and Cumberland Rivers, as well as some important southern railroads. General Grant advanced south along the Tennessee River toward Mississippi. Following orders, he halted just north of the border. There, near a creek and a church named Shiloh, he waited for additional Union troops.

On April 6, 1862, the Confederates began the **Battle of Shiloh**. Catching Grant by surprise, they pushed his army back. Grant ordered his troops to hold their ground, whatever the cost. During the night, more Union soldiers arrived. On April 7, Grant began a counterattack. By evening's end, the Confederates were in retreat, and the Union had won greater control of the Mississippi River valley. The Battle of Shiloh was one of the first major battles of the war. Teenage Union soldier John Cockerill looked out in shock at the dead soldiers on the battlefield. "The blue and gray were mingled [mixed] together . . . as though they had bled to death while trying to aid each other," he wrote.

✓ **Reading Check: Analyzing Information** What role did the Battle of Shiloh play in Grant's western strategy?

## ★ Fighting for the Mississippi River

General Grant and other Union commanders wanted to capture key southern positions along the Mississippi River. The Union navy would first try to take the port of New Orleans, the largest city in the South. The Union could then send forces up the Mississippi to join Grant's army advancing from the north. However, two forts guarded the approach to New Orleans from the Gulf of Mexico.

The capture of New Orleans fell to Flag Officer **David Farragut**. He was a daring Union naval leader from Tennessee who had refused to serve in the Confederacy. Unable to destroy the forts guarding New Orleans, Farragut decided to sail boldly past them. Before dawn on April 24, 1862, Farragut ordered his warships to advance through a hail of Confederate fire. His ships arrived in New Orleans the next day, and the city surrendered on April 29. Farragut then sailed farther up the Mississippi River. Next he took Baton Rouge, Louisiana, and Natchez, Mississippi. After that, only the strong defenses at Vicksburg, Mississippi, stood in his way.

The southern defenders of Vicksburg had an important advantage—the city's high bluffs overlooking the river. These bluffs allowed the Confederates under General **John C. Pemberton** to cover the area with heavy guns. Previous attempts to take Vicksburg by land and sea had failed.



*Ulysses S. Grant was working as a businessman when the Civil War broke out.*

### That's Interesting!

**Cave Homes** Would you believe that during the Siege of Vicksburg people lived in underground caves? It's true! To protect themselves from the Union cannons, many people moved into caves dug into the hillsides. Caves for a single family usually had one or two rooms. Some large caves could hold as many as 200 people. People furnished their caves with carpets, rocking chairs, and mirrors. They also built shelves into the walls to hold books, candles, flowers, and water jugs.

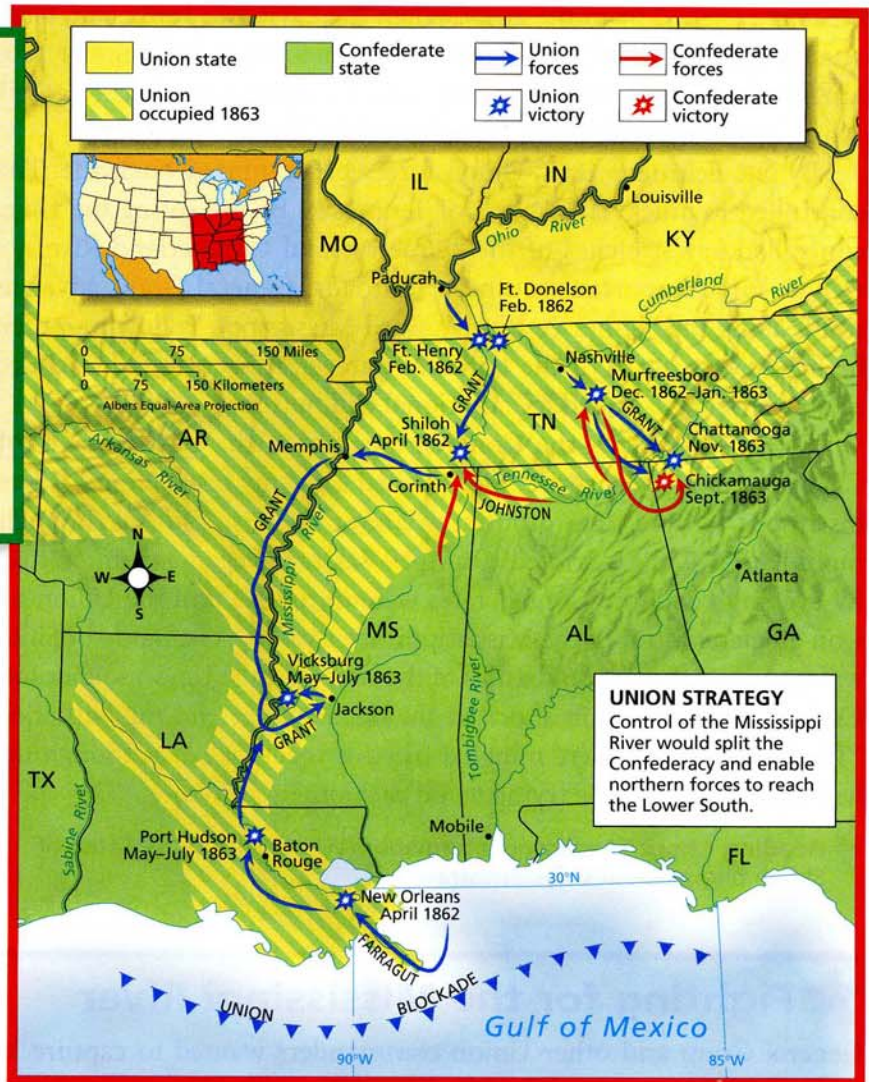


## The War in the West, 1862–1863

**Interpreting Maps** After the Union victories at Murfreesboro and Chattanooga, the Union was in position to divide the Upper and Lower South.

### Skills Assessment

- Human Systems** In which western state did the most battles take place?
- Analyzing Information** What Confederate victory took place in the West?



## July 4, 1863

General Grant's troops capture Vicksburg.

### Analyzing Primary Sources

**Supporting a Point of View**  
What reason do the soldiers give Pemberton for thinking that surrender is necessary?



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

—Confederate soldiers at Vicksburg, quoted in *The Civil War*, by Geoffrey C. Ward

In the spring of 1863 General Grant blocked southern forces from aiding Vicksburg. He then surrounded the city with his troops. The **Siege of Vicksburg** lasted about six weeks. As supplies ran out, the residents and soldiers inside the city survived by eating horses, dogs, and rats. “We are utterly [completely] 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.” In late June a group of Confederate soldiers sent General Pemberton a warning letter.

There was no real hope of relief. Pemberton surrendered Vicksburg on July 4, 1863, giving the Union control of the Mississippi River.

✓ **Reading Check: Summarizing** What events led to the Union gaining control of the Mississippi River in 1863?



## ★ The Far West

Fighting also took place in Arkansas and Missouri, along the Texas coast, and in New Mexico. Little or no fighting occurred in California, which was strongly pro-Union. In August 1861, Confederate forces from Texas marched into New Mexico. Union forces advancing from Colorado defeated the Confederates at Glorieta Pass, near Santa Fe, New Mexico. The Union victory ended Confederate hopes of controlling the Southwest.

The Confederates also tried to take Missouri. Union forces turned the Confederates back in their attempt to seize the federal arsenal at St. Louis in the summer of 1861. In March 1862, Union forces and pro-Confederate Missourians met at the **Battle of Pea Ridge** in northwestern Arkansas. Some American Indians, mainly Cherokee, fought on the side of the Confederates. They hoped that Confederate leaders would give the Indian nations greater independence than the Union had. In addition, slavery was legal in Indian Territory, and some American Indians who were slaveholders supported the Confederacy. Despite being outnumbered, the Union forces won the Battle of Pea Ridge. This victory gave the Union the upper hand in Missouri, but its hold was far from complete. Pro-Confederate units 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.



Confederates hoped to gain control of the United States territory in the West. Their invasion of Union territory was turned back at the Battle of Glorieta Pass.

✓ **Reading Check: Summarizing** What was the significance of the Battle of Pea Ridge, and what fighting took place afterward?

## Section 3 Review

go.  
hrw.com Homework Practice Online

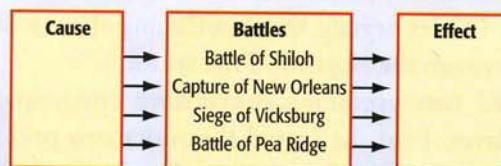
keyword: SC5 HP16

### 1 Identify and explain:

- Ulysses S. Grant
- Battle of Shiloh
- David Farragut
- John C. Pemberton
- Siege of Vicksburg
- Battle of Pea Ridge

### 2 Identifying Cause and Effect

Copy the graphic organizer below. Use it to identify causes and effects of the listed battles.



### 3 Finding the Main Idea

- How did General Grant plan to win the war in the West?
- Describe the battles that Confederate and Union forces fought in the Far West.

### 4 Writing and Critical Thinking

**Evaluating** Imagine that you are a soldier fighting with the Confederacy at Vicksburg. Write a poem describing the siege and what you think the effect of the battle will be.

Consider the following:

- the hardships faced by the people in the city
- why the results of the battle are important



## Section

# 4

## Life during the War

### Read to Discover

1. How did different groups in the North react to Abraham Lincoln's Emancipation Proclamation?
2. How did African Americans and women contribute to the war effort?
3. How did northerners and southerners respond to the new draft laws?

### Reading Strategy

**BUILDING BACKGROUND INFORMATION** Use the Read to Discover questions, vocabulary, and visuals in this section to make predictions about the text. Write questions about the text based on your predictions. Look for answers to your questions as you read.

### Define

- contrabands
- *habeas corpus*

### Identify

- Emancipation Proclamation
- 54th Massachusetts Infantry
- Copperheads
- Clara Barton



Secretary of State  
William H. Seward was a key  
member of Lincoln's cabinet.

## The Story Continues

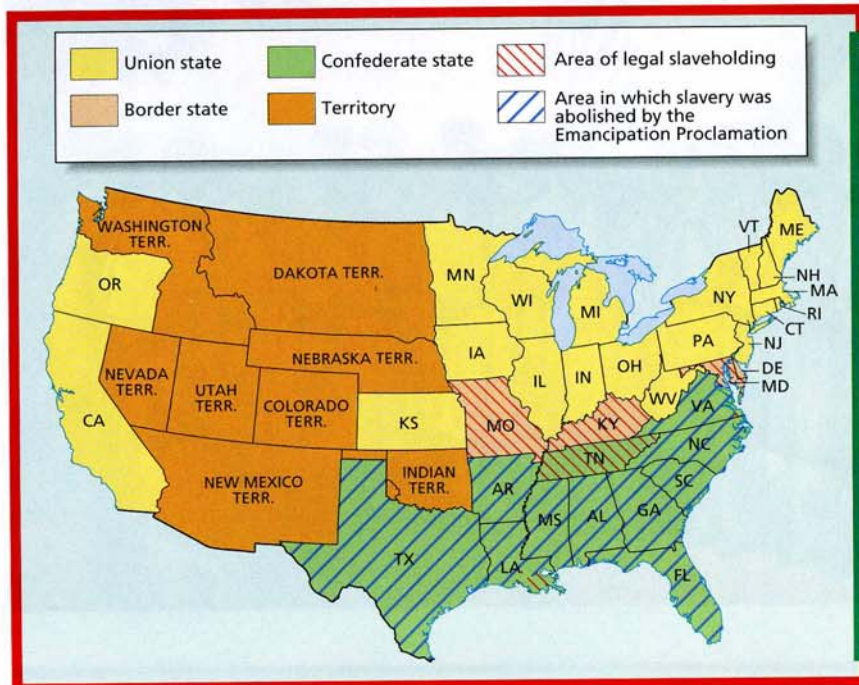
In July 1862 President Lincoln met privately with members of his cabinet, including William H. Seward, to discuss freeing the slaves in the South—a topic of great concern to him. Lincoln felt that slavery strengthened and supported the South. “We must free the slaves or be ourselves subdued [defeated],” he explained. Lincoln’s cabinet members told him to wait for a better time to put his plan into action.

### ★ Freeing the Slaves

President Lincoln supported freeing slaves if it would help the North win the war. Many people in the North wanted to end slavery for other reasons. Some wished to punish southern slaveholders for their role in causing the war. Others argued that continuing slavery would lead to future conflict between the North and the South.

Lincoln faced two problems concerning emancipation, or the freeing of the slaves. First, he feared that northern prejudice against African Americans might weaken support for the war if emancipation became a Union goal. He was also afraid that some northerners would





## Emancipation in 1863

**Interpreting Maps** The Emancipation Proclamation freed slaves in states that were in rebellion against the Union. The Proclamation did not, however, free slaves in Union states or in areas occupied by Union troops.

### Skills Assessment

- Places and Regions** In which states were slaves granted freedom by the Emancipation Proclamation?
- Summarizing** What was the location of most of the states where slaveholding remained legal?

consider slaves to be property that southerners had the right to keep. In addition, the Constitution did not give the president the power to end slavery in the United States.

Lincoln decided to issue a military order freeing slaves only in areas controlled by the Confederacy. Lincoln felt that his authority to end slavery did not apply to the loyal, slaveholding border states. He also did not want to anger citizens in these states.

President Lincoln waited for a northern victory in the East before announcing his plans. The Battle of Antietam was the victory he needed. On September 22, 1862, Lincoln called for all slaves in Confederate-controlled areas to be freed. This **Emancipation Proclamation** went into effect on January 1, 1863. News of the order encouraged southern slaves to escape when they heard that Union troops were nearby. This loss of slave labor hurt the southern economy and the Confederate war effort. Many African Americans and northerners praised the Emancipation Proclamation. Abolitionist Frederick Douglass called January 1, 1863, “the great day which is to determine the destiny [fate] not only of the American Republic, but that of the American Continent.” There was also popular support for the Proclamation in Great Britain and France.

Many northern Democrats, however, opposed the Emancipation Proclamation. They wanted only to restore the Union, not to end slavery. A few abolitionists, on the other hand, argued that Lincoln had not gone far enough. William Lloyd Garrison complained that the president had left “slavery, as a system . . . , still to exist in all the so-called loyal Slave States.”

- ✓ **Reading Check: Contrasting** In what different ways did people in the North view the Emancipation Proclamation?

## GLOBAL CONNECTIONS

### Reactions to Emancipation

Abraham Lincoln’s Emancipation Proclamation drew the attention of many people in Europe. Some workers from Manchester, England, wrote to the president. “We joyfully honor you . . . [for] your belief in the words of your great founders: ‘All men are created free and equal.’” A British noble praised the Union’s high moral purpose in the Civil War. Giuseppe Garibaldi, an Italian leader, hailed Lincoln as “the heir of the aspirations [dreams] of . . . [abolitionist] John Brown.” **How did some Europeans react to the Emancipation Proclamation?**





## Daily Life

African American soldiers Frederick Douglass encouraged African Americans to fight in the Union army, calling it their “golden opportunity.” Many men responded to the call. Despite making up only 2 percent of the North’s population, African Americans made up nearly 10 percent of the Union army by the end of the war. Although they faced discrimination, many soldiers celebrated the opportunity to fight for freedom. **What reasons do you think African Americans would have had for joining the Union army cause despite facing discrimination?**

### Analyzing Primary Sources

**Identifying Points of View**  
According to Douglass, what will serving as soldiers accomplish for African Americans?

## ★ African Americans and the War

The question of whether to permit African Americans to serve in the military also troubled many northern leaders. The Union navy had already been accepting African American volunteers. Since the war began, abolitionists had called for the Union army to recruit African Americans as well. Frederick Douglass stated that military service would help African Americans earn equal 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 *Battle Cry of Freedom*, by James McPherson

Northern leaders also saw a practical reason to enlist African Americans—the Union needed soldiers. Congress allowed 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 units in the Union army.

By the spring of 1863, African American units were fighting in the field with the Union army. They took part in a Union attack on Port Hudson, Louisiana, in May 1863. The **54th Massachusetts Infantry** consisted mostly of free African Americans. In July 1863 this regiment played a key role in the attack on South Carolina’s Fort Wagner. Lewis Douglass, Frederick Douglass’s son, fought in the battle. “My regiment [unit] has established its reputation as a fighting regiment—not a man flinched,” he proudly wrote later. The 54th became the most famous African American unit of the war.



About 180,000 African Americans served with the Union army during the war. Despite discrimination, African American soldiers fought bravely. For most of the war, African Americans received less pay than white soldiers. They were usually led by white officers. They also faced greater danger from Confederate troops, who often killed African American prisoners of war or sold them into slavery. In 1864 President Lincoln suggested rewarding African American soldiers in Louisiana by giving them the right to vote. He also wrote a letter praising the contributions of African Americans to the military effort.



“Abandon all the posts now possessed by black men, surrender all these advantages to the enemy, and we would be compelled [forced] to abandon the war in three weeks.”

—Abraham Lincoln, quoted in *Battle Cry of Freedom*, by James McPherson

### Analyzing Primary Sources

#### Identifying Points of View

How does Lincoln view African American soldiers?

✓ **Reading Check: Finding the Main Idea** Why did African Americans serve in the Union army despite the problems they faced?

## ★ Problems in the North

The issue of ending slavery added to the problems already brewing in the North. Northerners were growing upset by the length of the war and the increasing number of casualties. A group of northern Democrats led by Clement L. Vallandigham of Ohio began to speak out against the war. War supporters compared these Democrats to a poisonous type of snake, calling them **Copperheads**. Many Copperheads were midwesterners who sympathized with the South, objected to abolition, and wanted the war to end. Vallandigham asked what the war had gained and then said, “Let the dead at Fredericksburg and Vicksburg answer.”

Lincoln believed the Copperheads threatened the war effort. To stop them, he suspended the right of **habeas corpus**—the constitutional



THE GRANGER COLLECTION, NEW YORK

### Interpreting Political Cartoons

**The Copperheads** In this cartoon, northern Democrats who called for peace are shown as deadly copperhead snakes threatening the Union. Why do you think the artist chose to depict these politicians in this way?



## Research on the ROM

Free Find:

### Mary Boykin Chesnut

After reading about Mary Boykin Chesnut on the **Holt Researcher CD-ROM**, imagine that you are writing an entry in her journal. Describe the situation faced by the Confederacy during a particular period of the Civil War.

## CONNECTING TO ECONOMICS

### “Needs and Wants”

The shortages in the South during the Civil War — both at home and on the battlefield — help illustrate the economic idea of needs and wants. Needs are those things that you require for survival, such as food and clothing. Economic activities produce those things people need and want. However, there is no way for an economy to provide for everyone’s needs and wants. Therefore, people make choices. Economists study the ways in which people make these choices. For example, they study how people meet their needs when there is a limited amount of necessary resources. They also study how wants can change from one situation or culture to another. **What role do needs and wants play in the economy?**

protection against unlawful imprisonment. By ignoring this protection, Union officials could put their enemies in jail without either evidence or trial. Lincoln’s actions greatly angered Democrats.

More debate arose in March 1863 when Congress passed a law allowing men to be drafted into military service. Critics noted that dishonesty in the draft was common. Wealthy people could legally buy their way out of military service. The Copperheads complained that it was unfair to force unwilling white men to fight for the freedom of southern slaves.

Other critics shared this belief. In July 1863, riots targeting African Americans and draft officials broke out in New York City. Many of the rioters were poor immigrants afraid of losing their jobs to freed African Americans. Rioters damaged a great deal of property and killed more than 100 people before Union troops could stop the violence.

✓ **Reading Check: Identifying Cause and Effect** Why were people unhappy with Lincoln’s war policies, and how did Lincoln attempt to deal with them?

## Southern Struggles

The South also faced many challenges. The North’s naval blockade took a heavy toll on southerners. Soldiers did not have enough supplies. “Every day we grow weaker. . . . Already they [Confederate soldiers] begin to cry out for more ammunition, and already the blockade is beginning to shut it all out,” wrote Mary Boykin Chesnut. The value of Confederate money fell as southern exports dropped. The price of food, clothing, and medicine shot up as supplies ran low. Basic items such as bread cost more than most people could afford.

The severe shortages caused unrest in the South. In the spring of 1863, food riots took place in several southern cities, including Richmond. Southern officials ordered local newspapers not to mention these riots. Confederate president Jefferson Davis feared that the news would embarrass the South and encourage the North to keep fighting.

The government of the Confederacy faced problems because its officials disagreed on many issues. There was also controversy among southerners over their new draft law, approved by Davis in 1862 despite much criticism. One problem was that the southern draft did not apply to men who held many slaves. This rule angered poor southerners, who generally held few, if any, slaves. Confederate private Sam Watkins wrote that the draft law “raised the howl of ‘rich man’s war, poor man’s fight.’” The draft was very unpopular in rural areas such as western North Carolina. Hatred of the draft and some pro-Union feeling in this region led to protests. Some southerners even took up arms against Confederate officials.

✓ **Reading Check: Comparing** What problems did both northerners and southerners have with the new draft laws, and how did they show their feelings?



## ★ Life on the Home Front

In both the North and the South, the war effort involved people at all levels of society. People too young or too old for military service worked in factories, on farms, and in other areas. Southern women also ran farms and plantations after their husbands and sons went to war.

Women played an important role in providing medical care for soldiers. Dorothea Dix headed more than 3,000 women who served as paid nurses in the Union army. **Clara Barton** worked as a volunteer, organizing the collection of medicine and supplies for delivery to Union troops on the battlefield. Barton often remained at field hospitals to comfort the wounded. Her work formed the basis for what would become the American Red Cross. Women in the South also cared for sick and wounded soldiers. For example, Sally Louisa Tompkins established a hospital in Richmond.

The efforts of these women volunteers were very important. Soldiers faced great dangers in daily life as well as in battles. For every day of fighting, soldiers spent weeks living in uncomfortable and unhealthy camps. They faced bad weather, disease, and unsafe food. About twice as many Civil War soldiers died of disease than died in combat.

Military prisoners also suffered greatly during the Civil War. The worst conditions were at Andersonville, in southwestern Georgia. Thousands of Union soldiers were held there with no shelter and little food. Following her visit to the prison, southerner Eliza Andrews was told that “at one time the prisoners died at the rate of a hundred and fifty a day.”

✓ **Reading Check: Analyzing Information** How did southern and northern women affect the war efforts?



### Interpreting the Visual Record

**Camp life** Civil War soldiers on both sides often brought their families to camp with them. What do you think some of the advantages and disadvantages of soldiers having their families with them might be?

## Section 4 Review

go.  
hrw  
.com Homework  
Practice  
Online

keyword: SC5 HP16

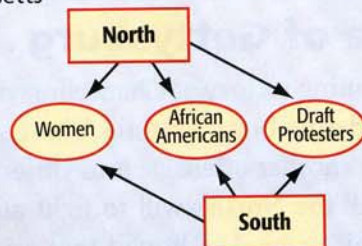
### 1 Define and explain:

- contrabands
- *habeas corpus*

### 2 Identify and explain:

- Emancipation Proclamation
- 54th Massachusetts Infantry
- Copperheads
- Clara Barton

### 3 Categorizing

 Copy the graphic organizer below. Use it to list the ways that people in different parts of society contributed to or reacted to the war.

### 4 Finding the Main Idea

- Describe how each of the following groups reacted to the Emancipation Proclamation: African Americans, abolitionists, and Copperheads.
- What actions did Lincoln take that angered Democrats in the North?

### 5 Writing and Critical Thinking

**Summarizing** Imagine that you are a foreign journalist reporting on the war in the North and the South. Write a half-page newspaper article about life on the home front.

Consider the following:

- responses to new draft laws
- the contributions of African Americans
- the contributions of women