



Section 1

Standards-Based Instruction



Standards at a Glance

Students have learned how sectional differences led to the Civil War. They will now read how hopes for a quick war were dashed.

Section Focus Question

Why did each side in the Civil War think the war would be won easily?

Before you begin the lesson for the day, write the Section Focus Question on the chalkboard. (*Lesson Focus: Both sides had distinct advantages and both had strategies for winning.*)

Prepare to Read

Build Background Knowledge

L2

Make two columns on the board and title them “North” and “South.” Then ask students to preview the section by reading the headings and looking at the images. Ask students to predict what they will learn about the North and the South. Write their answers in the appropriate column on the board. Use the Numbered Heads participation strategy (TE, p. T38) to elicit responses.

Set a Purpose

L2

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements true or false.

All in One Teaching Resources, Unit 5, Reading Readiness Guide, p. 47

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE, p. T38) to call on students to share their groups’ perspectives. The students will return to these worksheets later.



SECTION

1

The Call to Arms



Standards Preview

H-SS 8.10.2 Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.

H-SS 8.10.6 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox.

H-SS 8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare.

Prepare to Read

Reading Skill

Understand Sequence of Events The Civil War began as a result of a complex sequence of events. As that war proceeded in its early days, events continued at a furious pace. To form a full understanding of this phase of the war, pause regularly to summarize the sequence of events. Use your own words to recount the important events in the correct order.

H-SS Analysis Skill C&ST 1, HI 2

Vocabulary Builder

High-Use Words

distinct, p. 388

resource, p. 388

Key Terms and People

border state, p. 387

neutral, p. 387

martial law, p. 387

blockade, p. 389

Background Knowledge In the previous chapter, you learned how tensions over slavery troubled the nation throughout the 1850s. Southern slaveholders became committed to protecting the system on which they depended. In this section, you will learn how this determination led to the Civil War.

Taking Sides in the War

Two days after Fort Sumter’s surrender, President Lincoln declared that a rebellion existed in the South. To put it down, he asked the nation’s governors to raise 75,000 troops. Across the North, young men eagerly volunteered. Support was so widespread that the governors of Ohio, Indiana, and several other states begged to send more troops than the President had requested.

More States Secede Not all states were so enthusiastic, however. In Tennessee, the governor said that his state “will not furnish a single man” to fight against “our southern brothers.” The governors of Kentucky and Missouri made similar replies to Lincoln’s request. Maryland and Delaware did not respond at all.

The President’s call for troops led more southern states to secede. On April 17, Virginia left the Union. In May, Arkansas, Tennessee, and North Carolina also joined the Confederacy. However, the western counties of Virginia, where there was little support for slavery, refused to secede. In 1863, these 50 counties were admitted to the Union as the state of West Virginia.

Main Idea

As the war began and states chose sides, loyalties in the four border states were divided.

Universal Access

L3 Advanced Readers

Comparing Points of View Have students read the two accounts of events at Fort Sumter on the worksheet Fort Sumter: Two Views and answer the questions. Ask students to work with a partner to discuss which writer seems to be more aware of the future consequences of the battle. Sug-

gest that students ask themselves: Which writer is concerned mainly with the present and which is looking to the future?

All in One Teaching Resources, Unit 5, Fort Sumter: Two Views, p. 52

The Border States Loyalties remained divided in the **border states**—slave states that did not secede. Delaware had few enslaved people, and its support of the Union was strong. However, many people in Kentucky, Missouri, and Maryland favored the South. Kentucky and Missouri were important to controlling the Ohio and Mississippi rivers. And unless the Union could hold Maryland, Washington would be surrounded by the Confederacy.

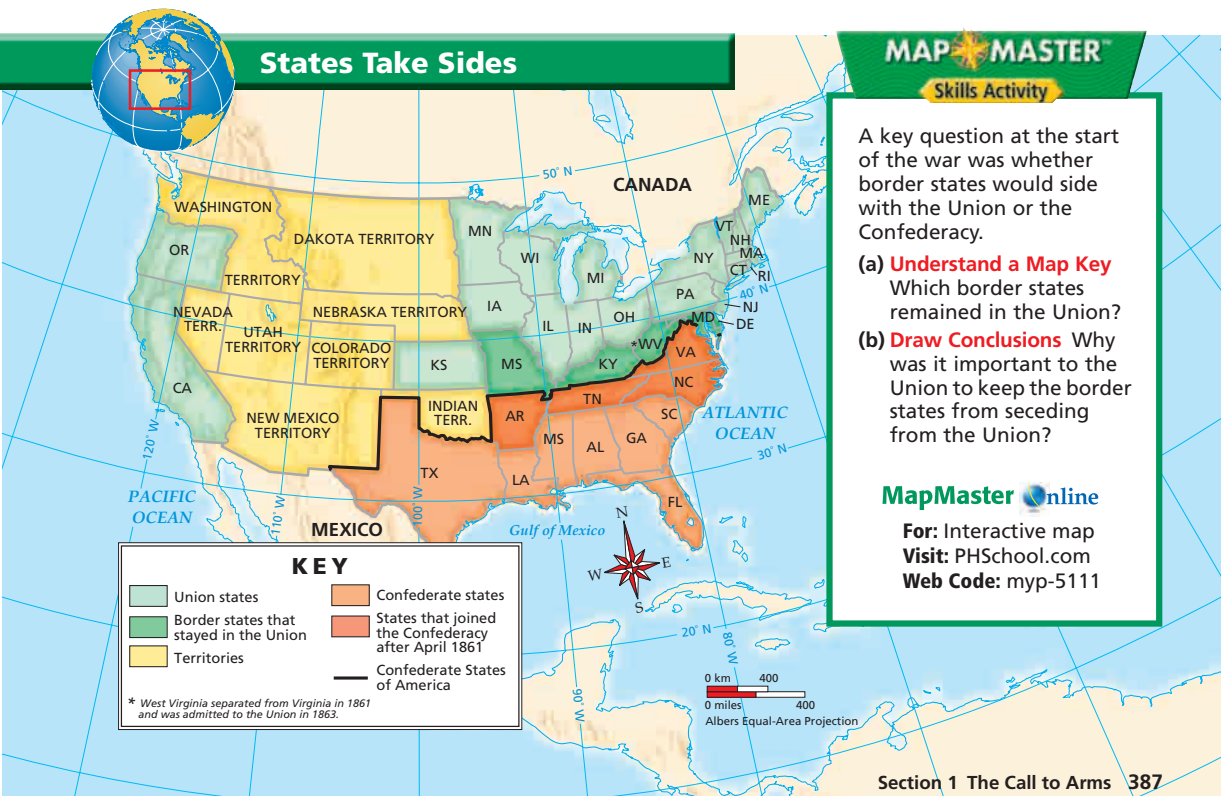
At first, Kentucky declared itself **neutral**, or not favoring either side. Union generals wanted to occupy Kentucky, but Lincoln refused. He feared that such a move would push the state to secede. His strategy was wise. When Confederate forces invaded it in September 1861, Kentucky decided to support the North.

By contrast, the President acted forcefully to hold Missouri and Maryland. When Missouri's government sided with the South, Union supporters set up their own state government. Fighting broke out within the state. Finally, Lincoln sent troops, and the state stayed in the Union throughout the war.

In Maryland, southern sympathizers destroyed railroad and telegraph lines. So Lincoln placed eastern Maryland under **martial law**. This is a type of rule in which the military is in charge and citizens' rights are suspended. Maryland officials and others suspected of disloyalty were jailed without trials.

Checkpoint How did the border states line up in the war?

Understand Sequence of Events Summarize the events as North and South geared up for full-scale conflict. Make sure to recount events in the correct sequence.



History Background

Amateur Armies In 1861, the entire U.S. Army consisted of 16,000 men, most of whom were scattered in 79 frontier outposts west of the Mississippi. Thus, the burden of fighting the war was carried by volunteers. The earliest regiments arrived clad in colorful uniforms representing not

the North or South but the colors of their state or state militia. The earliest Union forces that gathered in Washington looked more like a circus on parade than an army. Volunteers at the beginning of the war received little training; many learned how to fight on the battlefield itself.

Teach

Taking Sides in the War

H-SS 8.10.2, 8.10.6, 8.10.7

Instruction

Vocabulary Builder

High-Use Words Before teaching this section, preteach the High-Use Words **distinct** and **resource**, using the strategy on TE p. 385.

Key Terms Following the instructions on page 7, have students create a See It—Remember It chart for the Key Terms in this chapter.

- Read Taking Sides in the War with students, using the Choral Reading technique (TE, p. T36). Ask: **What was the immediate result of the surrender of Fort Sumter?** (Lincoln asked the states to raise 75,000 troops to put down the rebellion in the South.)
- Discuss the border states with students. Ask students to predict what may have happened if Maryland was allowed to secede from the Union. (Answers will vary, but students should recognize that it may have been more difficult for the Union to win the war if Washington, D.C., was surrounded by a state that had seceded and supported the South.)

Independent Practice

Have students begin filling in the study guide for this section.

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure they understand how the states took sides.

Answers

Reading Skill Possible answer: The Confederates took Fort Sumter, Lincoln declared them in rebellion and ordered an army raised. Several states debated whether to support the Union or the Confederacy. Confederate forces invaded Kentucky, which then joined the Union. Lincoln used force to keep Missouri and Maryland in the Union.

Checkpoint They were all on the Union side.

MAP MASTER Skills Activity (a) Delaware, Maryland, West Virginia, Missouri, and Kentucky (b) Their geographical locations were important to the Union.

North Against South

H-SS 8.10.2, 8.10.6, 8.10.7


Instruction

L2

- Have students read North Against South. Remind students to look for the sequence of events.
- Have students create a table listing the southern military advantages and the North's advantages. (*Southern advantages: fighting on their own territory; could count on local people for help; had the most experienced military officers. Northern advantages: more factories, railroad track, and farmland; larger population; more resources.*)
- Ask: **Why would the greater number of factories and factory workers be an advantage to the North?** (*Possible answer: More goods and war materials could be produced.*) Ask: **What disadvantages might the North have had in invading the South?** (*Possible answer: They had to move troops, materials, and other supplies over long distances and unfamiliar geography.*)

Independent Practice

Have students continue filling in the study guide for this section.


 **Interactive Reading and Notetaking Study Guide**, Chapter 11, Section 1 (Adapted Version also available.)

Monitor Progress

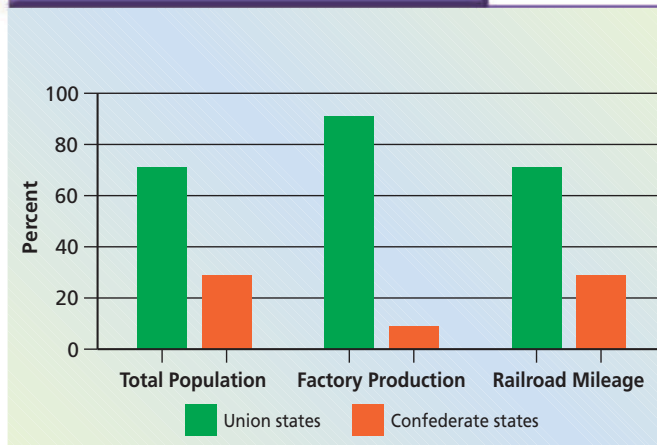
As students fill in the Notetaking Study Guide, circulate to make sure that they understand the advantages of each side. If students do not seem to have a good understanding, have them reread the section. Provide assistance as needed.

Answers

Reading Graphs (a) Factory production (b) The North was able to field, feed, and equip larger armies because it had a larger population, more factories, and more railroads to move troops and supplies. (c) the North—because of its ability to equip a larger army and provide railroad transportation

 **Checkpoint** The South had more experienced military officers and would be fighting on its own land among its own people. The North had more factories, farmland, railroad tracks, and a larger population, so it could better feed and equip its army.

Comparing Resources



Source: The Times Atlas of World History

Main Idea

Each side had its advantages and disadvantages, and each side was sure it would win.

Vocabulary Builder

distinct (dihs TIHNKT) *adj.* clear or definite; different in quality

Primary Sources

See Robert E. Lee, *Letter to His Sister*, in the Reference Section at the back of this textbook.

Vocabulary Builder

resource (ree SORS) *n.* supply of something to meet a particular need

Reading Graphs

Skills Activity

The Union enjoyed an advantage over the Confederacy in a number of resources.

- (a) **Reading a Bar Graph** In which of the three comparisons is the Union's advantage the greatest?
- (b) **Draw Conclusions** For each of these three resources, how would you expect the Union to benefit from its advantage?
- (c) **Make Predictions** Based on the information in these graphs, which side would you expect to win the war? Explain.

North Against South

As the armies prepared, people on both sides were confident. A Union soldier declared that he was "willing . . . to lay down all my joys in this life to help maintain this government." Southerners compared themselves to Americans of 1776. A New Orleans poet wrote of Confederates: "Yes. call them rebels! 'tis the name/Their patriot fathers bore."

Southern Advantages Although outnumbered, the South had some distinct military advantages. To win, northern armies would have to invade and conquer the South. Confederates would be fighting on their own territory, with help from the local people.

In addition, most of the nation's experienced military officers were southerners. The Confederacy's three top generals—Albert Johnston, Joseph Johnston, and Robert E. Lee—all had resigned from the U.S. Army to fight for the South.

Northern Advantages The United States had about 130,000 factories. Of those, 110,000 were in the North. The North had twice as much railroad track and almost twice as much farmland.

The North also had a population advantage. Some two thirds of the nation's people lived in states that remained in the Union, and in the South more than a third of the people were enslaved. With more resources, the North was able to field, feed, and equip larger armies.

 **Checkpoint** What were each side's advantages?

Universal Access

L1 Less Proficient Readers

Gaining Comprehension Suggest to students that they use a ruler to help them keep their place as they read, line to line, down a page. Have students mark unfamiliar words or phrases (such as *resigned*

L1 Special Needs

on this page) with a sticky note, or jot down questions that occur as they read. Periodically provide assistance to the students to clarify these issues.

The Two Sides Plan Strategy

Union leaders hoped to win a quick victory. To isolate the Confederacy, Lincoln had the navy blockade southern seaports. A **blockade** is a military action to prevent traffic from coming into an area or leaving it. Lincoln hoped to cut off the South's supply of manufactured goods and block overseas sales of cotton.

An important part of northern strategy was to gain control of the Mississippi River, the South's major transportation link. This would split the South in two. The Union also planned to invade Virginia and seize Richmond, the Confederate capital. It was just 100 miles from Washington, D.C.

The South's strategy was simpler. The Confederates did not need to invade the North. They had only to defend their land until northerners got tired of fighting. The Confederates sought aid from Britain and other European nations. They hoped that Britain's need of cotton for its textile mills would force the British to support the South.

 **Checkpoint** How did strategies on the two sides differ?

Americans Against Americans

On both sides, men rushed to be part of the fight. "I had never dreamed that New England . . . could be fired with so warlike a spirit," wrote Mary Ashton Livermore in Boston. In South Carolina, Mary Chesnut said, men rushed to enlist in the army for "fear the war will be over before they get a sight of the fun."

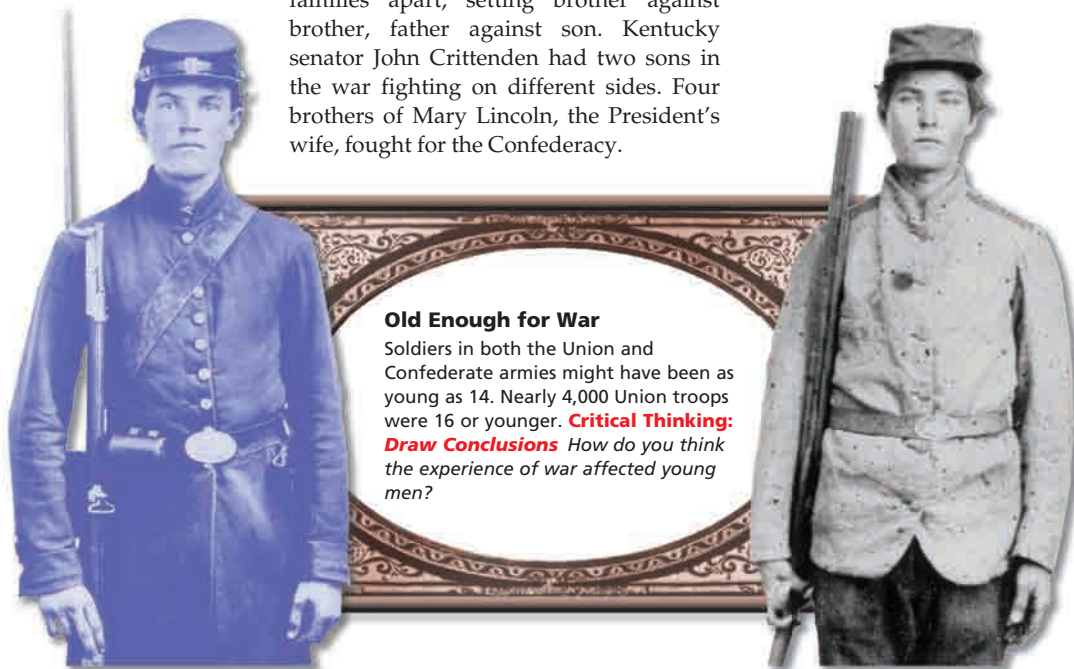
This war between Americans broke families apart, setting brother against brother, father against son. Kentucky senator John Crittenden had two sons in the war fighting on different sides. Four brothers of Mary Lincoln, the President's wife, fought for the Confederacy.

Main Idea

While the North wanted to isolate the South and invade it, the South hoped to get help from Europe.

Main Idea

The war often divided families as it drew most adult males on both sides into the military.



Old Enough for War

Soldiers in both the Union and Confederate armies might have been as young as 14. Nearly 4,000 Union troops were 16 or younger. **Critical Thinking: Draw Conclusions** How do you think the experience of war affected young men?

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History Background

A Moment's Hesitation Uniforms were a cause of much confusion during the Battle of Bull Run. For two hours, the Union soldiers had steadily pushed the Confederates back toward and up the slopes of Henry House Hill (named for the home of Judith Henry, a bedridden widow). Two Union artillery batteries were blasting gaps in the Confederate lines when a blue-

clad regiment emerged from the woods. Thinking the regiment was the infantry support it had requested, Union soldiers stopped firing. The regiment, which turned out to be Confederate, leveled muskets, fired, and wiped out the Union guns. From that point on in the battle, the tide shifted to the Confederates.

The Two Sides Plan Strategy

Americans Against Americans

 **H-SS 8.10.2, 8.10.6, 8.10.7**


Instruction

L2

- Read The Two Sides Plan Strategy and Americans Against Americans together. Read the Main Ideas aloud and ask students to write down supporting details for each one as they read.
- Discuss the strategy plan of each side. Ask: **Why was it important to the North to take Richmond?** (*It was the Confederate capital so taking it could cripple the South's government. It was also very close to Washington, D.C., the nation's capital.*)
- Review the term "Civil War." Explain that the word *civil* refers to citizens and their relations to one another and a state or government. Ask: **Why was this war called a Civil War?** (*It was a war in which citizens fought against one another.*)

Independent Practice


Have students continue filling in the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 11, Section 1 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure individuals understand the strategies of each side and how the war divided the nation's citizens.

Answers

 **Checkpoint** The North hoped to blockade southern seaports, to gain control of the Mississippi River to control transportation and cut the South in two, and to capture Richmond. The South's plan was simpler—they planned to defend their territory until the northerners tired of fighting.

Draw Conclusions Possible answer: Some may have grown up quickly and acquired new skills; many may have become scared, tired, and disillusioned.

First Battle of Bull Run A Soldier's Life

H-SS 8.10.2, 8.10.6, 8.10.7

Instruction

L2


- Read First Battle of Bull Run and A Soldier's Life with students. Remind them to look for sequence of events.
- Ask: **Why did citizens ride out to see the armies meet at Manassas?** (*They expected a quick Union victory.*) **How did the inexperience of both armies show during the battle?** (*The northerners lost their initial advantage and had to flee; the southerners couldn't follow up and chase them because they were too tired.*)
- Show students the History Interactive transparency Bull Run and discuss the effect this battle had on both sides.

Color Transparencies, Bull Run

- Discuss the conditions of camps and prisons. Ask: **Why were the poor conditions in prisons and camps a disadvantage to both sides?** (*Soldiers were too weak with illness and hunger to fight; morale would suffer.*)

Independent Practice

Have students complete the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 11, Section 1
(Adapted Version also available.)

Monitor Progress

- As students complete the Notetaking Study Guide, circulate to make sure they understand the importance of Bull Run and the harsh conditions soldiers faced.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

 **All in One Teaching Resources, Unit 5**,
Reading Readiness Guide, p. 47

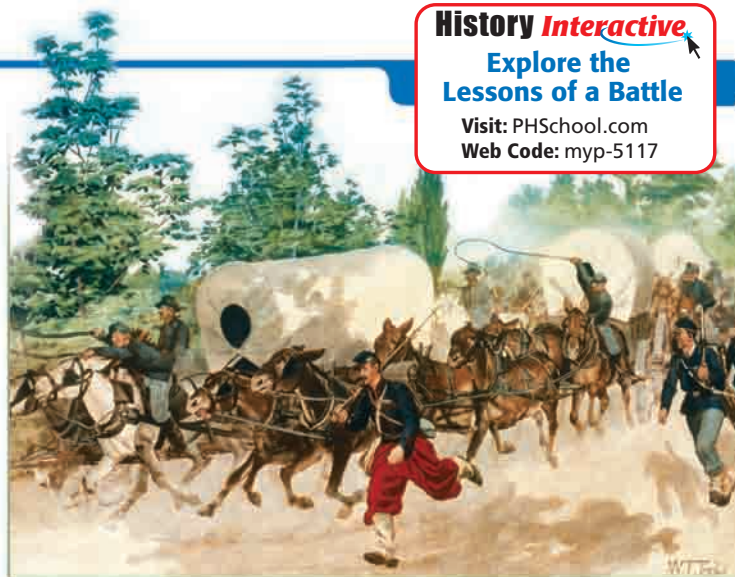
Answers

Draw Conclusions Both sides were aware of their advantages and felt their cause was right. Neither side appreciated the advantages of the other sufficiently, nor did they accurately estimate their own weaknesses.

Fleeing Bull Run

Before the First Battle of Bull Run, both sides expected an easy victory. But they were wrong. Here, Union soldiers have panicked and are fleeing the Bull Run battlefield. Bull Run was an early sign that the war would be long and costly.

Critical Thinking: Draw Conclusions What reasons did each side have to think it would win an early victory? Why were both sides' expectations unreasonable?



History Interactive

Explore the
Lessons of a Battle

Visit: PHSchool.com

Web Code: myp-5117

The soldiers came from many backgrounds. Nearly half of the North's troops were farmers. One fourth were immigrants.

Three fourths of the South's 1 million white males between ages 18 and 45 served in the army. Two thirds of the 3.5 million northern males of the same age fought for the Union. Some soldiers were as young as 14.

 **Checkpoint** Who were the soldiers in this war?


First Battle of Bull Run

Union General Irvin McDowell wanted time to turn his soldiers into an effective fighting force. But by July 1861, northern newspapers were demanding the capture of Richmond and a quick end to the war.

McDowell's 30,000 men left Washington and marched southwest into Virginia. About the same number of Confederates waited at Manassas, a railroad center about 25 miles away. Hundreds of people rode out from Washington to see the battle, expecting an easy Union victory.

The armies clashed along Bull Run, a river just north of Manassas, on July 21. At first, the Union army pushed forward. But a southern commander rallied his men to hold firm. "Look, there is Jackson with his Virginians, standing like a stone wall," he shouted. From then on, the general, Thomas Jackson, was known as "Stonewall" Jackson.

Slowly the battle turned in favor of the Confederates. The poorly trained Union troops began to panic. Soldiers and sightseers fled back to Washington. The Confederates were too exhausted to pursue them.

 **Checkpoint** What was the result of the First Battle of Bull Run?

Main Idea

Expectations of a quick victory were dashed at Bull Run in July 1861.

Universal Access

L1 English Language Learners

L1 Less Proficient Readers

Define Have students make a list of Key Terms and High-Use Words. Then have students create flashcards with a word on one side and its definition on the other. Pair students with partners to use the flashcards to study the words.

A Soldier's Life

Most soldiers spent three fourths of their time in camp, not fighting. Training took up to 10 hours a day. When not training, soldiers stood guard, wrote home, and gathered firewood. A meal might be simply a dry, cracker-like product called hardtack.

Harsh Conditions Camp conditions were often miserable, especially when wet weather created muddy roads and fields. The lack of clean water was a major health threat. Outbreaks of smallpox, typhoid fever, and other diseases swept through the ranks. It was not unusual for half the men in a regiment to be too sick to fight.

Prisoners of War Both sides built prison camps for captured soldiers. Overcrowded prison camps became deathtraps. Nearly 10 percent of soldiers who died in the war perished in prison camps.

The camps at Elmira, New York, and Andersonville, Georgia, were the worst. Elmira camp, built to hold 5,000 Confederate prisoners, held 10,000. The camp cut rations to bread and water, forcing prisoners to eat rats to survive. Thousands died. At Andersonville, nearly 35,000 Union soldiers lived in a fenced, open field intended to hold 10,000 men. As many as 100 prisoners died each day, usually from starvation or exposure.

Checkpoint What conditions did soldiers have to endure?

Looking Back and Ahead The North's hopes for an early victory had been dashed. The war would be long and brutal. In the next section, you will read more about the early years of the war.

Main Idea

Rain, mud, disease, and crowded prison camps took a heavy toll on both sides.



Hardtack

Section 1 | Check Your Progress



Standards Review

H-SS: 8.10.2, 8.10.6, 8.10.7, C&ST 1, HI 2

Progress Monitoring

For: Self-test with instant help
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Comprehension and Critical Thinking

- (a) **Recall** How did President Lincoln respond to the surrender of Fort Sumter?
(b) **Apply Information** What caused three border states to remain in the Union?
- (a) **List** What were three advantages held by the South? What were three advantages held by the North?
(b) **Analyze Cause and Effect** How did the First Battle of Bull Run shatter the belief that the Civil War would be a quick Union victory?



Reading Skill

- Understand Sequence of Events** Choose a state that wavered about supporting the North or the South. Summarize the sequence of events that led this state to a final decision.

Vocabulary Builder

Complete each of the following sentences so that the second part explains the first and shows your understanding of the key term.

- Union leaders planned a **blockade**; _____.
- Lincoln placed Maryland under **martial law**; _____.

Writing

- Create an outline that covers the information presented in this section, copying the form below. A few entries have been filled in.
 - Taking sides in the war (first important topic)
 - More states secede (first issue for that topic)
 - A number of border states refused to send troops to support the Union (first point)
 - _____ (second point)
 - _____
 - _____

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Assess and Reteach

Assess Progress

L2

Have students complete Check Your Progress. Administer the Section Quiz.



Teaching Resources, Unit 5,
Section Quiz, p. 60

To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 11, Section 1

Reteach

L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide.



Interactive Reading and Notetaking Study Guide, Chapter 11, Section 1 (Adapted Version also available.)

Extend

L3

To help students expand their understanding of the significance of the Battle of Bull Run, have them complete the online History Interactive activity. Provide students with the Web Code below.

Web Code: myp-5117

Writing Rubric Share this writing rubric with students.

Score 1 Does not address assigned topic and is poorly organized

Score 2 Details and organization often unclear or incorrect

Score 3 Has organization suited to topic, some appropriate details

Score 4 Has clear organization suited to topic, many appropriate details

Answer

Checkpoint Camps lacked clean water, and disease was widespread. Prisons were overcrowded, and there was not enough food for prisoners.

5. Possible answer: The military ran it and citizens' rights were suspended.

6. Outlines may vary, but students should generally use the headings as guides for the main topics and details.

Section 1 Check Your Progress

- (a) He ordered 75,000 troops to put down the rebellion.
(b) Kentucky joined when it was invaded by Confederate troops; Troops were sent to Missouri to maintain order; Maryland was put under martial law.
- (a) The South was defending its own territory; it could count on help from local people; it had experienced military

leaders. The North had more factories, railroad tracks, farmland, and people.
(b) The battle was not as easy as expected, and both sides showed inexperience.

- Possible answer: Kentucky was neutral and would not take sides. After Confederate forces invaded Kentucky, it decided to support the North.
- Possible answer: They would use military force to keep traffic from coming into or leaving southern seaports.