

CHAPTER  
**17**

# The Tide of War Turns 1863-1865

*Section 1 The Emancipation Proclamation*

*Section 2 War Affects Society*

*Section 3 The North Wins*

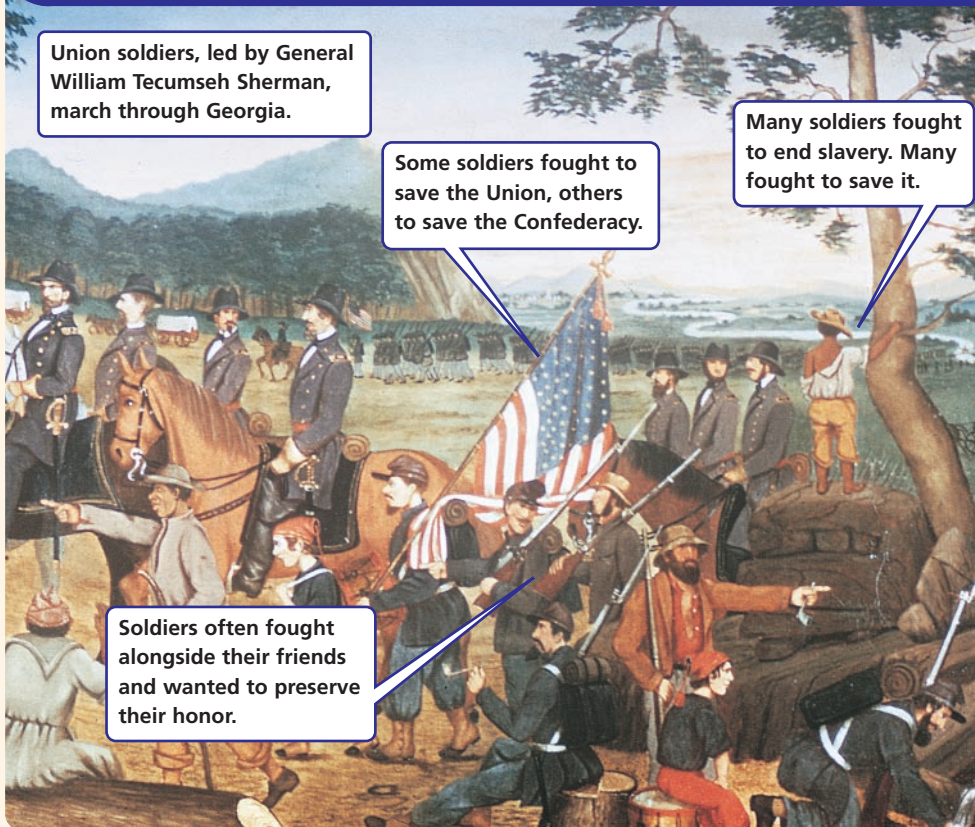
*Section 4 The Legacy of the War*



Confederate and Union cavalry clash at Yellow Tavern, Virginia, on May 11, 1864.



## Interact *with* History



Union soldiers, led by General William Tecumseh Sherman, march through Georgia.

Some soldiers fought to save the Union, others to save the Confederacy.

Many soldiers fought to end slavery. Many fought to save it.

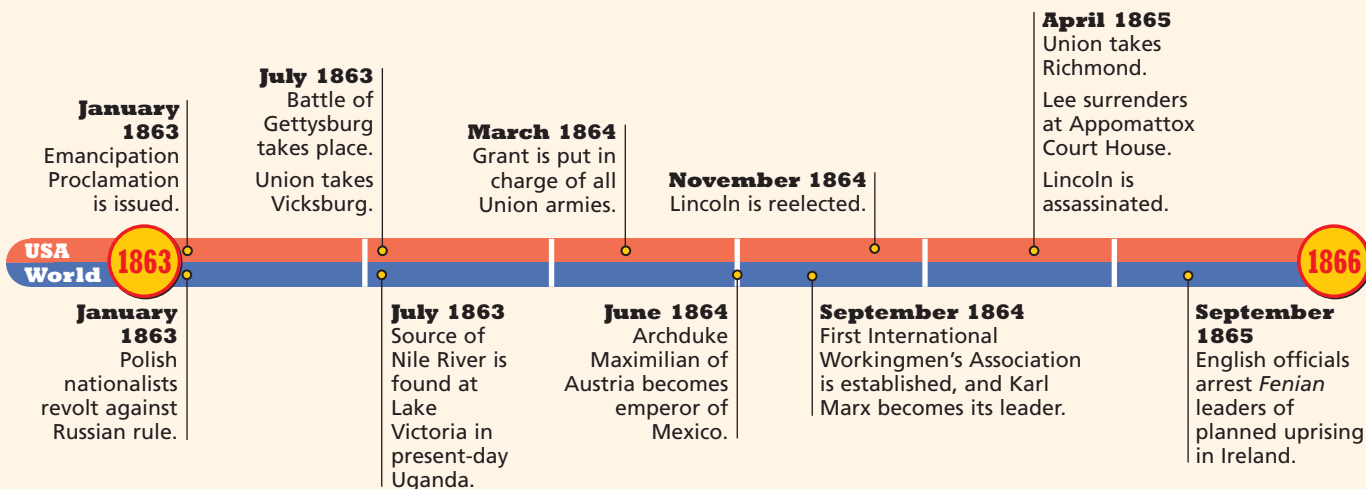
Soldiers often fought alongside their friends and wanted to preserve their honor.

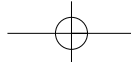
In 1863, you have been a Civil War soldier for two years. The life of a soldier is a hard one. The food is awful. Disease is common. Worst of all is the horrible violence and death. Often you feel the urge to run away and go home.

### What Do You Think?

- What would you be willing to sacrifice for your country? What if your country fought for something you did not believe in?
- How would the attitudes of fellow soldiers influence your decision?

*What would inspire you to keep fighting?*





# Chapter 17 SETTING THE STAGE

## BEFORE YOU READ

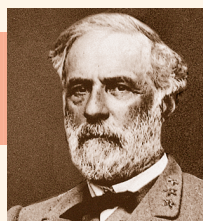
### Previewing the Theme

**Impact of the Individual** During the Civil War, thousands of citizens and soldiers acted with great dignity and courage. Leading these men and women were some of the most extraordinary leaders the nation has ever had. You will read more about these citizens and soldiers in Chapter 17.



Abraham Lincoln is one of the greatest presidents the United States has ever had.

Robert E. Lee was the military genius at the head of the Confederate armies.



Jefferson Davis, the Confederate president, had the difficult task of keeping the South united.



Ulysses S. Grant took charge of the Union armies in March 1864.




### What Do You Know?

What advantages and disadvantages did the North and the South have? Did particular individuals give either side an advantage during the Civil War?

#### THINK ABOUT

- what qualities contribute to the success of military leaders
- the importance of obeying orders for soldiers even if it might mean death

### What Do You Want to Know?


 What questions do you have about the later part of the Civil War and how it ended? Make a list of those questions before you read the chapter.

## READ AND TAKE NOTES

### Reading Strategy: Comparing and Contrasting

When you study historical events, it is important to compare and contrast the effects that events had on different individuals and groups. A single event might affect two groups of people in completely different

ways. Use the chart below to compare and contrast the impact of events on the Union and the Confederacy in the later years of the Civil War.

 See Skillbuilder Handbook, page R10.

	North	South
Emancipation Proclamation		
War's Impact		
Northern Victories in Battle		
Union Wins Civil War		



## HISTORY WORKSHOP

# Create a Medal of Honor

In 1782, George Washington established the nation's first award to recognize the bravery of American soldiers. It was a purple heart made of cloth and was called the Badge of Military Merit. But the award was not used much after the Revolutionary War. Then, in 1861, Congress created a new award—the Medal of Honor. In the Civil War, 1,520 Union soldiers, including 20 African Americans, received the medal. Today, that medal is the highest United States military award for individual bravery and is commonly referred to as the Congressional Medal of Honor.

**ACTIVITY** Create a medal of honor for a hero or heroine from either side of the Civil War. Write a letter recommending your hero for the medal. Then read a speech in class as you award your medal to the deserving individual.

### TOOLBOX

Each group will need:

tops of juice cans or cardboard	glue
aluminum foil	markers
pieces of ribbon	scissors
safety pins	writing paper

### STEP BY STEP

**1 Form groups.** Each group should consist of three or four students. Each group will:

- identify a Civil War hero or heroine
- create a medal
- write a letter explaining why your group considers that person a hero
- award the medal and read a speech in class

**2 Research a hero.** First, brainstorm characteristics that you think a hero should have. Then, using this chapter, books on the Civil War, or the Internet, select an individual who you think was a hero for either side of the Civil War. Take notes on the actions of the person you selected. The actions should show how that person meets your standards for being a hero.



The Congressional Medal of Honor rewards military personnel who risked their lives, "above and beyond the call of duty." In the Civil War, 1,520 Union soldiers, including 20 African Americans, received the Medal of Honor.



**3 Design your medal.** Think about the shape, images, and words that you will use to make your medal of honor. You may want to look at the example from Chapter 17 and in Civil War books. Sketch a design of your medal in pencil.

**4 Construct your medal.** Using art supplies, construct a medal based on your design. First, construct the medal itself by using a juice can lid or a cardboard pattern. Decorate the medal by using foil and markers. Then add a ribbon and pin.

**5 Write a letter.** The letter should be addressed to the Congress of the United States of America or the Congress of the Confederate States of America. Your letter should give reasons for recommending your hero based on the person's actions. Carefully recopy your letter after you have made any corrections.

**6 Pin up the medal.** Create a Medal of Honor board with other groups in your class. Pin up all the medals you have created. Discuss with other groups the standards your group set for calling a person a hero.



## HELP DESK

For related information, see page 502 in Chapter 17.

### Researching Your Project

Visit the library to learn more about the history of military awards or go to your local historical museum to examine actual medals.

For more about military awards . . .



### Did You Know?

Since the Congressional Medal of Honor was created in 1861, 3,408 persons have received the award. Nineteen persons have received two such awards. Only one woman has received the award.

The Confederate States of America also awarded 43 of its finest men with the Confederate Medal of Honor.

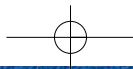
The practice of awarding medals began in Europe during the Middle Ages. Kings realized that giving land to valued knights was too costly, so they gave medals instead.

## REFLECT & ASSESS

- What requirements did you set for awarding a medal of honor?
- What reasons did your letter and speech give for awarding the medal?
- What symbols did you use for your medal? Why did you select them?

## WRITE AND SPEAK

**Write a Speech** As a Civil War military leader, write a speech praising the courage and bravery of the individual who is receiving the medal. Choose another member of your group to act as the recipient of the award. Read your speech to the class as you award the medal to that person.



# 1 The Emancipation Proclamation

## TERMS & NAMES

Emancipation  
Proclamation

54th Massachusetts  
Regiment

### MAIN IDEA

In 1863, President Lincoln issued the Emancipation Proclamation, which helped to change the war's course.

### WHY IT MATTERS NOW

The Emancipation Proclamation was an important step in ending slavery in the United States.

## ONE AMERICAN'S STORY

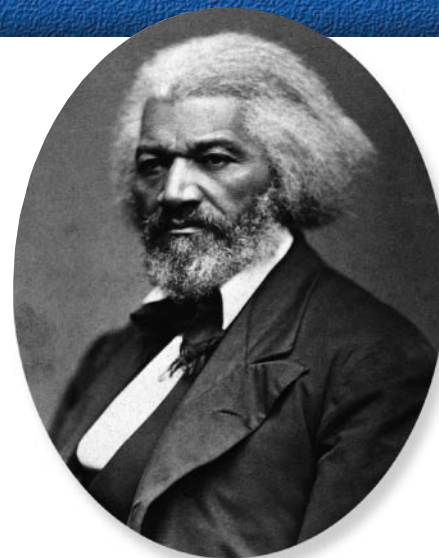
During the Civil War, abolitionists like Frederick Douglass continued their fight against slavery. Douglass urged President Lincoln to emancipate, or free, enslaved Americans. "Sound policy . . . demands the instant liberation of every slave in the rebel states," he declared.

### A VOICE FROM THE PAST

To fight against slaveholders, without fighting against slavery, is but a half-hearted business, and paralyzes the hands engaged in it. . . . Fire must be met with water. . . . War for the destruction of liberty [by the South] must be met with war for the destruction of slavery.

Frederick Douglass, quoted in *Battle Cry of Freedom*

Douglass pointed out that the Confederate war effort depended on slave labor. Enslaved Americans worked in Southern mines, fields, and factories. They also built forts and hauled supplies for rebel armies. For both practical and moral reasons, he said, Lincoln should free the slaves. In this section, you will learn how ending slavery became an important goal of the Civil War.



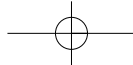
During the Civil War, Frederick Douglass offered advice to President Lincoln. He urged the president to make the conflict a war against slavery.

## Calls for Emancipation

Throughout the war, abolitionists such as Frederick Douglass had been urging Lincoln to emancipate enslaved persons. Many criticized the president for being too cautious. Some even charged that Lincoln's lack of action aided the Confederate cause.

Still, Lincoln hesitated. He did not believe he had the power under the Constitution to abolish slavery where it already existed. Nor did he want to anger the four slave states that remained in the Union. He also knew that most Northern Democrats, and many Republicans, opposed emancipation.

Lincoln did not want the issue of slavery to divide the nation further than it already had. Although he disliked slavery, the president's first priority was to preserve the Union. "If I could save the Union without freeing



any slave I would do it,” he declared. “If I could save it by freeing *all* the slaves I would do it; and if I could save it by freeing some and leaving others alone, I would also do that.”

By the summer of 1862, however, Lincoln had decided in favor of emancipation. The war was taking a terrible toll. If freeing the slaves helped weaken the South, then he would do it. Lincoln waited, however, for a moment when he was in a position of strength. After General Lee’s forces were stopped at Antietam, Lincoln decided to act.

## The Emancipation Proclamation

On January 1, 1863, Lincoln issued the **Emancipation Proclamation**, which freed all slaves in Confederate territory. The proclamation had a tremendous impact on the public. However, it freed very few slaves. Most of the slaves that Lincoln intended to liberate lived in areas distant from the Union troops that could enforce his proclamation.

### Background

In September 1862, Lincoln issued an early proclamation that gave rebellious states a chance to preserve slavery by rejoining the Union.



Lincoln presents the Emancipation Proclamation to his cabinet.

### A VOICE FROM THE PAST

On the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, [thenceforth], and forever free.

Abraham Lincoln, from the *Emancipation Proclamation*

Why, critics charged, did Lincoln free slaves only in the South? The answer was in the Constitution. Because freeing

Southern slaves weakened the Confederacy, the proclamation could be seen as a military action. As commander-in-chief, Lincoln had this authority. Yet the Constitution did not give the president the power to free slaves within the Union. But Lincoln did ask Congress to abolish slavery gradually throughout the land.

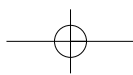
Although the Emancipation Proclamation did not free many enslaved people at the time it was issued, it was important as a symbolic measure. For the North, the Civil War was no longer a limited war whose main goal was to preserve the Union. It was a war of liberation.

## Response to the Proclamation

Abolitionists were thrilled that Lincoln had finally issued the Emancipation Proclamation. “We shout for joy that we live to record this righteous decree,” wrote Frederick Douglass. Still, many believed the law should have gone further. They were upset that Lincoln had not freed *all* enslaved persons, including those in the border states.

### ReadingHistory

**A. Drawing Conclusions** Why did Lincoln choose to limit his proclamation mostly to rebellious states?



## ReadingHistory

### B. Summarizing

Why did Northern Democrats oppose the Emancipation Proclamation?

Other people in the North, especially Democrats, were angered by the president's decision. Northern Democrats, the majority of whom were against emancipating even Southern slaves, claimed that the proclamation would only make the war longer by continuing to anger the South. A newspaperman in Ohio called Lincoln's proclamation "monstrous, impudent, and heinous . . . insulting to God as to man."

Most Union soldiers, though, welcomed emancipation. One officer noted that, although few soldiers were abolitionists, most were happy "to destroy everything that . . . gives the rebels strength."

White Southerners reacted to the proclamation with rage. Although it had limited impact in areas outside the reach of Northern armies, many slaves began to run away to Union lines. At the same time that these slaves deprived the Confederacy of labor, they also began to provide the Union with soldiers.

## African-American Soldiers

In addition to freeing slaves, the Emancipation Proclamation declared that African-American men willing to fight "will be received into the armed service of the United States."

Frederick Douglass had argued for the recruitment of African-American soldiers since the start of the war. He declared, "Once [you] let the black man get upon his person the brass letters, U.S. . . . there is no power on earth which can deny that he has earned the right to citizenship."

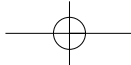
Before the proclamation, the federal government had discouraged the enlistment of African Americans, and only a few regiments were formed. After emancipation, African Americans rushed to join the army. By war's end, about 180,000 black soldiers wore the blue uniform of the Union army.

African-American soldiers were organized in all-black regiments, usually led by white officers. They were often given the worst jobs

Thousands of African Americans, such as these men of the 4th U.S. Colored Troops, fought for the Union during the Civil War.







## Now and then

### AFRICAN AMERICANS IN THE MILITARY

During the Civil War, no African-American soldier was promoted above the rank of captain. But times have changed. In 1989, General Colin Powell (shown below) was made a four-star general and named chairman of the Joint Chiefs of Staff—the highest position in the military.

General Powell's appointment was the climax of a long struggle to fully integrate American armed forces. From the Civil War through World War II, African-American soldiers were kept apart from white soldiers and denied equal rights. However, in 1948, President Harry Truman ended segregation in the armed forces. Today the American military is fully integrated.



to do and were paid less than white soldiers. Despite these obstacles, African-American soldiers showed great courage on the battlefield and wore their uniforms with pride. More than one regiment insisted on fighting without pay rather than accepting lower pay than the white soldiers.

## The 54th Massachusetts

One unit that insisted on fighting without pay was the **54th Massachusetts Regiment**, one of the first African-American regiments organized in the North. The soldiers of the 54th—among whom were two sons of Frederick Douglass—soon made the regiment the most famous of the Civil War.

The 54th Massachusetts earned its greatest fame in July 1863, when it led a heroic attack on Fort Wagner in South Carolina. The soldiers' bravery at Fort Wagner made the 54th a household name in the North and increased African-American enlistment.

The soldiers of the 54th Massachusetts and other African-American regiments faced grave dangers if captured. Rather than take African Americans as prisoners, Confederate soldiers often shot them or returned them to slavery.

The war demanded great sacrifices, not only from soldiers and prisoners, but also from people back home. In the next section, you will read about the hardships that the Civil War placed on the civilian populations in both the North and the South.

### ReadingHistory

#### C. Identifying

**Facts** How did many black soldiers protest when they were offered lower pay than white soldiers?

## Section 1 Assessment

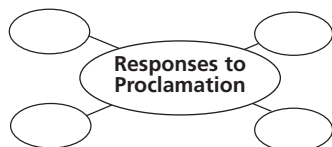
### 1. Terms & Names

**Explain the significance of:**

- Emancipation Proclamation
- 54th Massachusetts Regiment

### 2. Taking Notes

Use a chart to record responses to the Emancipation Proclamation.



How did the proclamation change Northerners' views of the war?

### 3. Main Ideas

- What was Lincoln's reason for not emancipating slaves when the war began?
- Why was the immediate impact of the Emancipation Proclamation limited?
- Why did black soldiers often face greater hardships than white soldiers?

### 4. Critical Thinking

**Recognizing Effects** How did the Emancipation Proclamation change the role of African Americans in the war?

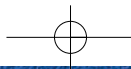
#### THINK ABOUT

- how the proclamation changed military policy
- the response of many Southern slaves to the proclamation

### ACTIVITY OPTIONS

**TECHNOLOGY**  
**MUSIC**

Do research on the 54th Massachusetts Regiment. Create a **Web site** for the regiment or write a **song** about the soldiers' heroism at Fort Wagner.



# 2 War Affects Society

## TERMS & NAMES

Copperhead  
 conscription  
 bounty  
 income tax  
 greenback  
 Clara Barton

### MAIN IDEA

The Civil War caused social, economic, and political changes in the North and the South.

### WHY IT MATTERS NOW

Some changes, like the growth of industry, affected Americans long after the end of Civil War.

## ONE AMERICAN'S STORY

As the Civil War moved into its third year, the constant demand for men and resources began to take its toll back home. Sometimes, the hardships endured by civilians resulted in angry scenes like that witnessed by Agnes, a resident of Richmond, Virginia.

On April 3, 1863, Agnes went for her morning walk and soon came upon a group of hungry women and children, who had gathered in front of the capitol. She described the scene as these women and children were joined by other people who were upset by the shortage of food.



Food became scarce in many places during the Civil War. Here, women demand milk for their hungry families.

### A VOICE FROM THE PAST

The crowd now rapidly increased, and numbered, I am sure, more than a thousand women and children. It grew and grew until it reached the dignity of a mob—a bread riot.

Agnes, quoted in *Reminiscences of Peace and War*

The mob then went out of control. It broke into shops and stole food, clothing, and other goods. Only the arrival of Confederate president Jefferson Davis and the threat of force ended the riot.

In this section, you will read more about hardships that the Civil War caused on the home front. These hardships caused changes in civilian society in both the North and the South.

## Disagreement About the War

In the spring of 1863, riots like the one in Richmond broke out in a number of Southern towns. Southerners were growing weary of the war and the constant sacrifices it demanded.

Confederate soldiers began to leave the army in increasing numbers. By the end of the year, the Confederate army had lost nearly 40 percent of its men. Some of these men were on leave, but many others were deserters.



In this political cartoon, the Union defends itself against “Copperheads.” This was the name given to Northerners who sympathized with the South.



Faced with the difficulties of waging war, the Confederate states fell into disagreement. The same principle of states’ rights that led them to break with the Union kept them from coordinating their war effort. As one Southern governor put it, “I am *still* a rebel . . . no matter who may be in power.”

Disagreements over the conduct of the war also arose in the North. Lincoln’s main opponents were the **Copperheads**, Northern Democrats who favored peace with the South. (A copperhead is a poisonous snake that strikes without warning.) Lincoln had protesters arrested. He also suspended the writ of habeas corpus, which prevents the government from holding citizens without a trial.

#### Vocabulary

**writ:** a written order issued by a court of law

## The Draft Laws

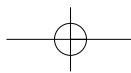
As the war dragged on, both the North and the South needed more soldiers. As a result, both sides passed laws of **conscription**, also known as the draft. These laws required men to serve in the military.

The Confederates had been drafting soldiers since the spring of 1862. By 1863, all able-bodied white men between the ages of 18 and 45 were required to join the army. However, there were a number of exceptions. Planters who owned 20 or more slaves could avoid military service. In addition, wealthy men could hire substitutes to serve in their place. By 1863, substitutes might cost as much as \$6,000. The fact that wealthy men could avoid service caused poor Southerners to complain that it was a “rich man’s war but a poor man’s fight.”

The Union draft law was passed in March 1863. Like the Confederacy, the Union allowed draftees to hire substitutes. However, the North also offered \$300 **bounties**, or cash payments, to men who volunteered to serve. As a result, only a small percentage of men in the North were drafted. Most men volunteered and received the bounty.

#### Reading History

**A. Drawing Conclusions** Why were many soldiers dissatisfied with the draft laws?



Even so, the draft was extremely unpopular. In July 1863, anger over the draft and simmering racial tensions led to the New York City draft riots. For four days, rioters destroyed property and attacked people on the streets. Over 100 people were killed—many of them African Americans.

## Economic Effects of the War

Many people suffered economic hardship during the war. The suffering was severe in the South, where most battles were fought, but the North also experienced difficulties.

Food shortages were very common in the South, partly because so many farmers were fighting in the Confederate army. Moreover, food sometimes could not get to market because trains were now being used to carry war materials. The Confederate army also seized food and other supplies for its own needs.

Another problem, especially in the South, was inflation—an increase in price and decrease in the value of money. The average family food bill in the South increased from \$6.65 a month in 1861 to \$68 by mid-1863. Over the course of the war, prices rose 9,000 percent in the South.

Inflation in the North was much lower, but prices still rose faster than wages, making life harder for working people. Some people took advantage of wartime demand and sold goods for high prices.

Overall, though, war production boosted Northern industry and fueled the economy. In the short term, this gave the North an economic advantage over the South. In the long term, industry would begin to replace farming as the basis of the national economy.

During the war, the federal government passed two important economic measures. In 1861, it established the first **income tax**—a tax on earnings. The following year, the government issued a new paper currency, known as **greenbacks** because of their color. The new currency helped the Northern economy by ensuring that people had money to spend. It also helped the Union to pay for the war.

Some Southerners in the border states took advantage of the stronger Union economy by selling cotton to Northern traders, in violation of Confederate law.

“Yankee gold,” wrote one Confederate officer, “is fast accomplishing what Yankee arms could never achieve—the subjugation of our people.”

## Resistance by Slaves

Another factor that affected the South was the growing resistance from slaves. To hurt the Southern economy, slaves slowed their pace of work or stopped working altogether. Some carried out sabotage, destroying crops and farm equipment to hurt the plantation economy. When white

### Reading History

#### B. Analyzing

**Causes** Why were economic problems particularly bad in the South?

### Vocabulary

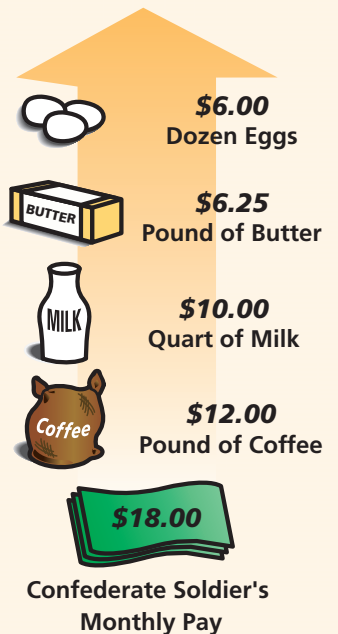
**subjugate:** to bring under control or to conquer

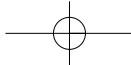
## daily life

### INFLATION IN THE SOUTH

During the Civil War, inflation caused hardship in the North and the South. But inflation was especially severe in the Confederacy, where prices could become outrageously high.

The food prices shown below are from 1864. Consider how many days it took a Confederate soldier to earn enough money to buy each of these foods.





planters fled advancing Union armies, slaves often refused to go along. They stayed behind, waiting for Union soldiers to free them.

Some enslaved people even rose up in rebellion against their overseers. More commonly, though, slaves ran away from plantations to join the Union forces as they pushed farther into Confederate territory. One Union officer described a common sight.

#### A VOICE FROM THE PAST

It was very touching to see the vast numbers of colored [African-American] women following after us with babies in their arms, and little ones like our Anna clinging to their tattered skirts. One poor creature, while nobody was looking, hid two boys, five years old, in a wagon, intending, I suppose that they should see the land of freedom if she couldn't.

Union officer, quoted in *The Civil War*

After Lincoln issued the Emancipation Proclamation, the number of slaves fleeing Southern plantations greatly increased. By the end of the war, as many as half a million had fled to Union lines.

### Women Aid the War Effort

With so many men away at war, women in both the North and the South assumed increased responsibilities. Women plowed fields and ran farms and plantations. They also took over jobs in offices and factories that had previously been done only by men.

Other social changes came about because of the thousands of women who served on the front lines as volunteer workers and nurses. Susie King Taylor was an African-American woman who wrote an account of her experiences as a volunteer with an African-American regiment. She asked her readers to remember that “many lives were lost,—not men alone but noble women as well.”

Relief agencies put women to work washing clothes, gathering supplies, and cooking food for soldiers. Also, nursing became a respectable profession for many women. By the end of the war, around 3,000 nurses had worked under the leadership of Dorothea Dix in Union hospitals. Southern women were also active as nurses and as volunteers on the front.

Women also played a key role as spies in both the North and the South. Harriet Tubman served as a spy for Union forces along the coast of South Carolina. The most famous Confederate spy was Belle Boyd. Although she was arrested six times, she continued her work through much of the war. At one point, she even sent messages from her jail cell by putting them in little rubber balls and tossing them out the window.

#### Reading History

**C. Summarizing**  
How did women participate in the Civil War?

## AMERICA'S HISTORY MAKERS



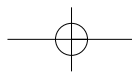
### CLARA BARTON

1821–1912

Trained as a schoolteacher, **Clara Barton** was working for the government when the Civil War began. She organized a relief agency to help with the war effort. “While our soldiers stand and fight,” she said, “I can stand and feed and nurse them.”

She also made food for soldiers in camp and tended to the wounded and dying on the battlefield. At Antietam, she held a doctor's operating table steady as cannon shells burst all around them. The doctor called her “the angel of the battlefield.” After the war, Barton founded the American Red Cross.

**How did Clara Barton demonstrate her leadership abilities?**



## Civil War Prison Camps

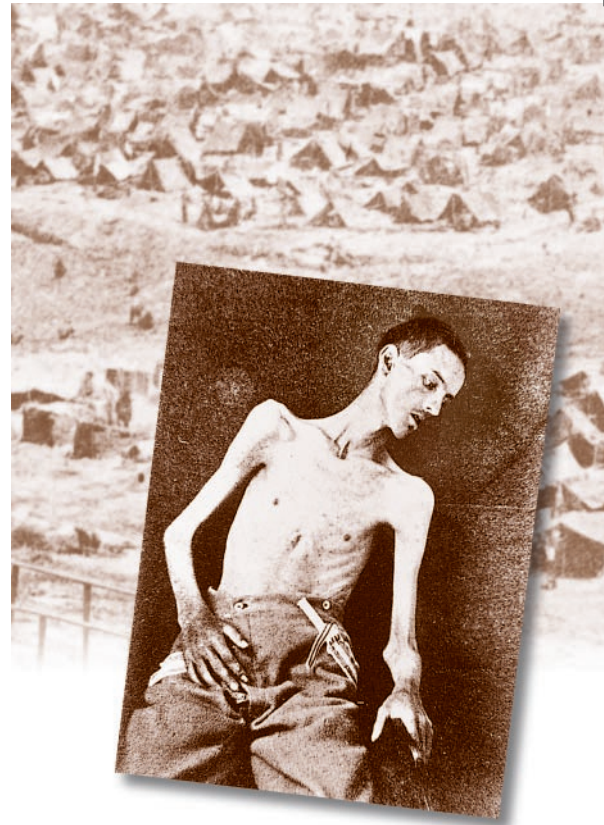
Women caught spying were thrown into jail, but soldiers captured in battle suffered far more. At prison camps in both the North and the South, prisoners of war faced terrible conditions.

One of the worst prison camps in the North was in Elmira, New York. Perhaps the harshest feature of a prisoner's life at the camp was the New York winter. One prisoner called Elmira "an excellent summer prison for southern soldiers, but an excellent place for them to find their graves in the winter." In just one year, more than 24 percent of Elmira's 12,121 prisoners died of sickness and exposure to severe weather.

Conditions were also horrible in the South. The camp with the worst reputation was at Andersonville, Georgia. Built to hold 10,000 prisoners, at one point it housed 33,000. Inmates had little shelter from the heat or cold. Most slept in holes scratched in the dirt. Drinking water came from one tiny creek that also served as a sewer. As many as 100 men per day died at Andersonville from starvation, disease, and exposure.

People who saw the camps were shocked by the condition of the soldiers. The poet Walt Whitman—who served as a Union nurse—described a group of soldiers who returned from a prison camp. He exclaimed, "Can those be *men*? . . . are they not really mummied, dwindled corpses?"

Around 50,000 men died in Civil War prison camps. But this number was dwarfed by the number of dead on the battlefronts and even more from disease in army camps. In the next section, you will read about the bloody battles that led to the end of the Civil War.



The terrible conditions at Civil War prison camps caused much suffering and death.

### ReadingHistory

#### D. Making

**Inferences** Why were death rates so high at many Civil War prison camps?

## Section 2 Assessment

### 1. Terms & Names

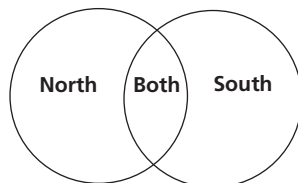
**Explain the significance of:**

- Copperhead
- conscription
- bounty
- income tax
- greenback
- Clara Barton

### 2. Taking Notes

Use a diagram like the one below to compare conditions in the North and South during the later years of war.

Conditions During the War



### 3. Main Ideas

- How did the South's principle of states' rights undermine the Confederate war effort?
- How did the draft laws in the North and South differ?
- What conditions at prison camps caused so many to suffer behind enemy lines?

### 4. Critical Thinking

#### Making Generalizations

What economic changes took place during the Civil War?

#### THINK ABOUT

- the war's effect on prices
- industry and agriculture
- new economic measures begun by the government

### ACTIVITY OPTIONS

#### GEOGRAPHY

#### SPEECH

Study Civil War prison camps. Make a **map** showing where they were located or give a **speech** explaining why prisoners should be treated better.



# 3 The North Wins

## TERMS & NAMES

Battle of Gettysburg

Pickett's Charge

Ulysses S. Grant

Robert E. Lee

Siege of Vicksburg

William Tecumseh

Sherman

Appomattox Court House

## MAIN IDEA

Thanks to victories, beginning with Gettysburg and ending with Richmond, the Union survived.

## WHY IT MATTERS NOW

If the Union had lost the war, the United States might look very different now.

## ONE AMERICAN'S STORY

Joshua Lawrence Chamberlain was a 32-year-old college professor when the war began. Determined to fight for the Union, he left his job and took command of troops from his home state of Maine. Like most soldiers, Chamberlain had to get accustomed to the carnage of the Civil War. His description of the aftermath of one battle shows how soldiers got used to the war's violence.

### A VOICE FROM THE PAST

It seemed best to [put] myself between two dead men among the many left there by earlier assaults, and to draw another crosswise for a pillow out of the trampled, blood-soaked sod, pulling the flap of his coat over my face to fend off the chilling winds, and still more chilling, the deep, many voiced moan [of the wounded] that overspread the field.

Joshua Lawrence Chamberlain, quoted in *The Civil War*

During the war, Chamberlain fought in 24 battles. He was wounded six times and had six horses shot out from under him. He is best remembered for his actions at the Battle of Gettysburg, where he courageously held off a fierce rebel attack. In this section, you will read about that battle and others that led to the end of the Civil War.



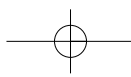
In 1862, Joshua Chamberlain was offered a year's travel with pay to study languages in Europe. He chose to fight for the Union instead.

## The Road to Gettysburg

In September 1862, General McClellan stopped General Lee's Northern attack at the Battle of Antietam. But the cautious McClellan failed to finish off Lee's army, which retreated safely to Virginia.

President Lincoln, who was frustrated by McClellan, replaced him with Ambrose Burnside. But Burnside also proved to be a disappointment. At the Battle of Fredericksburg, Virginia, in December 1862, Burnside attacked Confederate troops who had dug trenches. The bloody result was 12,600 Union casualties. This disastrous attack led General Lee to remark, "It is well that war is so terrible—we should grow too fond of it!"

Lincoln replaced Burnside with General Joseph Hooker, who faced Lee the following May at Chancellorsville, Virginia. The result was yet another Union disaster. With half as many men as Hooker, Lee still managed to



cut the Union forces to pieces. However, the South paid a high price for its victory. As General “Stonewall” Jackson returned from a patrol on May 2, Confederate guards thought he was a Union soldier and shot him in the arm. Shortly after a surgeon amputated the arm, Jackson caught pneumonia. On May 10, Lee’s prized general was dead.

In spite of Jackson’s tragic death, Lee decided to head North once again. He hoped that a Confederate victory in Union territory would fuel Northern discontent with the war and bring calls for peace. He also hoped a Southern victory would lead European nations to give diplomatic recognition and aid to the Confederacy.

## The Battle of Gettysburg

In late June 1863, Lee crossed into southern Pennsylvania. The Confederates learned of a supply of shoes in the town of Gettysburg and went to investigate. There, on July 1, they ran into Union troops. Both sides called for reinforcements, and the **Battle of Gettysburg** was on.

The fighting raged for three days. On the rocky hills and fields around Gettysburg, 90,000 Union troops, under the command of General George Meade, clashed with 75,000 Confederates.

During the struggle, Union forces tried to hold their ground on Cemetery Ridge, just south of town, while rebel soldiers tried to dislodge them. At times, the air seemed full of bullets. “The balls were whizzing so thick,” said one Texan, “that it looked like a man could hold out a hat and catch it full.”

The turning point came on July 3, when Lee ordered General George Pickett to mount a direct attack on the middle of the Union line. It was a deadly mistake. Some 13,000 rebel troops charged up the ridge into heavy Union fire. One soldier recalled “bayonet thrusts, sabre strokes, pistol shots . . . men going down on their hands and knees, spinning round like tops . . . ghastly heaps of dead men.”

**Pickett’s Charge**, as this attack came to be known, was torn to pieces. The Confederates retreated and waited for a Union counterattack. But once again, Lincoln’s generals failed to finish off Lee’s army. The furious Lincoln wondered when he would find a general who would defeat Lee once and for all.

Even so, the Union rejoiced over the victory at Gettysburg. Lee’s hopes for a Confederate victory in the North were crushed. The North had lost 23,000 men, but Southern losses were even greater. Over one-third of Lee’s army, 28,000 men, lay dead or wounded. Sick at heart, Lee led his army back to Virginia.

### ReadingHistory

#### A. Reading a

**Map** Use the map and illustration on pages 498–499 to study Gettysburg’s geography.

### ReadingHistory

#### B. Making

**Inferences** Why might Lincoln have been disappointed after the Union victory at Gettysburg?


## America’s HERITAGE

THE GETTYSBURG  
ADDRESS

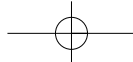
On November 19, 1863, President Lincoln spoke at the dedication of a cemetery in Gettysburg for the 3,500 soldiers buried there. His speech was short, and few who heard it were impressed. Lincoln himself called it “a flat failure.”

Even so, the Gettysburg Address has since been recognized as one of the greatest speeches of all time. In it, Lincoln declared that the nation was founded on “the proposition that all men are created equal.” He ended with a plea to continue the fight for democracy so that “government of the people, by the people, for the people shall not perish from the earth.”

*See page 508 for the full text of the Gettysburg Address.*







# GEOGRAPHY *in* HISTORY

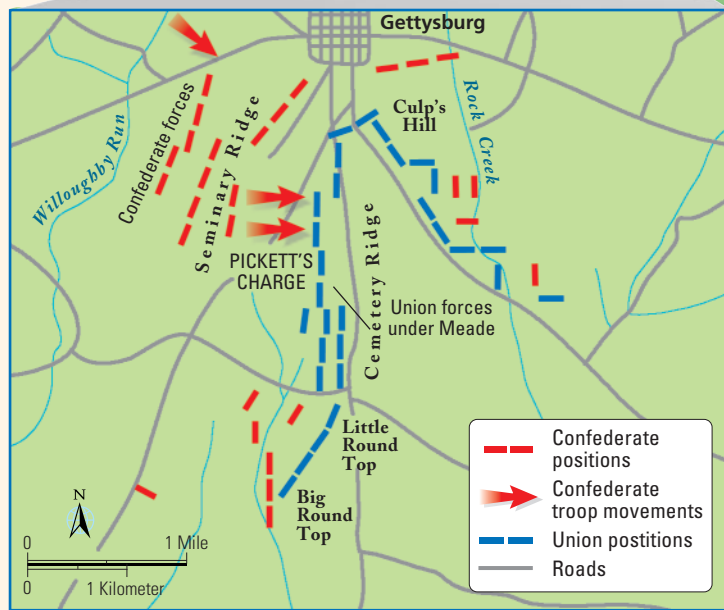
## PLACE AND HUMAN-ENVIRONMENT INTERACTION

### Battle of Gettysburg

A monument stands today near a ridge at the Gettysburg battlefield. Labeled the "High Water Mark of the Rebellion," it shows how far Confederate troops advanced against Union lines. There, on July 3, 1863, the South came closest to winning the Civil War.

The fighting began on July 1. When a Confederate force captured Gettysburg, Union defenders took up new positions in the hills south of town. The next day, Confederate troops attacked across a wheat field and peach orchard in an attempt to seize the hill called Little Round Top. But Union forces held their ground.

July 3 was the decisive day. Lee, having failed to crack the side of General Meade's Union line, attacked its center. In an assault that came to be known as Pickett's Charge, some 13,000 men charged uphill across an open field toward the Union lines along Cemetery Ridge. Union soldiers covered the field with rifle and cannon fire. "Pickett's Charge" was a Confederate disaster.



Before beginning the charge named for him, Major General Pickett wrote to his fiancée, "My brave Virginians are to attack in front. Oh, may God in mercy help me."

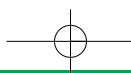
### ARTIFACT FILE



**Union Shoes** Confederate troops first went to Gettysburg after learning of a supply of shoes in the town. The shoes pictured here were cut down by a Union soldier to make them more comfortable.



**Regimental Flag** Flags helped soldiers to identify the different sides during battle. Often, a regiment's flag would show the names of battles it had fought. This flag, which belonged to the 28th North Carolina, was captured at Pickett's Charge.



As in many battles of the Civil War, the outcome at Gettysburg was affected by the landscape. Both sides fought for control of the high ground. Union control of the two "Round Top" hills, Cemetery Ridge and Culp's Hill, gave Meade the advantage.

## On-Line Field Trip

The Gettysburg National Military Park Museum contains many objects relating to the Battle of Gettysburg, including this federal bass drum. This heavy drum—two feet in diameter—was harnessed to the neck of a soldier, who beat time with leather-covered wooden mallets.

For more about Gettysburg . . .



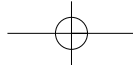
### CONNECT TO GEOGRAPHY

- Place** How might Confederate positions on low ground have put them at a disadvantage?
- Human-Environment Interaction** How might the attitudes of Union soldiers have been affected by fighting in their own territory?

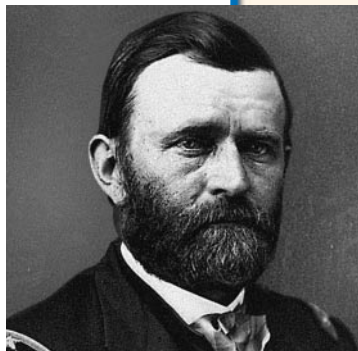
**G** See Geography Handbook, pages 4–5.

### CONNECT TO HISTORY

- Making Inferences** Why do you think a Southern victory on Northern soil would have been so significant?



## AMERICA'S HISTORY MAKERS



### ULYSSES S. GRANT 1822–1885

**General Ulysses S. Grant** was an unlikely war hero. Although educated at West Point Military Academy, he was a poor student and showed little interest in an army career. With his quiet manner and rumpled uniform, he often failed to impress his fellow officers.

Yet on the battlefield, Grant proved to be a brilliant general. Highly focused and cool under fire, he won the first major Union victories of the war.

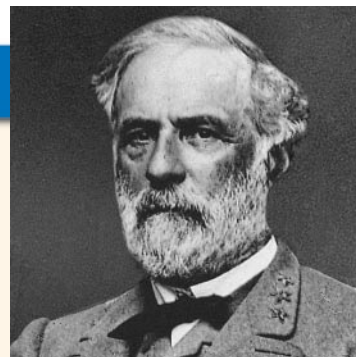
Grant was willing to fight Lee—even if the costs were high. He told his generals, “Wherever Lee goes, there you will go also.”

### ROBERT E. LEE 1807–1870

**Robert E. Lee** seemed destined for greatness. In his crisp uniform and trim, white beard, Lee was a dashing figure on the battlefield.

Born to a leading Virginia family, Lee was a top student at West Point and won praise for his actions in the Mexican War. General Winfield Scott called him “the very best soldier I have ever seen in the field.”

Lee did not want to fight the Union, but he felt he had to stand by Virginia. “I did only what my duty demanded,” Lee said. “I could have taken no other course without dishonor.”



**How did the tough decisions made by Grant and Lee affect the Civil War?**

## The Siege of Vicksburg

On July 4, 1863, the day after Pickett’s Charge, the Union received more good news. In Mississippi, General Ulysses S. Grant had defeated Confederate troops at the **Siege of Vicksburg**.

The previous year, Grant had won important victories in the West that opened up the Mississippi River for travel deep into the South. Vicksburg was the last major Confederate stronghold on the river. Grant had begun his attack on Vicksburg in May 1863. But when his direct attacks failed, he settled in for a long siege. Grant’s troops surrounded the city and prevented the delivery of food and supplies. Eventually, the Confederates ran out of food. In desperation, they ate mules, dogs, and even rats. Finally, after nearly a month and a half, they surrendered.

The Union victory fulfilled a major part of the Anaconda Plan. The North had taken New Orleans the previous spring. Now, with complete control over the Mississippi River, the South was split in two.

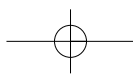
With the victories at Vicksburg and Gettysburg, the tide of war turned in favor of the North. Britain gave up all thought of supporting the South. And, in General Grant, President Lincoln found a man who was willing to fight General Lee.

## Sherman’s Total War

In March 1864, President Lincoln named General Grant commander of all the Union armies. Grant then developed a plan to defeat the Confederacy. He would pursue Lee’s army in Virginia, while Union forces under General **William Tecumseh Sherman** pushed through the Deep South to Atlanta and the Atlantic coast.

**Vocabulary**  
**siege:** the surrounding of a city, town, or fortress by an army trying to capture it

**Background**  
The Anaconda Plan called for blockading Southern ports, taking control of the Mississippi, and capturing Richmond.



Battling southward from Tennessee, Sherman took Atlanta in September 1864. He then set out on a march to the sea, cutting a path of destruction up to 60 miles wide and 300 miles long through Georgia.

Sherman waged total war: a war not only against enemy troops, but against everything that supports the enemy. His troops tore up rail lines, destroyed crops, and burned and looted towns.

**ReadingHistory**

**C. Drawing Conclusions** How might the political situation in the North have been different if Sherman had not taken Atlanta?

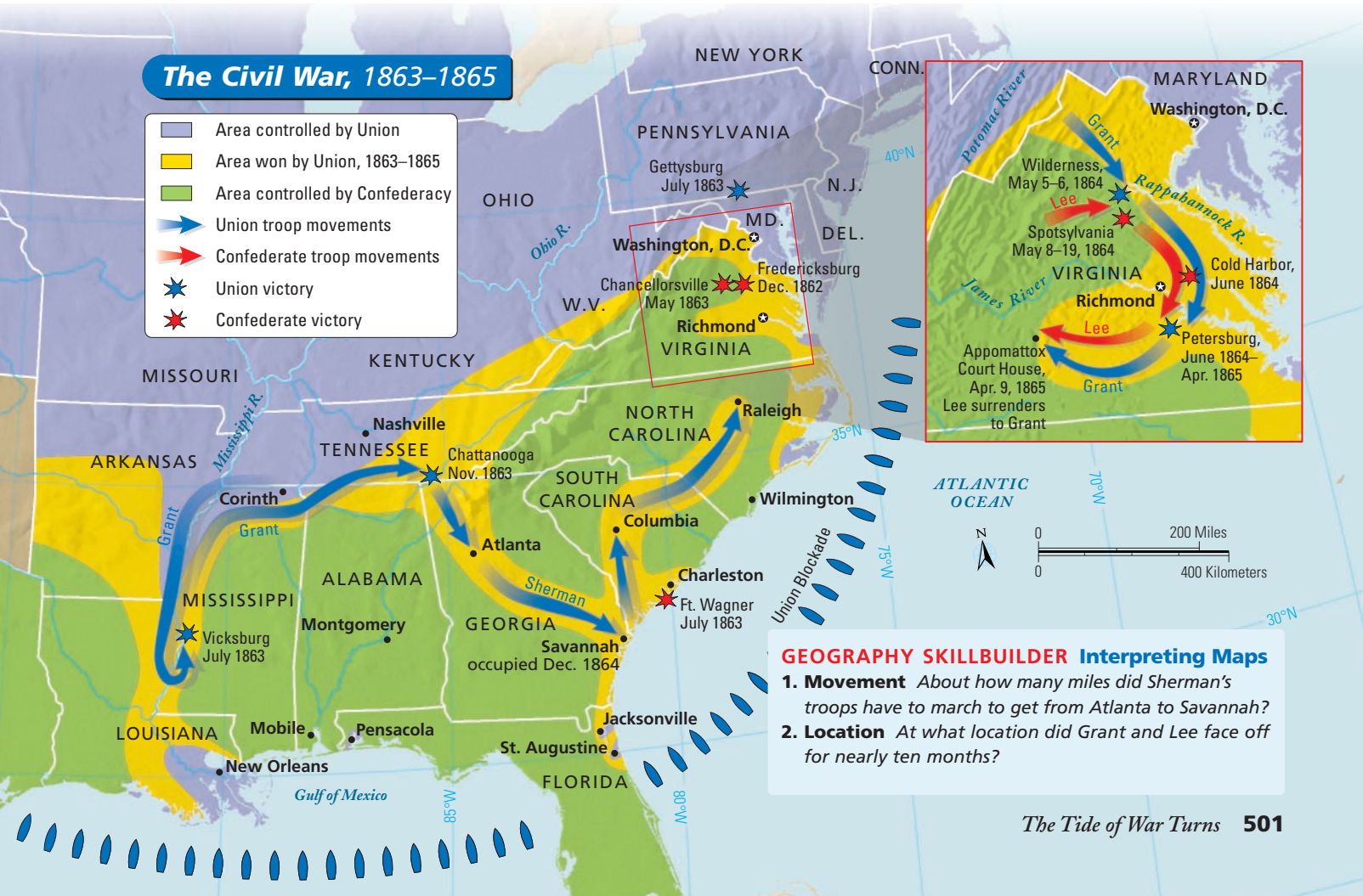
Sherman's triumph in Atlanta was important for Lincoln. In 1864, the president was running for reelection, but his prospects were not good. Northerners were tired of war, and Democrats—who had nominated George McClellan—stood a good chance of winning on an antiwar platform.

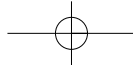
Sherman's success changed all that. Suddenly, Northerners could sense victory. Lincoln took 55 percent of the popular vote and won re-election. In his second inaugural speech, Lincoln hoped for a speedy end to the war: "With malice towards none; with charity for all; . . . let us strive on to finish the work we are in; to bind up the nation's wounds; . . . to do all which may achieve and cherish a just, and a lasting peace." (See page 509 for more of Lincoln's Second Inaugural Address.)

***"Let us strive . . . to bind up the nation's wounds."***

Abraham Lincoln

In December, Sherman took Savannah, Georgia. He then sent a telegram to Lincoln: "I beg to present you, as a Christmas gift, the city of Savannah, with 150 heavy guns and . . . about 25,000 bales of cotton."





In 1861, Congress created the Medal of Honor to reward individual bravery in combat.

## Grant's Virginia Campaign

After taking Savannah, Sherman moved north through the Carolinas seeking to meet up with Grant's troops in Virginia. Since May 1864, Grant and his generals had been fighting savage battles against Lee's forces. In battle after battle, Grant would attack, rest, then attack again, all the while moving south toward Richmond.

At the Battle of the Wilderness in May 1864, Union and Confederate forces fought in a tangle of trees and brush so thick that they could barely see each other. Grant lost over 17,000 men, but he pushed on. "Whatever happens," he told Lincoln, "we will not retreat."

At Spotsylvania and Cold Harbor, the fighting continued. Again, the losses were staggering. Grant's attack in June, at Cold Harbor, cost him 7,000 men, most in the first few minutes of battle. Some Union troops were so sure they would die in battle that they pinned their names and addresses to their jackets so their bodies could be identified later.

In June 1864, Grant's armies arrived at Petersburg, just south of Richmond. Unable to break through the Confederate defenses, the Union forces dug trenches and settled in for a long siege. The two sides faced off for ten months.

In the end, though, Lee could not hold out. Grant was drawing a noose around Richmond. So Lee pulled out, leaving the Confederate capital undefended. The Union army marched into Richmond on April 3. One Richmond woman recalled, "Exactly at eight o'clock the Confederate flag that fluttered above the Capitol came

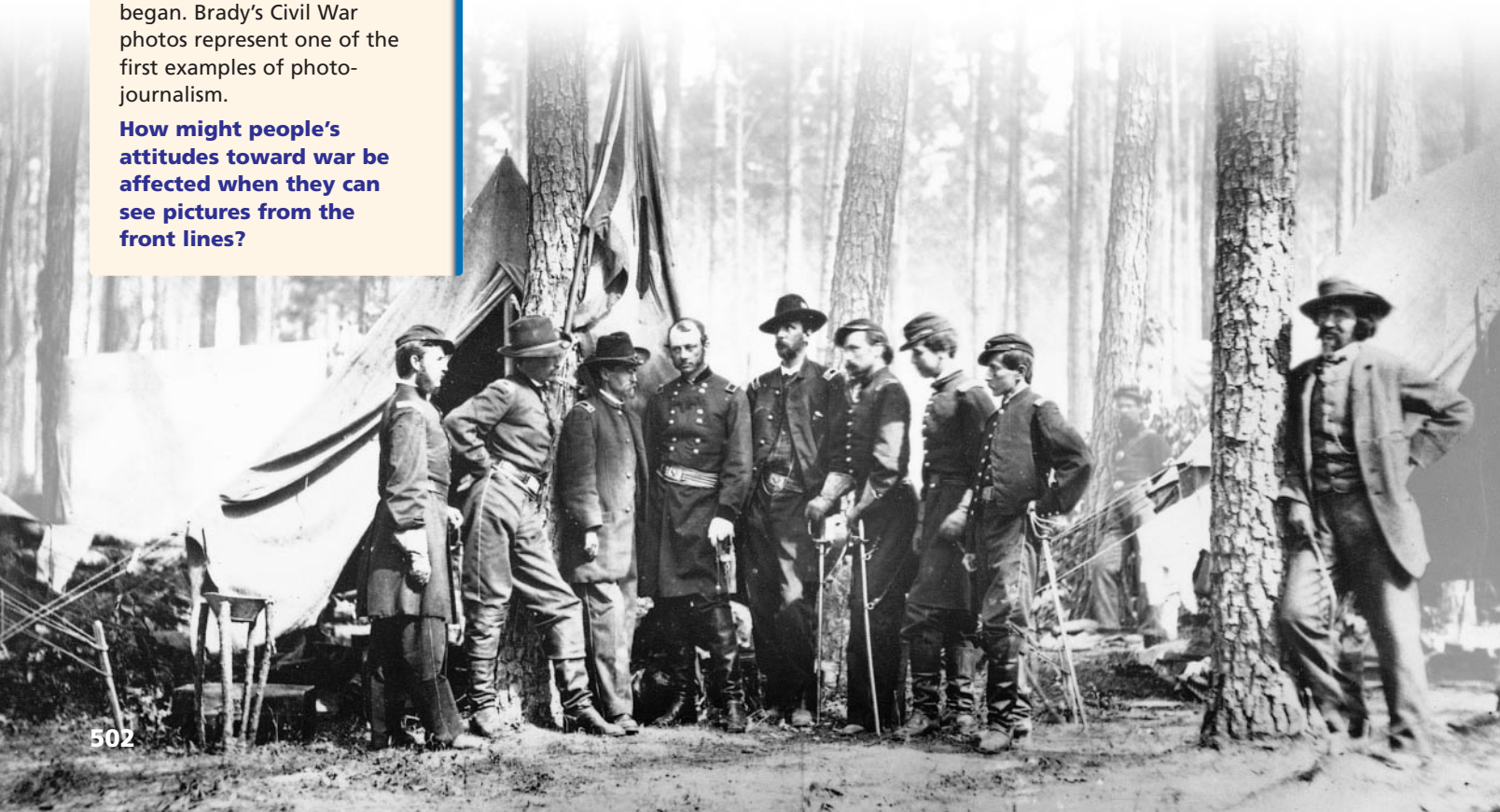
### Reading History

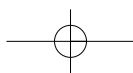
**D. Reading a Map** Use the map on page 501 to find the locations of the major battles of Grant's Virginia campaign.

### HISTORY through ART

This photograph shows Union officers before the Battle of the Wilderness. Next to the tree on the right is the photographer Mathew Brady. Photography was still a new art when the Civil War began. Brady's Civil War photos represent one of the first examples of photo-journalism.

**How might people's attitudes toward war be affected when they can see pictures from the front lines?**





down and the Stars and Stripes were run up. . . . We covered our faces and cried aloud.”

## Surrender at Appomattox

From Richmond and Petersburg, Lee fled west, while Grant followed in pursuit. Lee wanted to continue fighting, but he knew that his situation was hopeless. He sent a message to General Grant that he was ready to surrender.

On April 9, 1865, Lee and Grant met in the small Virginia town of **Appomattox Court House** to arrange the surrender. Grant later wrote that his joy at that moment was mixed with sadness.

### A VOICE FROM THE PAST

I felt like anything rather than rejoicing at the downfall of a foe who had fought so long and valiantly, and had suffered so much for a cause, though that cause was, I believe, one of the worst for which a people ever fought, and one for which there was the least excuse. I do not question, however, the sincerity of the great mass of those who were opposed to us.

**Ulysses S. Grant**, *Personal Memoirs*

Grant offered generous terms of surrender. After laying down their arms, the Confederates could return home in peace, taking their private possessions and horses with them. Grant also gave food to the hungry Confederate soldiers.

After four long years, the Civil War was coming to a close. Its effects would continue, however, changing the country forever. In the next section, you will learn about the long-term consequences of the Civil War.

## STRANGE but True

### WILMER MCLEAN

The first major battle of the Civil War was fought on the property of Wilmer McLean. McLean lived in Manassas, Virginia, the site of the Battle of Bull Run. After the battle, McLean decided to move to a more peaceful place. He chose the village of Appomattox Court House (see map on page 501).

When Lee made the decision to surrender in April 1865, he sent Colonel Charles Marshall to find a location for a meeting with Grant. Marshall stopped the first man he saw in the deserted streets of Appomattox Court House. It was Wilmer McLean.

McLean reluctantly offered his home. Thus, the war that began in McLean's back yard ended in his parlor.

## Section 3 Assessment

### 1. Terms & Names

#### Explain the significance of:

- Battle of Gettysburg
- Pickett's Charge
- Ulysses S. Grant
- Robert E. Lee
- Siege of Vicksburg
- William Tecumseh Sherman
- Appomattox Court House

### 2. Taking Notes

Use a time line like the one below to record key events from Section 3.



Which event is considered the turning point of the war?

### 3. Main Ideas

- Why was the Battle of Gettysburg important?
- Why was Northern success in the Siege of Vicksburg important?
- How did Grant treat Confederate soldiers after the surrender at Appomattox Court House?

### 4. Critical Thinking

**Contrasting** How was the Civil War different from wars that Americans had previously fought?

#### THINK ABOUT

- the role of civilians
- Sherman's military strategy

### ACTIVITY OPTIONS

#### GEOGRAPHY LANGUAGE ARTS

Research the Siege of Vicksburg. Make a **topographic map** of the area or write an **article** describing the soldiers' hardships during the siege.



# 4 The Legacy of the War

## TERMS & NAMES

Thirteenth Amendment

John Wilkes Booth

### MAIN IDEA

The Civil War brought great changes and new challenges to the United States.

### WHY IT MATTERS NOW

The most important change was the liberation of 4 million enslaved persons.

## ONE AMERICAN'S STORY

In the spring of 1864, a year before the end of the Civil War, the Union army was running out of cemetery space to bury its war dead. The secretary of war ordered Quartermaster General Montgomery Meigs to find a new site for a cemetery. Without hesitation, Meigs chose Robert E. Lee's plantation in Arlington, Virginia, just across the Potomac River from Washington, D.C. "The grounds about the mansion are admirably adapted to such a use," wrote Meigs in June 1864.

Meigs was from Georgia and had served under Lee in the U.S. Army before the war. Unlike Lee, however, Meigs remained loyal to the Union and disagreed strongly with Lee's decision to join the Confederacy. His decision to turn Lee's plantation into a Union cemetery was highly symbolic. The Union soldiers who died fighting Lee's army would be buried in Lee's front yard. That site became Arlington National Cemetery.



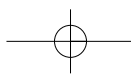
During the Civil War, the government turned Robert E. Lee's Virginia plantation into a graveyard. That graveyard eventually became Arlington National Cemetery.

## Costs of the War

Many Northerners shared Montgomery Meigs's bitter feelings toward the South. At the same time, many Southerners felt great resentment toward the North. After the war, President Lincoln hoped to heal the nation and bring North and South together again. The generous terms of surrender offered to Lee were part of that effort. Hard feelings remained, however, in part because the costs of the war were so great.

The Civil War was the deadliest war in American history. In four years of fighting, approximately 620,000 soldiers died—360,000 for the Union and 260,000 for the Confederacy. Another 275,000 Union soldiers and 260,000 Confederate soldiers were wounded. Many suffered from their wounds for the rest of their lives.

Altogether, some 3,000,000 men served in the armies of the North and South—around 10 percent of the population. Along with the soldiers, many other Americans had their lives disrupted by the war.



**ReadingHistory**

**A. Contrasting**  
How did government spending during the Civil War compare to that during previous years?

The war also had great economic costs. Together, the North and South spent more than five times the amount spent by the government in the previous eight decades. Many years after the fighting was over, the federal government was still paying interest on loans taken out during the war.

**The Thirteenth Amendment**

One of the greatest effects of the war was the freeing of millions of enslaved persons. As the Union army moved through the South during and after the war, Union soldiers released African Americans from bondage. One of those released was Booker T. Washington, who later became a famous educator and reformer. He recalled the day a Union officer came to his plantation to read the Emancipation Proclamation.

**A VOICE FROM THE PAST**

After the reading we were told that we were all free, and could go when and where we pleased. My mother, who was standing by my side, leaned over and kissed her children, while tears of joy ran down her cheeks. She explained to us what it all meant, that this was the day for which she had been so long praying, but fearing that she would never live to see.

**Booker T. Washington**, quoted in his autobiography, *Up from Slavery*

**ReadingHistory**

**B. Making Inferences** Why was an amendment needed to free enslaved persons even after the Emancipation Proclamation?

The Emancipation Proclamation applied primarily to slaves in the Confederacy, however. Many African Americans in the border states were still enslaved. In 1864, with the war still under way, President Lincoln had approved of a constitutional amendment to end slavery entirely, but it failed to pass Congress.

In January 1865, Lincoln urged Congress to try again to end slavery. This time, the measure—known as the **Thirteenth Amendment**—passed. By year’s end, 27 states, including eight in the South, had ratified the amendment. From that point on, slavery was banned in the United States.

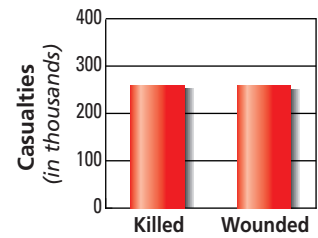
**Lincoln’s Assassination**

Lincoln did not live to see the end of slavery, however. Five days after Lee’s surrender at Appomattox, the president and his wife went to see a play at Ford’s Theatre in Washington, D.C. During the play, a Confederate supporter, **John Wilkes Booth**, crept into the balcony where the president sat and shot him in the back of the head. Booth then jumped over the railing and landed on the stage. Although he broke his leg in the leap, he managed to escape the theater.

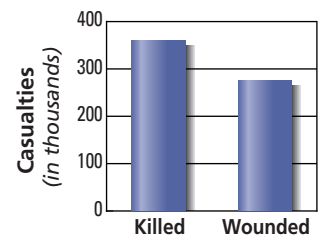
**CONNECTIONS TO MATH**

**Costs of the Civil War**

**CONFEDERATE CASUALTIES**



**UNION CASUALTIES**



Source: *World Book; Historical Statistics of the United States; The United States Civil War Center*

**ECONOMIC COSTS**

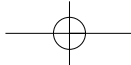
- Federal loans and taxes to finance the war totaled \$2.6 billion.
- Federal debt on June 30, 1865, rose to \$2.7 billion.
- Confederate debt ran over \$700 million.
- Union inflation reached 182% in 1864 and 179% in 1865.
- Confederate inflation rose to 9,000% by the end of the war.

**SKILLBUILDER**

**Interpreting Graphs**

1. About how many Confederate soldiers were killed in the Civil War?
2. Approximately how many soldiers were wounded in the war?





## Connections TO LITERATURE

### WALT WHITMAN

1819–1892

One of the greatest American poets, Walt Whitman (below) was a large, bearded man whose poetry captured the American spirit. His most famous book of poems, *Leaves of Grass*, praised the values of freedom and democracy.

Whitman was 41 when the Civil War began. Too old for the army, he offered his services as a nurse when his younger brother was wounded at Fredericksburg. He stayed on after that to help at hospitals in Washington, D.C.

Whitman wrote a book of poetry about war. Later editions of the book, which appeared after Lincoln's assassination, included several poems about the president.



That same evening, an accomplice of Booth stabbed Secretary of State William Seward, who later recovered. Another man was supposed to assassinate Vice-President Johnson, but he failed to carry out the attack.

Although Booth had managed to escape after shooting the president, Union troops found and killed him several days later. Soldiers also hunted down Booth's accomplices, whom they either hanged or imprisoned.

After Lincoln was shot, he was carried to a house across the street from the theater. The bullet in his brain could not be removed, however. The next morning, April 15, 1865, the president died. He was the first American president to be assassinated.

Lincoln's murder stunned the nation and caused intense grief. In Washington, D.C., people wept in the streets. One man who mourned the nation's loss was the poet Walt Whitman. In one poem, Whitman considered the president's legacy.

#### A VOICE FROM THE PAST

This dust was once the man,  
Gentle, plain, just and resolute, under whose cautious hand,  
Against the foulest crime in history known in any land or age,  
Was saved the Union of these States.

Walt Whitman, *This Dust Was Once the Man*

The loss of Lincoln's vast experience and great political skills was a terrible setback for a people faced by the challenge of rebuilding their nation. In both the North and the South, life would never be the same after the Civil War.

## Consequences of the War

In the North, the war changed the way people thought about the country. In fighting to defend the Union, people came to see the United States as a single nation rather than a collection of states. After 1865, people no longer said "the United States *are*" but "the United States *is*."

The war also caused the national government to expand. Before the war, the government was relatively small and had limited powers. With the demands of war, however, the government grew larger and more powerful. Along with a new paper currency and income tax, the government established a new federal banking system. It also funded railroads, gave western land to settlers, and provided for state colleges. This growth of federal power continued long after the war was over.

The war also changed the Northern economy. New industries such as steel, petroleum, food processing, and manufacturing grew rapidly. By

**Vocabulary**  
**accomplice:**  
someone who  
aids a lawbreaker

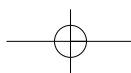
#### ReadingHistory

##### C. Summarizing

How did  
Americans react  
to the assassina-  
tion of Lincoln?

#### Background

In the 1850s, an improved way of making steel—the Bessemer process—had been perfected, allowing for the mass production of steel.



<b>CAUSE AND EFFECT: The Civil War, 1861–1865</b>	
<b>CAUSES</b>	<b>IMMEDIATE EFFECTS</b>
Conflict over slavery in territories	Abolition of slavery
Economic differences between North and South	Devastation of South
Failure of Congress to compromise	Reconstruction of South
Election of Lincoln as president	<b>LONG-TERM EFFECTS</b>
Secession of Southern states	Growth of industry
Firing on Fort Sumter	Government more powerful
	Nation reunited

**SKILLBUILDER Interpreting Charts**

1. What military event is among the causes of the Civil War?
2. What effect did the Civil War have on the federal government?

**Background**

Some people have called the Civil War the first modern war because of the use of machines, the destructiveness, and the effects on civilians, which would be repeated in later wars.

the late 1800s, industry had begun to replace farming as the basis of the national economy.

For the South, however, the war brought economic disaster. Farms and plantations were destroyed. About 40 percent of the South’s livestock was killed. Fifty percent of its farm machinery was wrecked. Factories were also demolished, and thousands of miles of railroad tracks were torn up. Also gone was the labor system that the South had used—slavery.

Before the war, the South accounted for 30 percent of the nation’s wealth. After the war it accounted for only 12 percent. These economic differences between the North and the South would last for decades.

The country faced difficult challenges after the war. How would the South be brought back into the Union, and how would four million former slaves be integrated into national life? You will read more about these challenges in the next chapter.

**Section 4 Assessment**

**1. Terms & Names**

**Explain the significance of:**

- Thirteenth Amendment
- John Wilkes Booth

**2. Taking Notes**

Use a chart like the one below to record the social, economic, and political legacy of the Civil War.

Legacy of the Civil War		
Society	Economy	Politics

Is the legacy of the Civil War still apparent today? How?

**3. Main Ideas**

- What were some of the human costs of the Civil War?
- What did the Thirteenth Amendment achieve?
- What was the state of the Southern economy after the Civil War?

**4. Critical Thinking**

**Making Inferences** How do you think the assassination of President Lincoln affected the nation?

**THINK ABOUT**

- the reaction of ordinary citizens
- its impact on government

**ACTIVITY OPTIONS**

**MATH**

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**TECHNOLOGY**

Read about the postwar economy. Create a **database** on industry in the North or make a **storyboard** for a video on the problems in the South.



# The Gettysburg Address (1863)

**Setting the Stage** On November 19, 1863, officials gathered in Gettysburg, Pennsylvania. They were there to dedicate a national cemetery on the ground where the decisive Battle of Gettysburg had taken place nearly five months earlier. Following the ceremony's main address, which lasted nearly two hours, President Lincoln delivered his Gettysburg Address in just over two minutes. In this famous speech, Lincoln expressed his hopes for the nation. **See Primary Source Explorer**

Four **score**<sup>1</sup> and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate—we can not **consecrate**<sup>2</sup>—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or **detract**.<sup>3</sup> The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we **take increased devotion to**<sup>4</sup> that cause for which they **gave the last full measure of devotion**<sup>5</sup>—that we here highly resolve that these dead shall not have died **in vain**<sup>6</sup>—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

## A CLOSER LOOK

### LINCOLN'S MODESTY

Lincoln claimed that what he said at Gettysburg would not be long remembered. However, the address soon came to be recognized as one of the best speeches of all time.

**1. What features of Lincoln's address make it so memorable?**

## A CLOSER LOOK

### FIGHTING FOR A CAUSE

Different people fought for different causes during the Civil War. Sometimes, the causes for which people fought changed over the course of the war.

**2. What cause is Lincoln referring to in the Gettysburg Address?**

1. **score:** a group of 20.

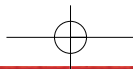
2. **consecrate:** to declare as sacred.

3. **detract:** to take away from.


4. **take increased devotion to:** work harder for.

5. **gave the last full measure of devotion:** sacrificed their lives.

6. **in vain:** for nothing.



# Second Inaugural Address (1865)

**Setting the Stage** President Lincoln delivered his Second Inaugural Address just before the end of the Civil War. In this excerpt, he recalled the major cause of the war and vowed to fight for the restoration of peace and unity. **See Primary Source Explorer** 

One-eighth of the whole population were colored slaves. . . . These slaves constituted a peculiar and powerful interest. All knew that this interest was somehow the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the **insurgents**<sup>1</sup> would rend the Union even by war, while the Government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war the magnitude or the duration which it has already attained. Neither anticipated that the cause of the conflict might cease with or even before the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible and pray to the same God, and each invokes His aid against the other. . . . Fondly do we hope, fervently do we pray, that this mighty **scourge**<sup>2</sup> of war may speedily pass away. Yet, if God wills that it continue until all the wealth piled by the **bondsman's**<sup>3</sup> two hundred and fifty years of **unrequited**<sup>4</sup> toil shall be sunk, and until every drop of blood drawn with the lash shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said “the judgments of the Lord are true and righteous altogether.”

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

1. **insurgent**: one that revolts against civil authority.      2. **scourge**: a source of suffering and devastation.      3. **bondsman**: enslaved person.  
4. **unrequited**: not paid for.

## A CLOSER LOOK

### SLAVERY IN TERRITORIES

Before the Civil War, Northern states wanted to prohibit slavery in territories that would eventually become new states. Southern states fought to expand slavery, fearing the prohibition would threaten slavery where it already existed.

**1. Why did the Southerners fear that prohibiting slavery in new territories might threaten slavery where it already existed?**

## A CLOSER LOOK

### MALICE TOWARD NONE

As Northerners became more confident in victory, many looked forward to punishing Southerners, whom they blamed for the war. Lincoln, however, urged citizens to care for one another and work for a just and lasting peace.

**2. Why do you think that Lincoln believed it would be wiser for Americans not to place blame or seek revenge on one another?**

## Interactive Primary Sources Assessment

### 1. Main Ideas

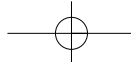
- a.** Why might President Lincoln have begun the Gettysburg Address by noting that the country was “dedicated to the proposition that all men are created equal”?
- b.** According to Lincoln’s Second Inaugural Address, why did the Confederacy go to war?
- c.** To what did Lincoln refer with the phrase “the bondsman’s two hundred and fifty years of unrequited toil?”

### 2. Critical Thinking

**Making Inferences** In 1865, if the South had asked to rejoin the Union without ending slavery, do you think Lincoln would have agreed?

#### THINK ABOUT

- what Lincoln identifies as the cause of the war
- what might happen if the war ended but slavery did not



# Chapter 17 ASSESSMENT

## TERMS & NAMES

Briefly explain the significance of each of the following.

1. Emancipation Proclamation
2. 54th Massachusetts Regiment
3. conscription
4. Battle of Gettysburg
5. Ulysses S. Grant
6. Robert E. Lee
7. Siege of Vicksburg
8. William Tecumseh Sherman
9. Appomattox Court House
10. Thirteenth Amendment

## REVIEW QUESTIONS

### The Emancipation Proclamation (pages 487–490)

1. Why did Lincoln issue the Emancipation Proclamation?
2. How did black soldiers aid the war effort?

### War Affects Society (pages 491–495)

3. How did events on the home front show the toll that war was taking there?
4. Why did some people say the Civil War was a “rich man’s war but a poor man’s fight”?
5. How did enslaved persons help the Union?

### The North Wins (pages 496–503)

6. Why was the Battle of Gettysburg so important?
7. How did Sherman’s march help the Union?
8. How did Grant defeat Lee?

### The Legacy of the War (pages 504–507)

9. How was the Thirteenth Amendment different from the Emancipation Proclamation?
10. How did the war change the national economy?

## CRITICAL THINKING

### 1. USING YOUR NOTES

	North	South
Emancipation Proclamation		
War’s Impact		
Northern Victories in Battle		
Union Wins Civil War		

- a. How did white and black Southerners react to the Emancipation Proclamation?
- b. How did inflation affect the North and the South?

### 2. ANALYZING LEADERSHIP

What qualities made Lincoln an effective leader?

### 3. THEME: IMPACT OF THE INDIVIDUAL

How did General Grant’s actions in the war make a crucial difference to the outcome?

### 4. FORMING AND SUPPORTING OPINIONS

One Union relief worker said, “The suffering of men in battle is nothing next to the agony that women feel sending forth their loved ones to war.” Do you agree with this statement? Explain why or why not.

### 5. APPLYING CITIZENSHIP SKILLS

How might the behavior of General Grant and President Lincoln toward the Confederacy have helped to begin healing the war-torn nation?

## Interact *with* History

Having read about the ferocity of battle during the Civil War, do you still believe that you would be inspired to continue the fighting? Why or why not?

## VISUAL

## SUMMARY

### The Civil War, 1863–1865

**January 1863**  
Emancipation Proclamation is issued.

**July 1863**  
Battle of Gettysburg takes place. Union takes Vicksburg.

**March 1864**  
Grant is put in charge of all Union armies.

**May 1864**  
Battle of the Wilderness and Spotsylvania occur.

**September 1864**  
Sherman takes Atlanta, Georgia.

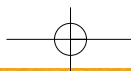
**June 1864**  
Battle of Cold Harbor occurs.

**November 1864**  
Lincoln is reelected.

**December 1864**  
Sherman takes Savannah, Georgia.

**April 1865**  
Lee surrenders at Appomattox Court House. Lincoln is assassinated.

**January 1865**  
Thirteenth Amendment is passed by Congress.



## HISTORY SKILLS

### 1. INTERPRETING MAPS: Location

Study the map. Answer the questions.

#### Siege of Vicksburg, 1863



#### Basic Map Elements

- Which color represents Confederate states?

#### Interpreting the Map

- Next to what river was Vicksburg built?
- Why might Vicksburg be important for Southerners supplying the Confederacy from Texas?

### 2. INTERPRETING SECONDARY SOURCES

Historian Bruce Catton describes a brief meeting between two brothers during the Siege of Vicksburg. Read the passage and answer the questions.

Both boys [were] from Missouri, one of them in Confederate gray and the other in Federal blue. The Confederate had a roll of bills in his hand and gave them to his brother to send to their mother. . . . He couldn't get things out from Vicksburg through the Union lines, Vicksburg being completely surrounded, so he asked his brother to send them to her, and the brother did. There was no shooting while these arrangements were made, then the brothers shook hands and retired to their individual lines, and the shooting started up again.

**Bruce Catton**, from *Reflections on the Civil War*

- What does this account say about the nature of war?
- Why might the fact that the brothers came from Missouri pertain to their fighting for different sides?

## ALTERNATIVE ASSESSMENT

### 1. INTERDISCIPLINARY ACTIVITY: Science

**Writing a Report** Do research on the advances in military technology during the Civil War. Write a report that describes the new or improved weapons that were used during the war. Be sure to use standard grammar, spelling, sentence structure, and punctuation in your report. Present the report to your class with charts that illustrate the changes and innovations that you describe.

### 2. COOPERATIVE LEARNING ACTIVITY

**Creating a Newspaper** Work with a group of classmates to produce a simple newspaper that covers a specific period of the Civil War. With your group, choose the period you want to cover and decide whether you will take a Northern or Southern viewpoint. Research events and conditions during that period, then select the topics you will cover in your newspaper. Articles should include descriptions of the characteristics of the Civil War era. Examples include:

- important battles and military strategies
- political news, including government actions and foreign involvement
- social and economic conditions
- profiles of important figures

### 3. PRIMARY SOURCE EXPLORER

Use the Internet, books, and other resources to do research for a multimedia presentation on a Civil War battle. Using presentation software, consider including the following content:

- paintings or written descriptions of the battle
- images of the destruction caused by the conflict
- music from the time period
- statistics on casualties
- diary and journal entries

### 4. HISTORY PORTFOLIO

Review your section and chapter assessment activities. Select one that you think is your best work. Then use comments made by your teacher or classmates to improve your work and add it to your portfolio.

Additional Test Practice,  
pp. S1–S33



TEST PRACTICE  
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