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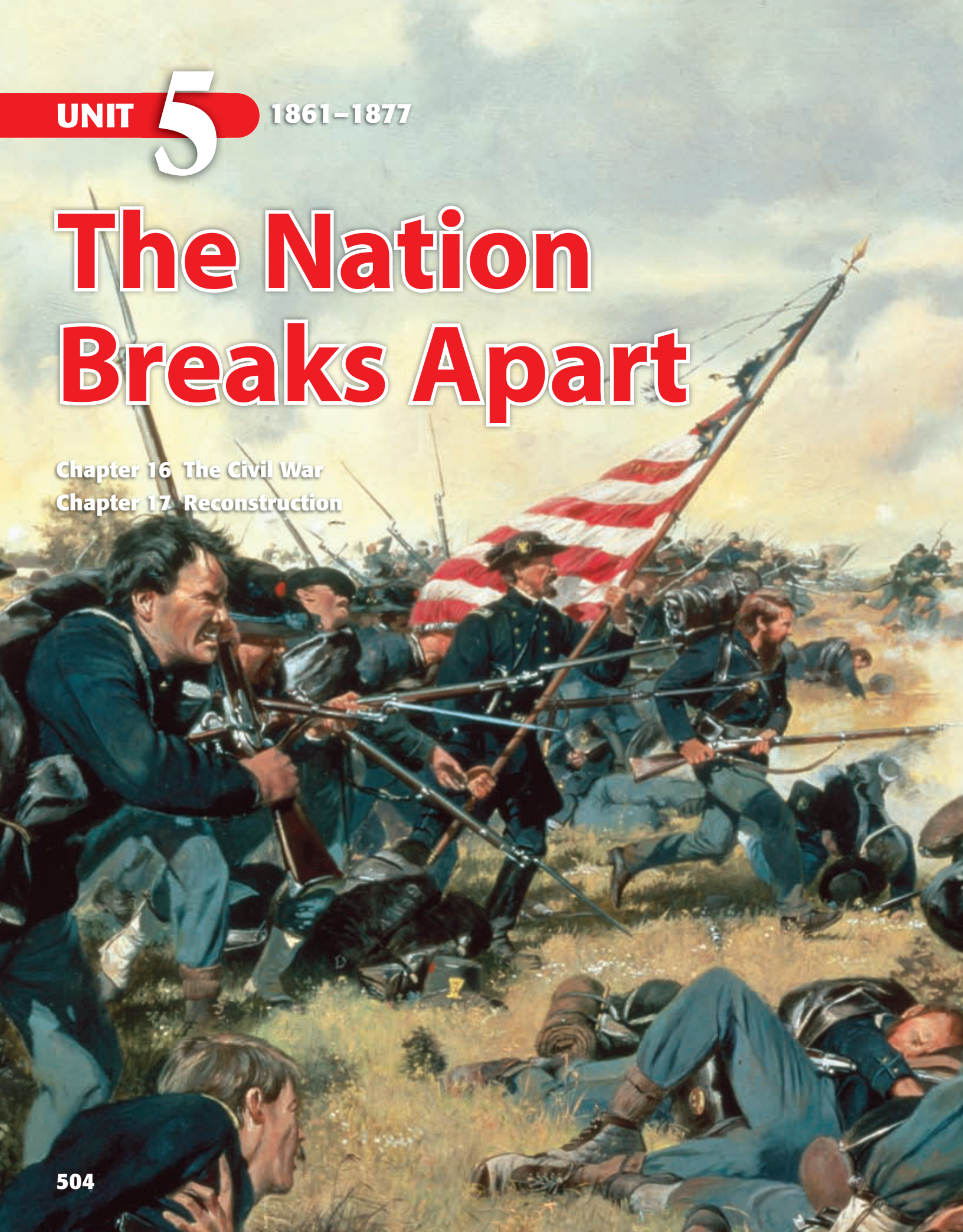
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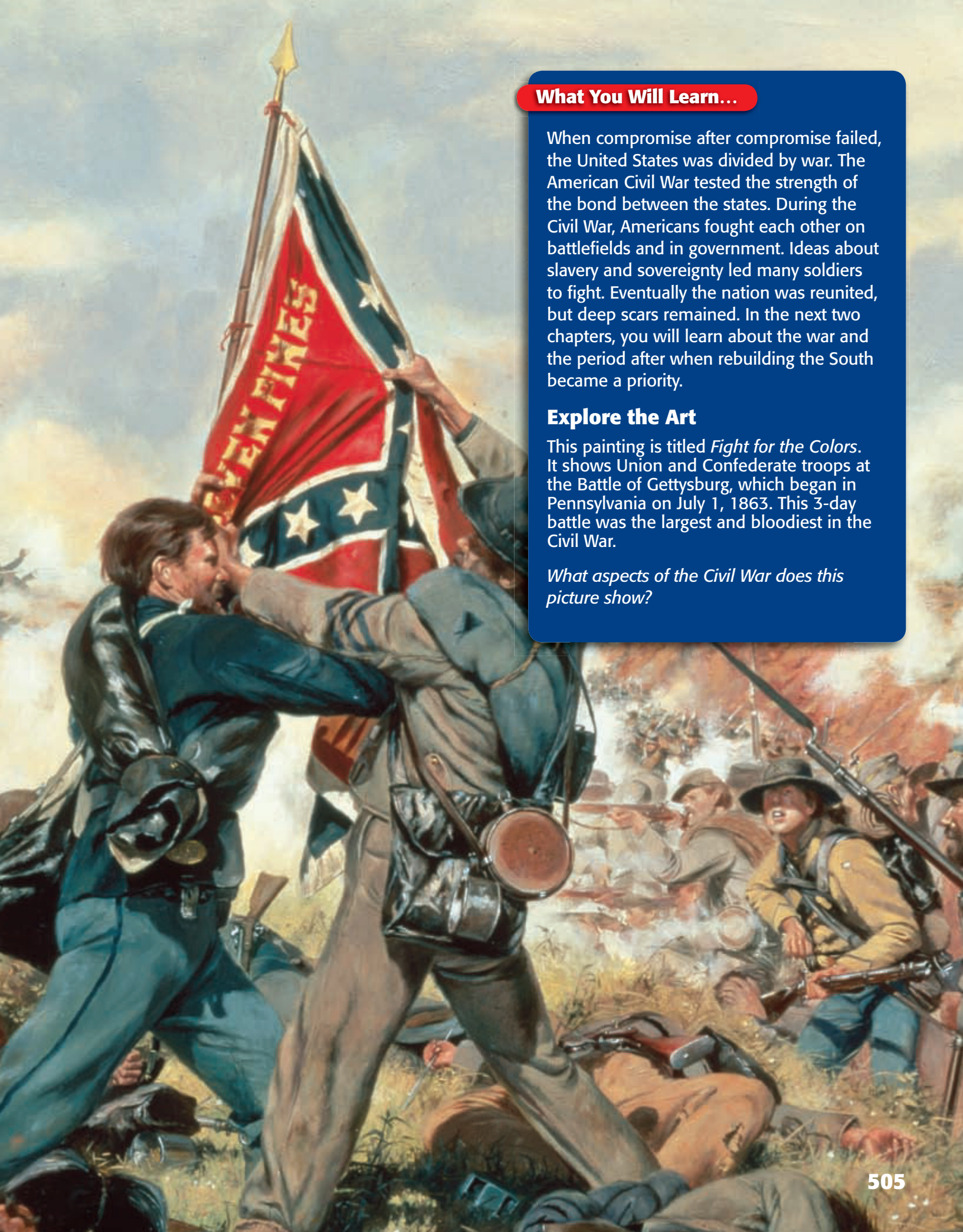
1861–1877

# The Nation Breaks Apart

Chapter 16 The Civil War

Chapter 17 Reconstruction





### What You Will Learn...

When compromise after compromise failed, the United States was divided by war. The American Civil War tested the strength of the bond between the states. During the Civil War, Americans fought each other on battlefields and in government. Ideas about slavery and sovereignty led many soldiers to fight. Eventually the nation was reunited, but deep scars remained. In the next two chapters, you will learn about the war and the period after when rebuilding the South became a priority.

### Explore the Art

This painting is titled *Fight for the Colors*. It shows Union and Confederate troops at the Battle of Gettysburg, which began in Pennsylvania on July 1, 1863. This 3-day battle was the largest and bloodiest in the Civil War.

*What aspects of the Civil War does this picture show?*

# The Civil War

**Essential Question** In what ways did the Civil War transform the nation?



## What You Will Learn...

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

### SECTION 1: The War Begins..... 510

**The Big Idea** Civil war broke out between the North and the South in 1861.

### SECTION 2: The War in the East ..... 516

**The Big Idea** Confederate and Union forces faced off in Virginia and at sea.

### SECTION 3: The War in the West..... 522

**The Big Idea** Fighting in the Civil War spread to the western United States.

### SECTION 4: Daily Life during the War..... 528

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

### SECTION 5: The Tide of War Turns ..... 536

**The Big Idea** Union victories in 1863, 1864, and 1865 ended the Civil War.

## FOCUS ON WRITING

**Writing a Newspaper Article** For most of this nation's history, newspapers have been an important way for citizens to learn about what is happening in the United States. In this chapter you will read about the main events of the Civil War. Then you will choose one of these events and write a newspaper article about it.



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



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

1861



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

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

**1863** The Emancipation Proclamation is issued on January 1.

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



**1862**

**1862** An imperial decree expels foreigners from Japan.

**1863**

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

**1864**

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

**1865**



# Reading Social Studies

Economics

Geography

Politics

Society  
and Culture

Science and  
Technology

**Focus on Themes** As you read this chapter about the Civil War, you will see that this was a time in our history dominated by two major concerns: **politics** and **society and culture**. You will not only read about the political decisions made during this

war, but also you will see how the war affected all of American society. You will read about the causes and the key events during the war and the many consequences of this war. This chapter tells of one of the most important events in our history.

## Supporting Facts and Details

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

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

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

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

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

*From Chapter 16, p. 533*

The main idea is stated first.

These sentences provide details about the challenges soldiers faced.

The writer concludes with some facts as support.

Writers support propositions with . . .

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



# Key Terms and People

## You Try It!

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

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

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

*From  
Chapter 16,  
pp. 522–523*

After you read the passage, answer the following questions.

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

As you read Chapter 16, pay attention to the details that the writers have chosen to support their main ideas.

## Chapter 16

### Section 1

Fort Sumter (p. 511)  
border states (p. 512)  
Winfield Scott (p. 513)  
cotton diplomacy (p. 513)

### Section 2

Thomas "Stonewall" Jackson (p. 517)  
First Battle of Bull Run (p. 517)  
George B. McClellan (p. 517)  
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### Section 3

Ulysses S. Grant (p. 522)  
Battle of Shiloh (p. 523)  
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### Section 4

emancipation (p. 529)  
Emancipation Proclamation (p. 529)  
contrabands (p. 531)  
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Copperheads (p. 532)  
habeas corpus (p. 532)  
Clara Barton (p. 534)

### Section 5

Battle of Gettysburg (p. 537)  
George Pickett (p. 539)  
Pickett's Charge (p. 539)  
Gettysburg Address (p. 540)  
Wilderness Campaign (p. 540)  
William Tecumseh Sherman (p. 541)  
total war (p. 542)  
Appomattox Courthouse (p. 542)

## Academic Vocabulary

In this chapter, you will learn the following academic words:

innovation (p. 520)  
execute (p. 540)

# The War Begins

## What You Will Learn...

### Main Ideas

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

### The Big Idea

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

### Key Terms and People

Fort Sumter, p. 511

border states, p. 512

Winfield Scott, p. 513

cotton diplomacy, p. 513



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TAKING NOTES

Use the graphic organizer online to take notes on how Americans chose sides in the Civil War and how each side prepared for the war.

## If YOU were there...

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

## Would you join the Union or the Confederate army?

**BUILDING BACKGROUND** The divisions within the United States reached a breaking point with the election of Abraham Lincoln in 1860. Several southern states angrily left the Union to form a new confederation. In border states such as Virginia and Kentucky, people were divided. The question now was whether the United States could survive as a disunified country.

## Americans Choose Sides

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

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

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

## History Close-up

# Fort Sumter

The first shot fired on Fort Sumter was fired from Fort Johnson.

In Charleston, all activity came to a complete stop. Citizens crowded rooftops to watch the battle.

Shots fired at the ironclad battery did little damage.

Fort Sumter was strategically placed to control Charleston Harbor.

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

## GEOGRAPHY SKILLS

### INTERPRETING MAPS

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

In 1861, that spark occurred at **Fort Sumter**, a federal outpost in Charleston, South Carolina, that was attacked by Confederate troops, beginning the Civil War. Determined to seize the fortress—which controlled the entrance to Charleston harbor—the Confederates ringed the harbor with heavy guns. Instead of surrendering the fort, Lincoln decided to send in ships to provide badly needed supplies to defend the fort. Confederate officials demanded that the federal troops evacuate. The fort's commander, Major Robert Anderson, refused.

Before sunrise on April 12, 1861, Confederate guns opened fire on Fort Sumter. A witness wrote that the first shots brought “every soldier in the harbor to his feet, and every man, woman, and child in the city of Charleston from their beds.” The Civil War had begun.

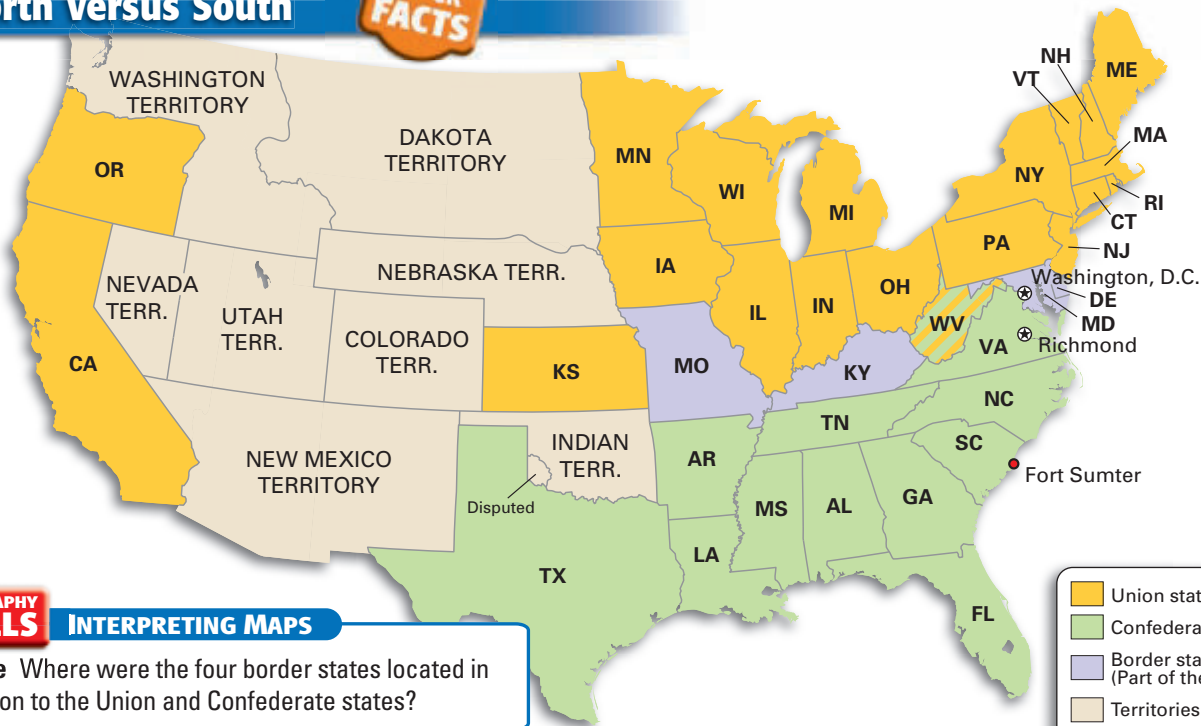
The fort, although massive, stood little chance. Its heavy guns faced the Atlantic Ocean, not the shore. After 34 hours of cannon blasts, Fort Sumter surrendered. “The last ray of hope for preserving the Union has expired at the assault upon Fort Sumter . . .” Lincoln wrote.

## Reaction to Lincoln's Call

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

## North Versus South

QUICK  
FACTS



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**ANIMATED  
 GEOGRAPHY**  
 States Choose  
 Sides 1861

Pennsylvania, New Jersey, and the states north of them rallied to the president's call. The crucial slave states of the Upper South—North Carolina, Tennessee, Virginia, and Arkansas—seceded. They provided soldiers and supplies to the South. Mary Boykin Chesnut, whose husband became a Confederate congressman, wrote in her diary:

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

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

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

People in the border states were deeply divided on the war. The president's own wife,

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

### Northern Resources

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

In the North, the Civil War stimulated economic growth. To supply the military, the production of coal, iron, wheat, and wool

increased. Also, the export of corn, wheat, beef, and pork to Europe doubled. In the South, the export of resources decreased because of the Union blockade.

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

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

### Southern Resources

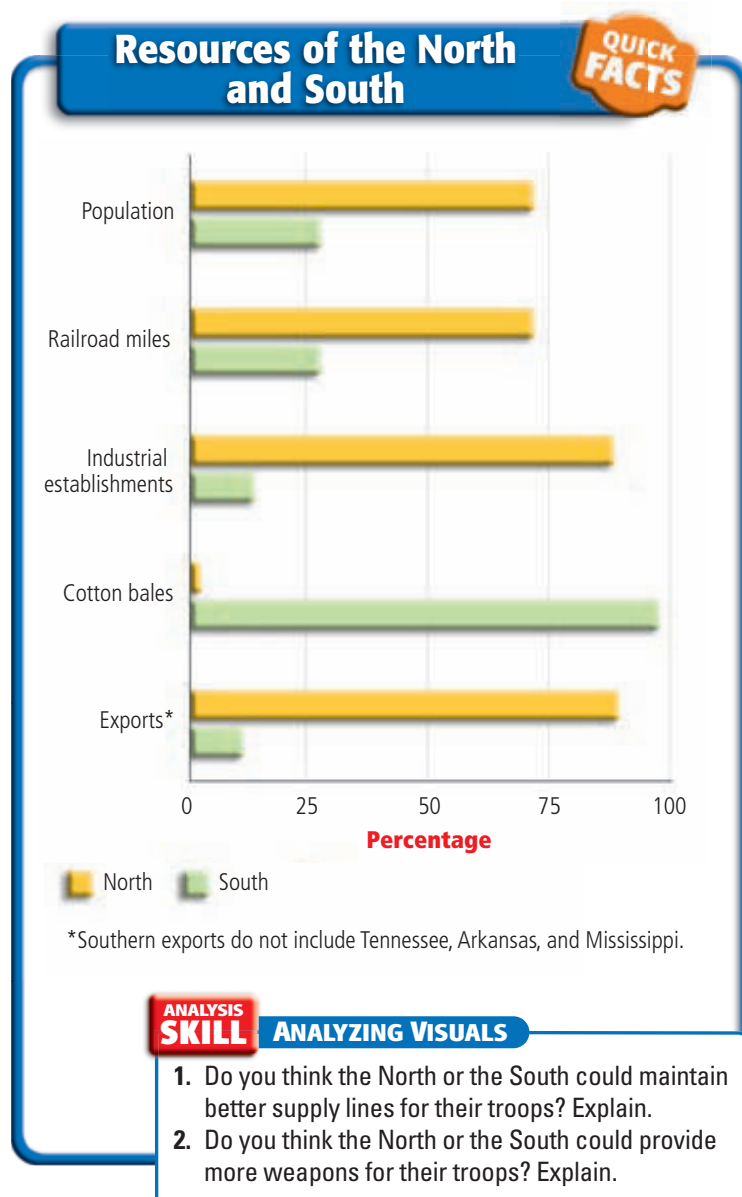
The Confederacy had advantages as well. With its strong military tradition, the South put many brilliant officers into battle. Southern farms provided food for its armies. The South's best advantage, however, was strategic. It needed only to defend itself until the North grew tired of fighting.

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

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

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

**READING CHECK** **Comparing** What advantages did the North and South have leading up to the war?



## Union and Confederate Soldiers

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

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

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

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

**Confederate Soldier**

**Union Soldier**

**ANALYSIS SKILL**

### ANALYZING VISUALS

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

## Preparing for War

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

### Volunteer Armies

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

### Helping the Troops

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

### Training the Soldiers

Both the Union and Confederate armies faced shortages of clothing, food, and even rifles. Most troops lacked standard uniforms and simply wore their own clothes. Eventually, each side chose a color for their uniforms. The Union chose blue. The Confederates wore gray.

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

In a letter to a friend, a Union soldier described life in the training camp.

“We have been wading through mud knee deep all winter . . . For the last two weeks we have been drilled almost to death. Squad drill from 6 to 7 A.M. Company drill from 9 to 11 A.M. Battalion Drill from 2 to 4 1/2 P.M. Dress Parade from 5 to 5 1/2 P.M. and non-commissioned officers’ school from 7 to 8 in the evening. If we don’t soon become a well drilled Regiment, we ought to.”

—David R. P. Shoemaker, 1862

With visions of glory and action, many young soldiers were eager to fight. They would not have to wait long.

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

Volunteers also learned how to use rifles. Eventually, soldiers were expected to be able

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

The Union army provided the infantry with two-person tents. However, soldiers often discarded these tents in favor of more portable ones. The Confederate army did not usually issue tents. Instead, Confederates often used tents that were captured from the Union army.

**READING CHECK** **Summarizing** How did soldiers and civilians prepare for war?

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

## Section 1 Assessment

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**ONLINE QUIZ**

### Reviewing Ideas, Terms, and People

- Identify** What event triggered the war between the Union and the Confederacy?
  - Contrast** How did the Union’s strategy differ from that of the Confederacy?
  - Evaluate** Which side do you believe was best prepared for war? Explain your answer.
- Describe** How did women take part in the war?
  - Summarize** In what ways were the armies of the North and South unprepared for war?
  - Elaborate** Why did men volunteer to fight in the war?

### Critical Thinking

- Comparing and Contrasting** Review your notes on the preparations for war by the North and the South.

Then copy the graphic organizer shown below and use it to show the strengths and weaknesses of each side in the war.

	Union	Confederacy
Strengths		
Weaknesses		

### FOCUS ON WRITING

- Taking Notes on the War’s Beginning** As you read this section, take notes on the crisis at Fort Sumter and on the recruiting and training of the armies. Be sure to answer the following questions: Who? Where? When? Why? and How?

# The War in the East

## What You Will Learn...

### Main Ideas

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

### The Big Idea

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

### Key Terms and People

Thomas "Stonewall" Jackson, p. 517

First Battle of Bull Run, p. 517

George B. McClellan, p. 517

Robert E. Lee, p. 518

Seven Days' Battles, p. 518

Second Battle of Bull Run, p. 518

Battle of Antietam, p. 519

ironclads, p. 520



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TAKING NOTES

Use the graphic organizer online to take notes on the battles in the East and at sea and the winners of each.

## If YOU were there...

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

## Why would you want to watch this battle?

**BUILDING BACKGROUND** The shots fired at Fort Sumter made the war a reality. Neither the North nor the South was really prepared. Each side had some advantages—more industry and railroads in the North, a military tradition in the South. The war in the East centered in the region around the two capitals: Washington, D.C., and Richmond, Virginia.

## War in Virginia

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

## Bull Run/Manassas

McDowell’s army was headed to Manassas, Virginia, an important railroad junction. If McDowell could seize Manassas, he would control the best route to the Confederate capital. Some 22,000 Confederate troops under the command of General Pierre G. T. Beauregard were waiting for McDowell and his troops along a creek called Bull Run. For two days, Union troops tried to find a way around the Confederates. During that time, Beauregard requested assistance, and

General Joseph E. Johnston headed toward Manassas with another 10,000 Confederate troops. By July 21, 1861, they had all arrived.

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

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

A steady stream of Virginia volunteers arrived to counter the attack. The Confederates surged forward, letting out their terrifying “rebel yell.” One eyewitness described the awful scene.

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

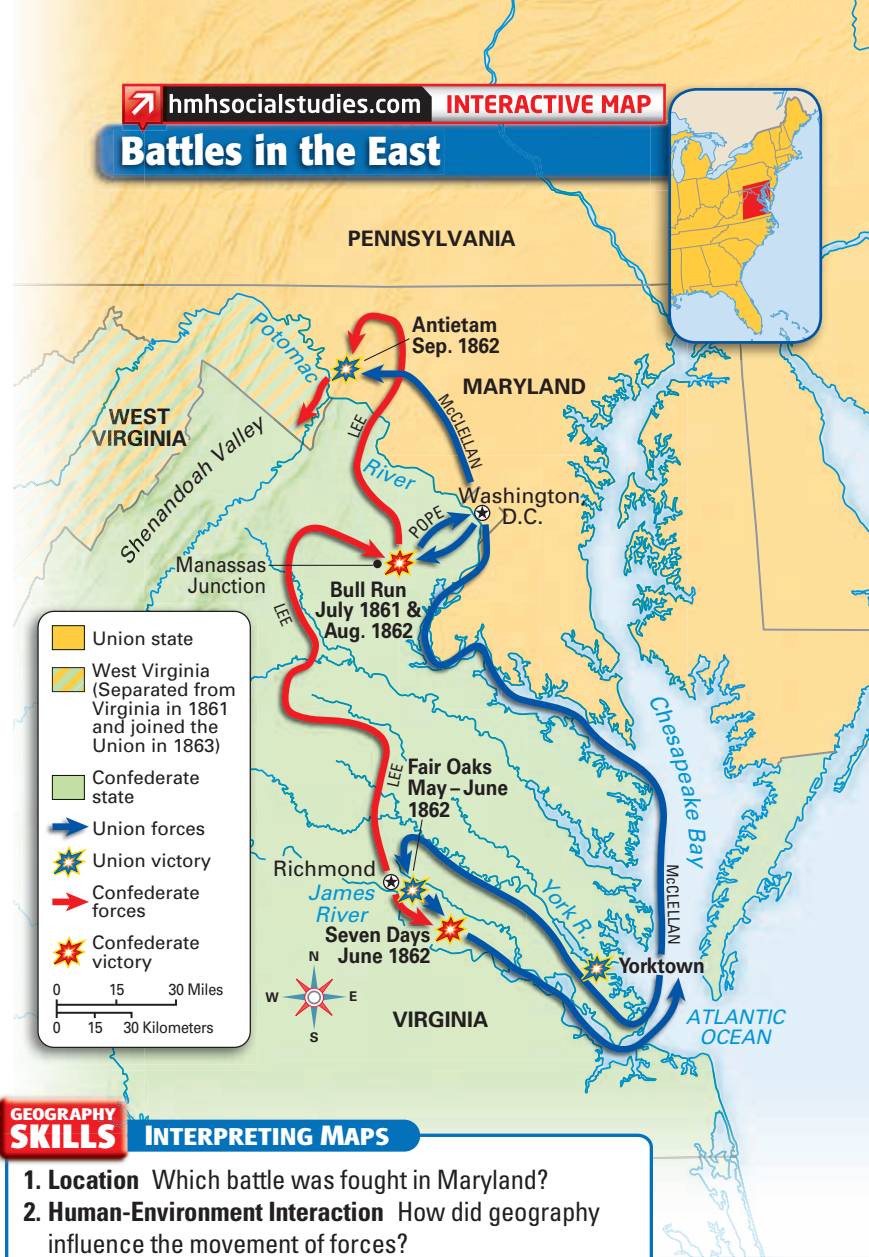
—Charles Coffin,  
quoted in *Voices of the Civil War* by Richard Wheeler

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

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

## More Battles in Virginia

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



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

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

### THE IMPACT TODAY

Many Americans continue to be fascinated by the Civil War. Some history buffs regularly stage re-enactments of famous battles, complete with uniforms, guns, and bayonets.

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

During the summer of 1862, Lee strengthened his positions. On June 26, he attacked, launching a series of clashes known as the **Seven Days' Battles** that forced the Union army to retreat from near Richmond. Confederate General D. H. Hill described one failed attack. "It was not war—it was murder," he said. Lee saved Richmond and forced McClellan to retreat.

A frustrated Lincoln ordered General John Pope to march directly on Richmond from Washington. Pope told his soldiers, "Let us look before us and not behind. Success and glory are in the advance."

Jackson wanted to defeat Pope's army before it could join up with McClellan's

larger Army of the Potomac. Jackson's troops met Pope's Union forces on the battlefield in August in 1862. The three-day battle became known as the **Second Battle of Bull Run**, or the Second Battle of Manassas.

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

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

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

**READING CHECK Sequencing** List in order the events that forced Union troops out of Virginia.

## Eyewitness at Antietam



## Battle of Antietam

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

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

### ANALYSIS SKILL

#### ANALYZING VISUALS

How is this painting different from modern war reporting?

## BIOGRAPHY

### Robert E. Lee

(1807–1870)

Robert E. Lee was born into a wealthy Virginia family in 1807. Lee fought in the Mexican–American War, helping to capture Veracruz. When the Civil War began, President Lincoln asked Lee to lead the Union army. Lee declined and resigned from the U.S. Army to become a general in the Confederate army.

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



The two armies met along Antietam Creek in Maryland on September 17, 1862. The battle lasted for hours. By the end of the day, the Union had suffered more than 12,000 casualties. The Confederates endured more than 13,000 casualties. Union officer A. H. Nickerson later recalled, "It seemed that everybody near me was killed." The **Battle of Antietam**, also known as the Battle of Sharpsburg, was the bloodiest single-day battle of the Civil War—and of U.S. history. More soldiers were killed and wounded at the Battle of Antietam than the deaths of all Americans in the American Revolution, War of 1812, and Mexican–American War combined.

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

**READING CHECK Analyzing** Why was the Battle of Antietam significant?

## Primary Source

### POLITICAL CARTOON Anaconda Plan

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

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

How does the cartoonist show what the snake represents?

#### ANALYSIS SKILL

#### ANALYZING PRIMARY SOURCES

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



## Breaking the Union's Blockade

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

Nassau to buy supplies for the Confederacy. These ships, however, could not make up for the South's loss of trade. The Union blockade reduced the number of ships entering southern ports from 6,000 to 800 per year.

### Clash of the Ironclads

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

#### ACADEMIC VOCABULARY

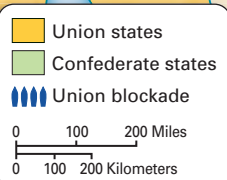
**innovation** a new idea or way of doing something

### The Union's Naval Strategy

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

The blockade was hard to maintain because the Union navy had to patrol thousands of miles of coastline from Virginia to Texas. The South used small, fast ships to out-run the larger Union warships. Most of these blockade runners traveled to the Bahamas or

## Union Blockade



Monitor battles Virginia at Hampton Roads.

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

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

### THE IMPACT TODAY

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

**READING CHECK** Evaluating How effective was the Union blockade?

### GEOGRAPHY SKILLS

#### INTERPRETING MAPS

**Location** What major port cities in the South were affected by the blockade?

**SUMMARY AND PREVIEW** The early battles of the Civil War were centered in the East. In the next section you will read about battles in the West.

## Section 2 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Identify** List the early battles in the East and the outcome of each battle.

**b. Elaborate** Why do you think the Union lost the First Battle of Bull Run?
- a. Describe** What costly mistake did the Confederacy make before the Battle of Antietam?

**b. Analyze** What was the outcome of the Battle of Antietam, and what effect did it have on both the North and the South?

**c. Elaborate** Why do you think General George B. McClellan did not finish off General Robert E. Lee's troops when he had the chance?
- a. Describe** What was the Union's strategy in the war at sea?

**b. Draw Conclusions** Why were ironclads more successful than older, wooden ships?

### Critical Thinking

- Supporting a Point of View** Review your notes on the battles in the east and at sea. Then copy the graphic organizer below and use it to show which three conflicts you think were the most significant and why.

Most Significant	Why

### FOCUS ON WRITING

- Taking Notes on the War in the East** As you read this section, take notes on the First Battle of Bull Run, the Seven Days' Battles, the Second Battle of Bull Run, and the Battle of Antietam. Be sure to answer the following questions: Who? Where? When? Why? and How?

## What You Will Learn...

## Main Ideas

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

## The Big Idea

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

## Key Terms and People

Ulysses S. Grant, p. 522

Battle of Shiloh, p. 523

David Farragut, p. 524

Siege of Vicksburg, p. 524



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TAKING NOTES

Use the graphic organizer online to take notes on Civil War battles in the West.

# The War in the West

## If YOU were there...

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

## How would you survive this siege?

**BUILDING BACKGROUND** The Civil War was fought on many fronts, all across the continent and even at sea. In the East, fighting was at first concentrated in Virginia. In the West, cities and forts along the Mississippi River were the main target of Union forces. Northern control of the river would cut off the western states of the Confederacy.

## Union Strategy in the West

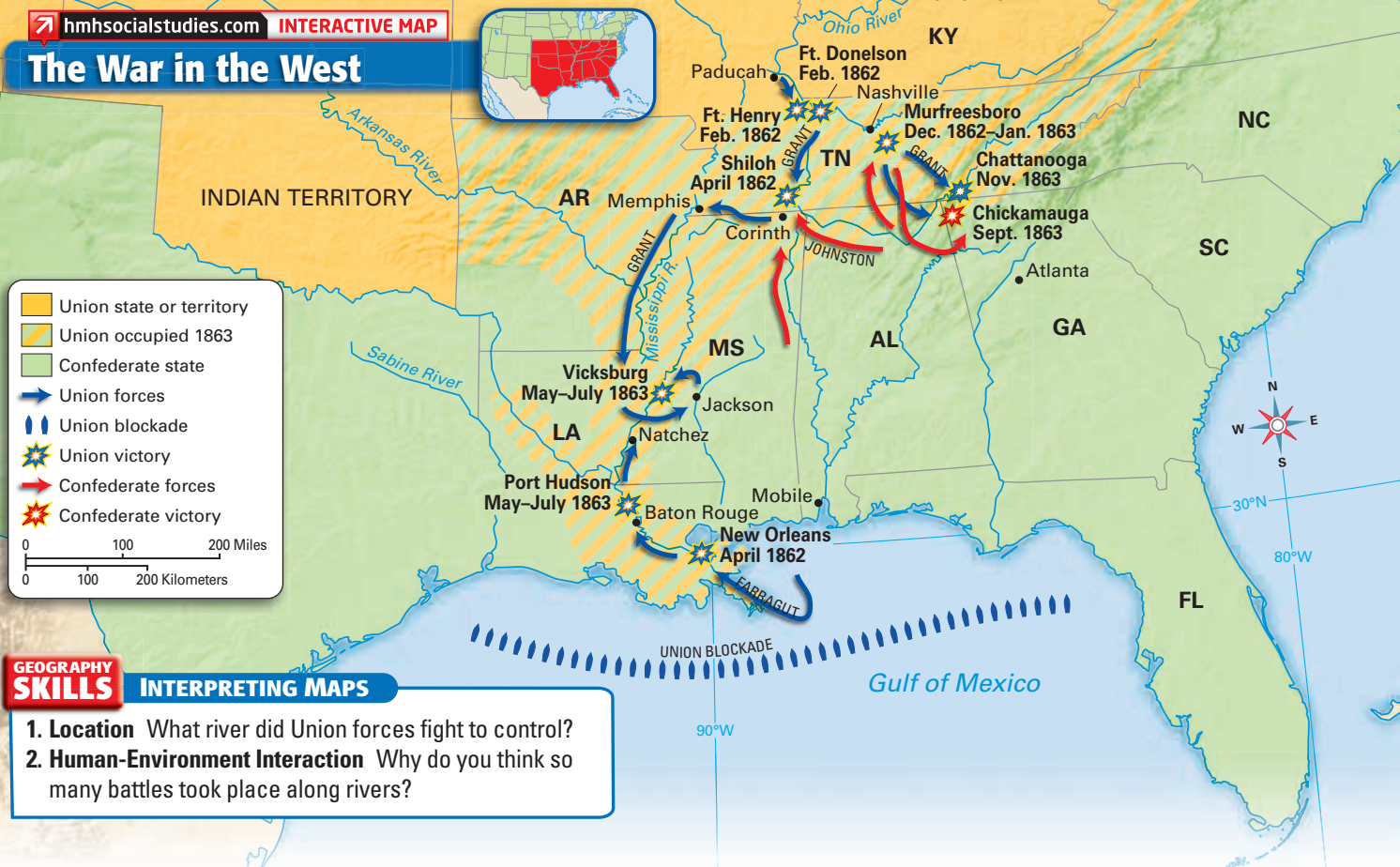
While Lincoln fumed over the cautious, hesitant General McClellan, he had no such problems with **Ulysses S. Grant**. Bold and restless, Grant grew impatient when he was asked to lead defensive maneuvers. He wanted to be on the attack. As a commander of forces in the Union's western campaign, he would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

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

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

Fort Donelson's commander asked for the terms of surrender. Grant replied, "No terms except an unconditional and immediate

## The War in the West



surrender can be accepted.” The fort surrendered. The North gave a new name to Grant’s initials: “Unconditional Surrender” Grant.

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

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

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

## The Fall of New Orleans

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

## BIOGRAPHY

### David Farragut

(1801–1870)

David Farragut was born in Tennessee to a Spanish father and an American mother. At age seven Farragut was adopted by a family friend who agreed to train the young boy for the navy. Farragut received his first navy position—midshipman at large—at age nine and commanded his first vessel at 12. He spent the rest of his life in the U.S. Navy. Farragut led key attacks on the southern ports of Vicksburg and New Orleans.

**Drawing Inferences** How did Farragut help the war effort of the North?



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

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

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

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

## The Siege of Vicksburg

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

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

—Colonel James L. Autry,  
military commander of Vicksburg

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

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

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### ANIMATED HISTORY

Naval Action  
at Vicksburg

## Primary Source

### SPEECH

## Response to Farragut

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

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

—**Mayor John T. Monroe,**

*quoted in Confederate Military History, Vol. 10*

### ANALYSIS SKILL

### ANALYZING PRIMARY SOURCES

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

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

but eat what they can get, sleep when they can, and dodge the shells.”

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

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

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

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

**READING CHECK** **Summarizing** How did the Union gain control of the Mississippi River?

## Struggle for the Far West

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

Confederate attempts to take the border state of Missouri also collapsed. Failing to seize the federal arsenal at St. Louis in mid-1861, the rebels fell back to Pea Ridge in northwest Arkansas. There, in March 1862, they attacked again, aided by some 800 Cherokee. The Indians hoped the Confederates would give them greater freedom. In addition, slavery was legal in Indian Territory, and some Native Americans who were slaveholders supported the Confederacy. Despite being outnumbered, Union forces won the Battle of Pea Ridge. The Union defense of Missouri held.

Pro-Confederate forces remained active in the region throughout the war. They attacked Union forts and raided towns in Missouri and Kansas, forcing Union commanders to keep valuable troops stationed in the area.

**READING CHECK** **Analyzing** What was the importance of the fighting in the Far West?

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

## Section 3 Assessment



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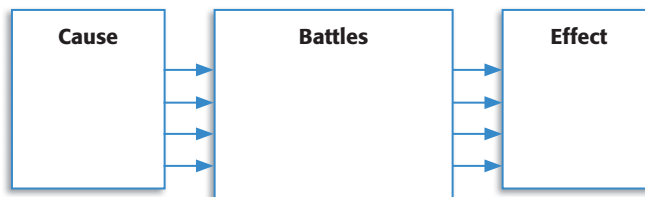
ONLINE QUIZ

### Reviewing Ideas, Terms, and People

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

### Critical Thinking

- Identifying Cause and Effect** Review your notes on Union strategy in the West. Then copy this graphic organizer and use it to show the causes and effects of each battle.



### FOCUS ON WRITING

- Taking Notes on the War in the West** As you read this section, take notes on the fight for the Mississippi River and the Siege of Vicksburg. Be sure to answer the following questions: Who? Where? When? Why? and How?

# The Vicksburg Strategy

### "Vicksburg is the key!"

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

1

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

2

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

3

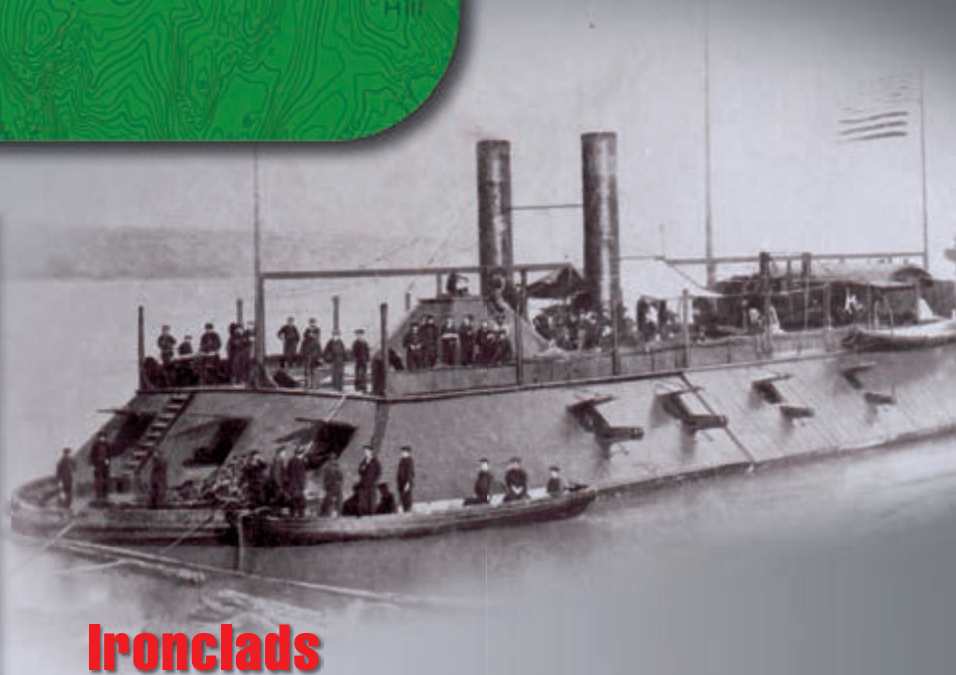
**Port Gibson** A skirmish at Port Gibson proved that the Confederates could not defend the Mississippi line.

5

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

Vicksburg

Port Gibson



## Ironclads

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



4

### The Battle of Jackson

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

## BIOGRAPHY

### Ulysses S. Grant

(1822–1885)

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



## GEOGRAPHY SKILLS

### INTERPRETING MAPS

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

# Daily Life during the War

## What You Will Learn...

### Main Ideas

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

### The Big Idea

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

### Key Terms and People

emancipation, p. 529

Emancipation Proclamation, p. 529

contrabands, p. 531

54th Massachusetts Infantry, p. 531

Copperheads, p. 532

habeas corpus, p. 532

Clara Barton, p. 534



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TAKING NOTES

Use the graphic organizer online to take notes on the effects of the Civil War on the lives of African Americans, soldiers, and women and children.

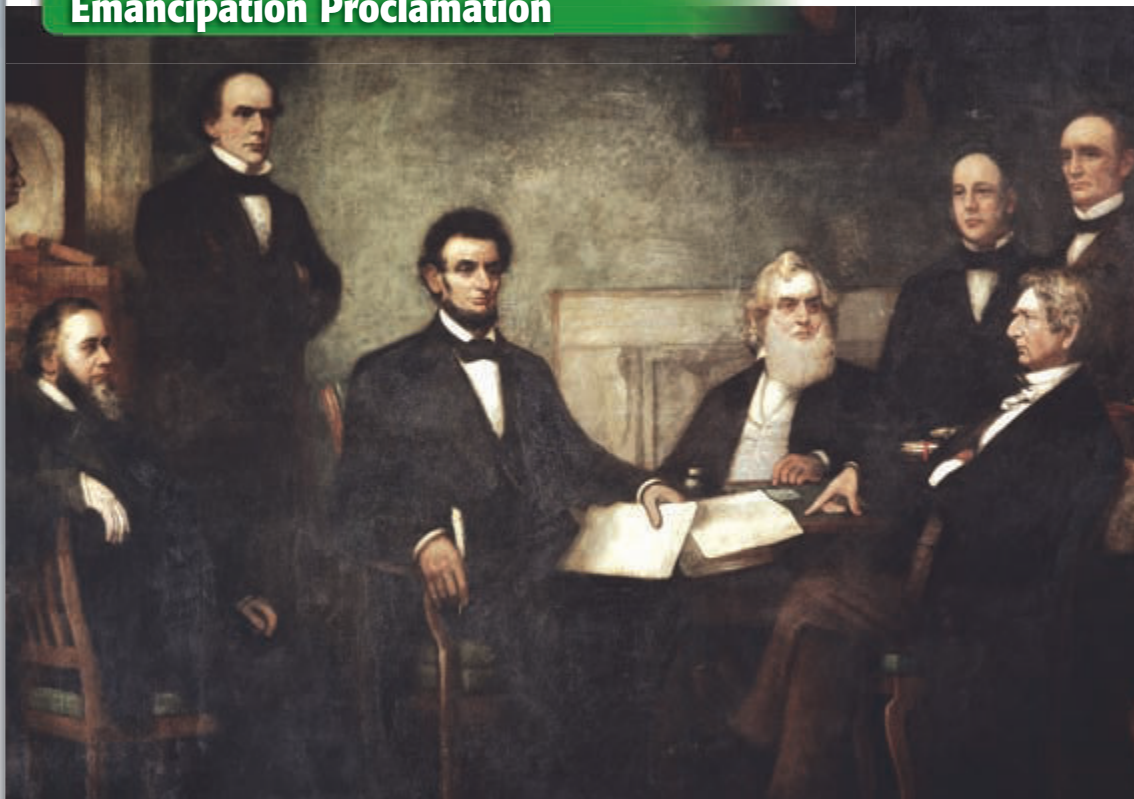
## If YOU were there...

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

## Would you join the nurses on the battlefield?

**BUILDING BACKGROUND** The Civil War touched almost all Americans. Some 3 million men fought in the two armies. Thousands of other men and women worked behind the lines, providing food, supplies, medical care, and other necessary services. Civilians could not escape the effects of war, as the fighting destroyed farms, homes, and cities.

## Emancipation Proclamation



## Emancipation Proclamation

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

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

### Lincoln Issues the Proclamation

Northerners had a range of opinions about abolishing slavery.

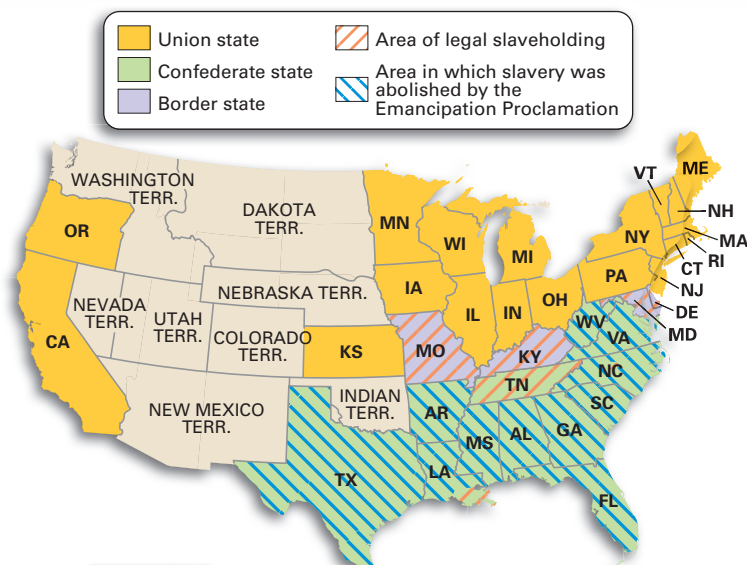
- The Democratic Party, which included many laborers, opposed emancipation. Laborers feared that freed slaves would come north and take their jobs at lower wages.
- Abolitionists argued that the war was pointless if it did not win freedom for African Americans. They warned that the Union would remain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



The painting at left shows Lincoln and his cabinet after the signing of the Emancipation Proclamation. Above is a photo of former slaves who were freed by the proclamation.

*How do you think the Emancipation Proclamation would affect the Civil War?*

## Emancipation Proclamation



### GEOGRAPHY SKILLS

#### INTERPRETING MAPS

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

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

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

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

—Emancipation Proclamation, 1862

The Emancipation Proclamation was a military order that freed slaves only in areas

## New Soldiers



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



VIDEO **H**  
54th Regiment HISTORY

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controlled by the Confederacy. In fact, the proclamation had little immediate effect. It was impossible for the federal government to enforce the proclamation in the areas where it actually applied—the states in rebellion that were not under federal control. The proclamation did not stop slavery in the border states, where the federal government would have had the power to enforce it. The words written in the Emancipation Proclamation were powerful, but the impact of the document was more symbolic than real. It defined what the Union was fighting against, and discouraged Britain from aiding the Confederacy.

Lincoln wanted to be in a strong position in the war before announcing his plan. The Battle of Antietam gave him the victory he needed. He issued the Emancipation Proclamation on September 22, 1862. The proclamation went into effect on January 1, 1863.

## Reaction to the Proclamation

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

William Lloyd Garrison was quick to note, however, that “slavery, as a system” continued to exist in the loyal slave states. Yet where slavery remained, the proclamation encouraged many enslaved Africans to escape when the Union troops came near. They flocked to the Union camps and followed them for protection. The loss of slaves crippled the South’s ability to wage war.

**READING CHECK** **Finding Main Ideas** How did northerners view the Emancipation Proclamation?

## Primary Source

### LETTER

**June 23, 1863**

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

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

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

### ANALYSIS SKILL

#### ANALYZING PRIMARY SOURCES

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

## African Americans Participate in the War

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

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

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

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

One unit stood out above the others. The **54th Massachusetts Infantry** consisted mostly of free African Americans. In July 1863 this regiment led a heroic charge on South Carolina's Fort Wagner. The 54th took heavy fire and suffered huge casualties in the failed operation. About half the regiment was killed, wounded, or captured. Edward L. Pierce, a correspondent for the *New York Tribune*, wrote, "The Fifty-fourth did well and nobly...They moved up as gallantly as any troops could, and with their enthusiasm they deserved a better fate." The bravery of the 54th regiment made it the most celebrated African American unit of the war.

About 180,000 African Americans served with the Union army. They received \$10 a month, while white soldiers got \$13. They were usually led by white officers, some from abolitionist families.

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

### READING CHECK Analyzing Information

How did African Americans support the Union?

## Growing Opposition

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

### Copperheads

As the months rolled on and the number of dead continued to increase, a group of northern Democrats began speaking out against the war. Led by U.S. Representative Clement L. Vallandigham of Ohio, they called themselves Peace Democrats. Their enemies called them Copperheads, comparing them to a poisonous snake. The name stuck.

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

Lincoln saw the Copperheads as a threat to support of the war effort. To silence them, he suspended the right of habeas corpus.

**Habeas corpus** is a constitutional protection against unlawful imprisonment. Ignoring this protection, Union officials jailed their enemies, including some Copperheads, without evidence or trial. Lincoln's action greatly angered Democrats and some Republicans.

### Northern Draft

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

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

In this tense situation, the northern Democrats nominated former General George McClellan for president in 1864. They called

### Infantry Family

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

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



for an immediate end to the war. Lincoln defeated McClellan in the popular vote, winning by about 400,000 votes out of 4 million cast. The electoral vote was not even close. Lincoln won 212 to 21.

### READING CHECK Identifying Cause and Effect

Who opposed the war, and how did Lincoln respond to the conflict?

## Life for Soldiers and Civilians

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

### On the Battlefield

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

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

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

### Prisoners of War

Military prisoners on both sides lived in unimaginable misery. In prison camps, such as Andersonville, Georgia, and Elmira, New York, soldiers were packed into camps designed to hold only a fraction of their number. Soldiers had little shelter, food, or clothing. Starvation and disease killed thousands of prisoners.

## LINKING TO TODAY

### Battlefield Communications

The drummer was an essential member of every Civil War unit. Drummers served army commanders by drumming specific beats that directed troop movements during battle. Different beats were used to order troops to prepare to attack, to fire, to cease fire, and to signal a truce. Drummers had to stay near their commanders to hear orders. This meant that the drummers—some as young as nine years old—often saw deadly combat conditions.

The Civil War gave birth to the Signal Corps, the army unit devoted to communications. Today battlefield communications are primarily electronic. Radio, e-mail, facsimile, and telephone messages, often relayed by satellites, enable orders and other information to be transmitted nearly instantaneously all over the globe.

#### Drum Corps of 61st New York Infantry



#### Modern battlefield communications



ANALYSIS  
SKILL

#### ANALYZING INFORMATION

Why is communication so important on the battlefield?

## Life as a Civilian

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

Women were the backbone of civilian life. On the farms, women and children performed the daily chores usually done by men. One visitor to Iowa in 1862 reported that he “met more women . . . at work in the fields than men.” Southern women also managed farms and plantations.

One woman brought strength and comfort to countless wounded Union soldiers. Volunteer **Clara Barton** organized the collection of medicine and supplies for delivery to the battlefield. At the field hospitals,



**Clara Barton**  
founded the American Red Cross.

the “angel of the battlefield” soothed the wounded and dying and assisted doctors as bullets flew around her. Barton’s work formed the basis for the future American Red Cross.

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

**READING CHECK Analyzing** How did women help the war effort on both sides?

**SUMMARY AND PREVIEW** Many lives were changed by the war. In the next section you will learn about the end of the war.

### THE IMPACT TODAY

Providing assistance to victims of war is still part of the American Red Cross’s mission today. In addition, the American Red Cross aids victims of natural disasters, provides services to the needy, supports military members and their families, and collects and distributes lifesaving blood.

## Section 4 Assessment



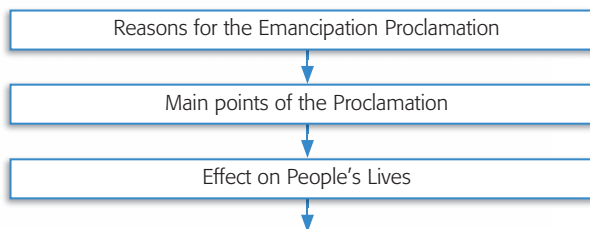
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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

1. **a. Recall** Why did some Americans want to end slavery?  
**b. Contrast** How did reactions to the **Emancipation Proclamation** differ?  
**c. Elaborate** Do you think that the **emancipation** of slaves should have extended to the border states? Explain your answer.
2. **a. Recall** Why did some northerners want to recruit African Americans into the Union army?  
**b. Contrast** In what ways did African American soldiers face more difficulties than white soldiers did?
3. **a. Identify** Who were **Copperheads**, and why did they oppose the war?  
**b. Evaluate** Should President Lincoln have suspended the right to **habeas corpus**? Why?
4. **a. Describe** What were conditions like in military camps?  
**b. Draw Conclusions** How did the war change life on the home front?

### Critical Thinking

5. **Identifying Effects** Review your notes. Then copy the graphic organizer below. Use it to summarize the reasons for the Emancipation Proclamation, its main points, and its effects on different people.



### FOCUS ON WRITING

6. **Taking Notes on Life During the War** As you read this section, take notes on the emancipation of the slaves, African American soldiers, and women who provided medical care for soldiers. Answer the following questions: Who? Where? When? Why? and How?

## Abraham Lincoln

### What would you do to save the struggling Union?

**When did he live?** 1809–1865

**Where did he live?** Abraham Lincoln was born in a log cabin to a poor family in Kentucky. Growing up in Kentucky and Illinois, Lincoln went to school for less than a year. He taught himself law and settled in Springfield, where he practiced law and politics. As president he lived in Washington, D.C. There, at age 56, his life was cut short by an assassin, John Wilkes Booth.

**What did he do?** The issue of slavery defined Lincoln's political career. He was not an abolitionist, but he strongly opposed extending slavery into the territories. In a series of famous debates against Senator Stephen Douglas of Illinois, Lincoln championed his views on slavery and made a brilliant defense of democracy and the Union. As president, Lincoln led the nation through the Civil War.

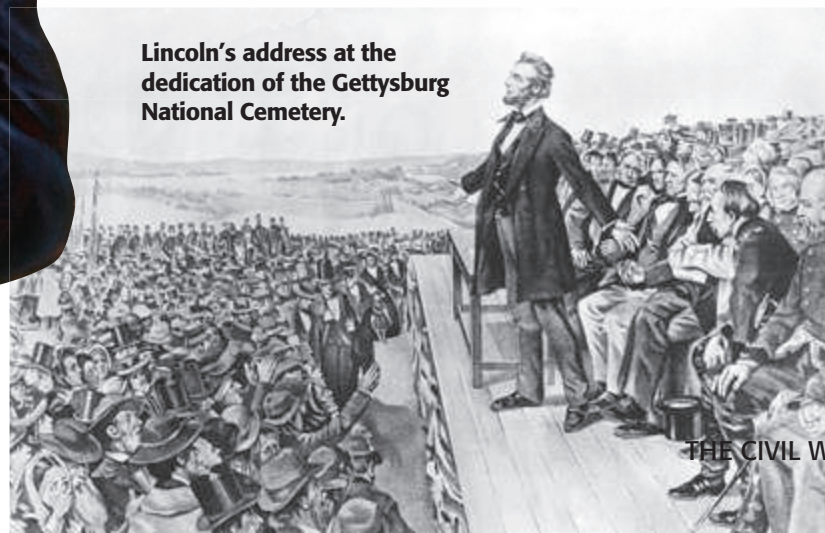
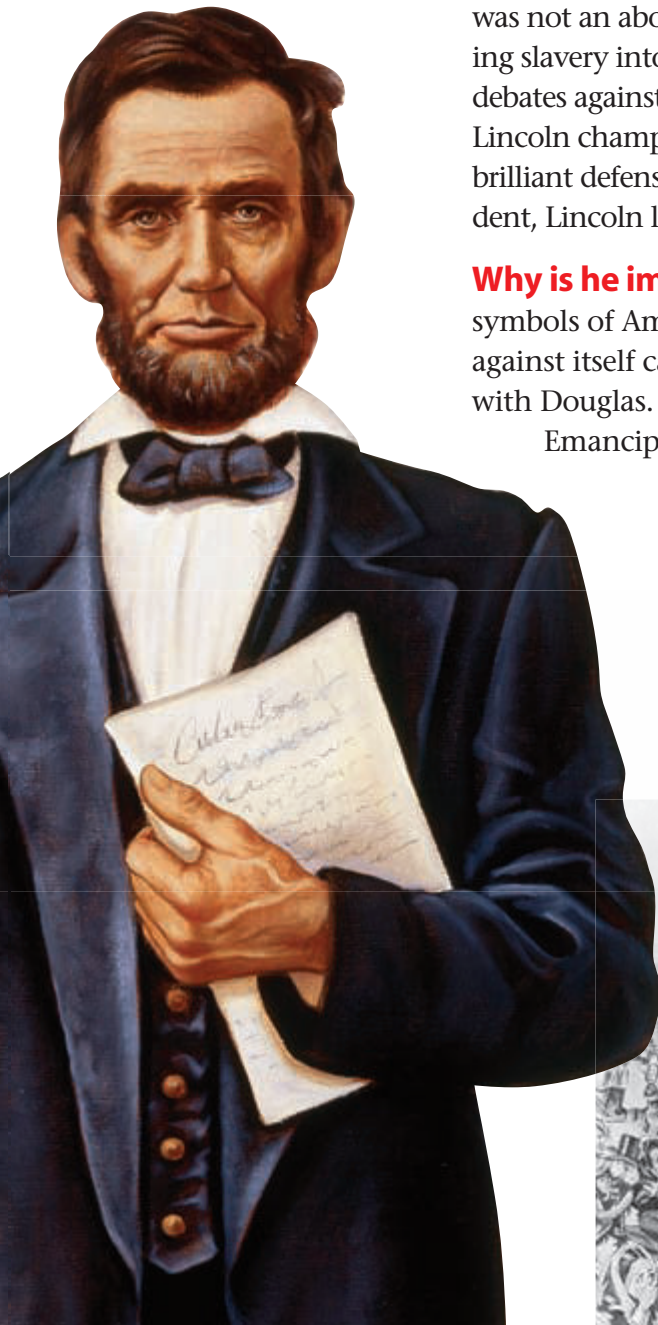
**Why is he important?** Lincoln is one of the great symbols of American democracy. "A house divided against itself cannot stand," he declared in a debate with Douglas. In 1863 Lincoln issued the

Emancipation Proclamation. His address to commemorate the bloody battlefield at Gettysburg is widely considered to be one of the best political speeches in American history.

**Summarizing** Why is Lincoln such an important figure in American history?

### KEY EVENTS

- **1834** Elected to the Illinois legislature
- **1842** Marries Mary Todd
- **1858** Holds series of famous debates with U.S. Senator Stephen Douglas
- **1860** Elected president on November 6
- **1863** Issues the Emancipation Proclamation on January 1
- **1863** Gives the Gettysburg Address on November 19
- **1865** Gives second inaugural address on March 4
- **1865** Shot on April 14; dies the next day



Lincoln's address at the dedication of the Gettysburg National Cemetery.

# The Tide of War Turns

## What You Will Learn...

### Main Ideas

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

### The Big Idea

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

### Key Terms and People

Battle of Gettysburg, *p. 537*  
 George Pickett, *p. 539*  
 Pickett's Charge, *p. 539*  
 Gettysburg Address, *p. 540*  
 Wilderness Campaign, *p. 540*  
 William Tecumseh Sherman, *p. 541*  
 total war, *p. 542*  
 Appomattox Courthouse, *p. 542*



Use the graphic organizer online to take notes on the events that led to the end of the Civil War.

## If YOU were there...

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

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

**BUILDING BACKGROUND** Many people, especially in the North, had expected a quick victory, but the war dragged on for years. The balance of victories seemed to seesaw between North and South, and both sides suffered terrible casualties. The last Confederate push into the North ended at Gettysburg in one of the bloodiest battles of the war.

## Fredericksburg and Chancellorsville

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

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

Soon Burnside stepped down from his position. Lincoln made General Joseph Hooker the commander of the Army of the Potomac. At the end of April 1863, Hooker and his army of about 138,000 men launched a frontal attack on Fredericksburg. Then Hooker

ordered about 115,000 of his troops to split off and approach the Confederate's flank, or side. Hooker's strategy seemed about to work. But for some reason he hesitated and had his flanking troops take a defensive position at Chancellorsville. This town was located a few miles west of Fredericksburg.

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

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

**READING CHECK** **Comparing** What did generals McClellan, Burnside, and Hooker have in common?

## Battle of Gettysburg

General Lee launched more attacks within Union territory. As before, his goal was to break the North's will to fight. He also hoped that a victory would convince other nations to recognize the Confederacy.

### First Day

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

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

## Three Days at Gettysburg

Gettysburg was the largest and bloodiest battle of the Civil War. In three days, more than 51,000 soldiers were killed, wounded, captured, or went missing. It was an important victory for the Union, and it stopped Lee's plan of invading the North.

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



Day One: July 1, 1863

Confederate raiding party and the Union forces began exchanging fire. The larger Confederate forces began to push the Union troops back through Gettysburg.

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

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

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

## Second Day

On July 2, Lee ordered an attack on the left side of the Union line. Lee knew that he could win the battle if his troops captured Little Round Top from the Union forces. From this hill, Lee's troops could easily fire down on the line of Union forces. Union forces and Confederate troops fought viciously for control of Little Round Top. The fighting was particularly fierce on the south side of the hill. There the 20th Maine led by Colonel Joshua Chamberlain battled the 15th Alabama led by Colonel William Oates. Later, when describing the conflict, Oates said, "The blood stood in puddles in some places in the rocks." Eventually, the Union forced the Confederates to pull back from Little Round Top.

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

## Three Days at Gettysburg (continued)



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

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

## Pickett's Charge

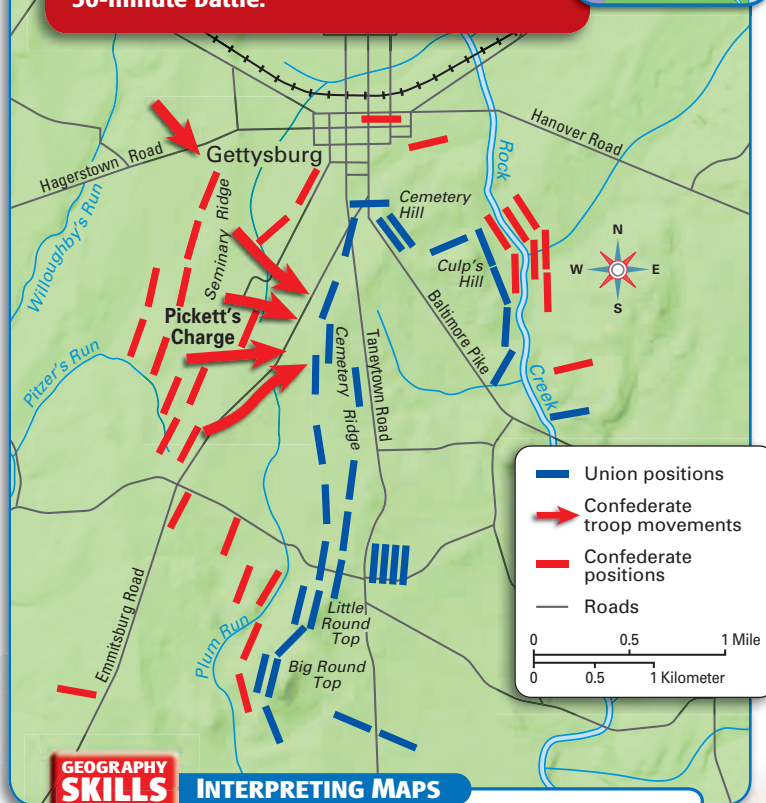
On the third day of battle, Longstreet again tried to convince Lee not to attack. But Lee thought that the Union forces were severely battered and ready to break. Because of this, he planned to attack the center of the Union line on Cemetery Ridge. Such a tactic, he felt, would not be expected. Indeed,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

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

The task of charging the Union center fell to three divisions of Confederate soldiers. General **George Pickett** commanded the largest unit. In late afternoon, nearly 15,000 men took part in **Pickett's Charge**. For one mile, the Confederates marched slowly up toward Cemetery Ridge. Showered with cannon and rifle fire, they suffered severe losses. But eventually, some of them almost reached their destination. Then Union reinforcements added to the barrage on the rebels. Soon the

### Pickett's Charge, July 3, 1863

General George Pickett led his troops across Emmitsburg Road to attack the Union position. He lost more than half of his men in the 50-minute battle.



#### GEOGRAPHY SKILLS

#### INTERPRETING MAPS

1. **Human-Environment Interaction** How do you think geography affected Pickett's Charge?
2. **Movement** In which direction did Pickett's soldiers charge?

### Pickett's Charge

Pickett's Charge proved a disaster for the Confederate attackers. Fewer than half of them survived.

Day Three: July 3, 1863, 3 p.m.

Confederates retreated, leaving about 7,500 casualties on the field of battle. Distressed by this defeat, General Lee rode among the survivors and told them, “It is all my fault.”

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

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

### Aftermath of Gettysburg

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

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

### The Gettysburg Address

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

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

**READING CHECK** Analyzing Why was Gettysburg a turning point?

## Union Campaigns Cripple the Confederacy

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

### Wilderness Campaign in the East

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

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

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

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

#### FOCUS ON READING

The first sentence of the paragraph to the right is a main idea. The rest of this paragraph supports the idea.



#### VIDEO

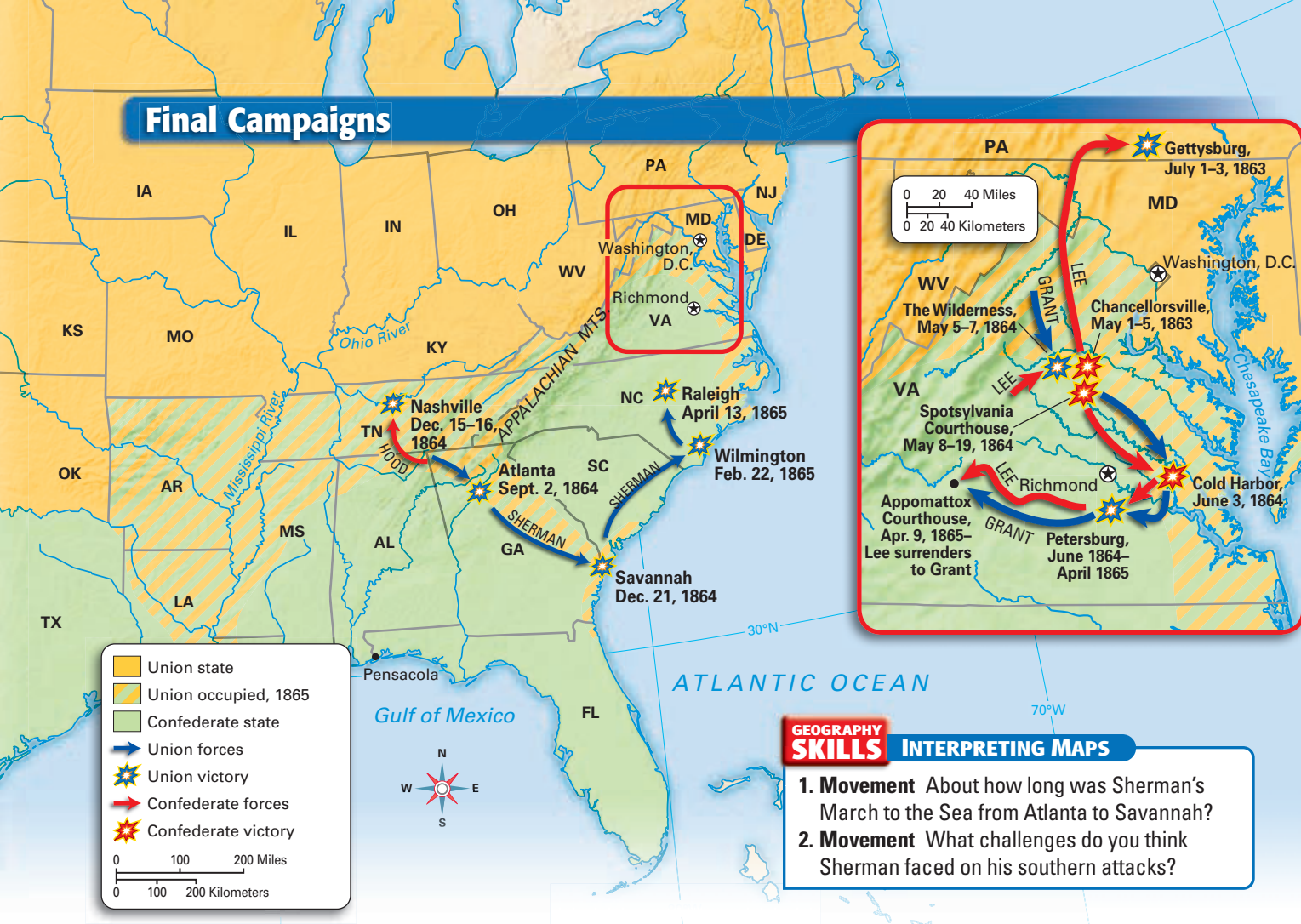
Gettysburg Address

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#### ACADEMIC VOCABULARY

**execute** to perform, carry out

## Final Campaigns



### Sherman Strikes the South

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

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

In July, Sherman was within sight of Atlanta. Confederate president Jefferson Davis gave General John Hood command of Confederate forces in the region. Hood repeatedly attacked Sherman in a final attempt to

save Atlanta, but the Union troops proved stronger. The Confederate troops retreated as Sherman held Atlanta under siege.

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

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

Sherman did not wait long to begin his next campaign. His goal was the port city of Savannah, Georgia. In mid-November 1864,

Sherman left Atlanta with a force of about 60,000 men. He said he would “make Georgia howl!”

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

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

#### READING CHECK Drawing Conclusions

How did Sherman hope to help the Union with his total-war strategy?

### Causes and Effects of the Civil War

QUICK FACTS

#### Causes

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

#### Effects

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

ANALYSIS SKILL

#### INTERPRETING CHARTS

How important was slavery to the Civil War?

## The South Surrenders

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

### Fighting Ends

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

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

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

During the meeting, Grant assured Lee that his troops would be fed and allowed to keep their horses, and they would not be tried for treason. Then Lee signed the surrender documents. The long, bloody war had finally ended. Grant later wrote that he found the scene at Appomattox Courthouse more tragic than joyful.

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

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



## Surrender at Appomattox

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

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

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

## The Effects of the War

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

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

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

**READING CHECK** **Predicting** What problems might the Union face following the Civil War?

**SUMMARY AND PREVIEW** After four long years of battles, the Civil War ended with General Lee's surrender at Appomattox Courthouse. In the next chapter you will read about the consequences of the war in the South.

## Section 5 Assessment

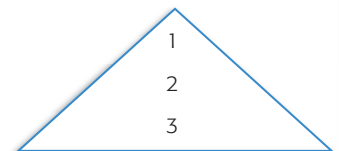
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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

1. **a. Identify** What Confederate general died from his wounds at Chancellorsville?  
**b. Draw Conclusions** Why was the Union army defeated at Chancellorsville?
2. **a. Identify** What was the **Gettysburg Address**?  
**b. Analyze** Why was geography important to the outcome of the Battle of Gettysburg?
3. **a. Recall** What was the purpose of the **Wilderness Campaign**?  
**b. Draw Conclusions** In what way was the capture of Atlanta an important victory for President Lincoln?
4. **a. Identify** What events led to Lee's surrender at **Appomattox Courthouse**?  
**b. Summarize** What problems did the South face at the end of the war?

### Critical Thinking

5. **Supporting a Point of View** Review your notes on the end of the Civil War. Then copy the graphic organizer below. Use it to show the three events in this section that you think contributed most to the end of the Civil War and explain why.



### FOCUS ON WRITING

6. **Taking Notes on the End of the War** As you read this section, take notes on the Battle of Gettysburg, the Wilderness Campaign, the fall of Atlanta, and the South's surrender. Be sure to answer the following questions: Who? Where? When? Why? and How?

# Social Studies Skills

Analysis

Critical  
Thinking

Civic  
Participation

Study

21<sup>ST</sup>  
CENTURY

## Interpreting Political Cartoons

### Define the Skill

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

### Learn the Skill

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

Use these steps to interpret political cartoons.

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

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



### Practice the Skill

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

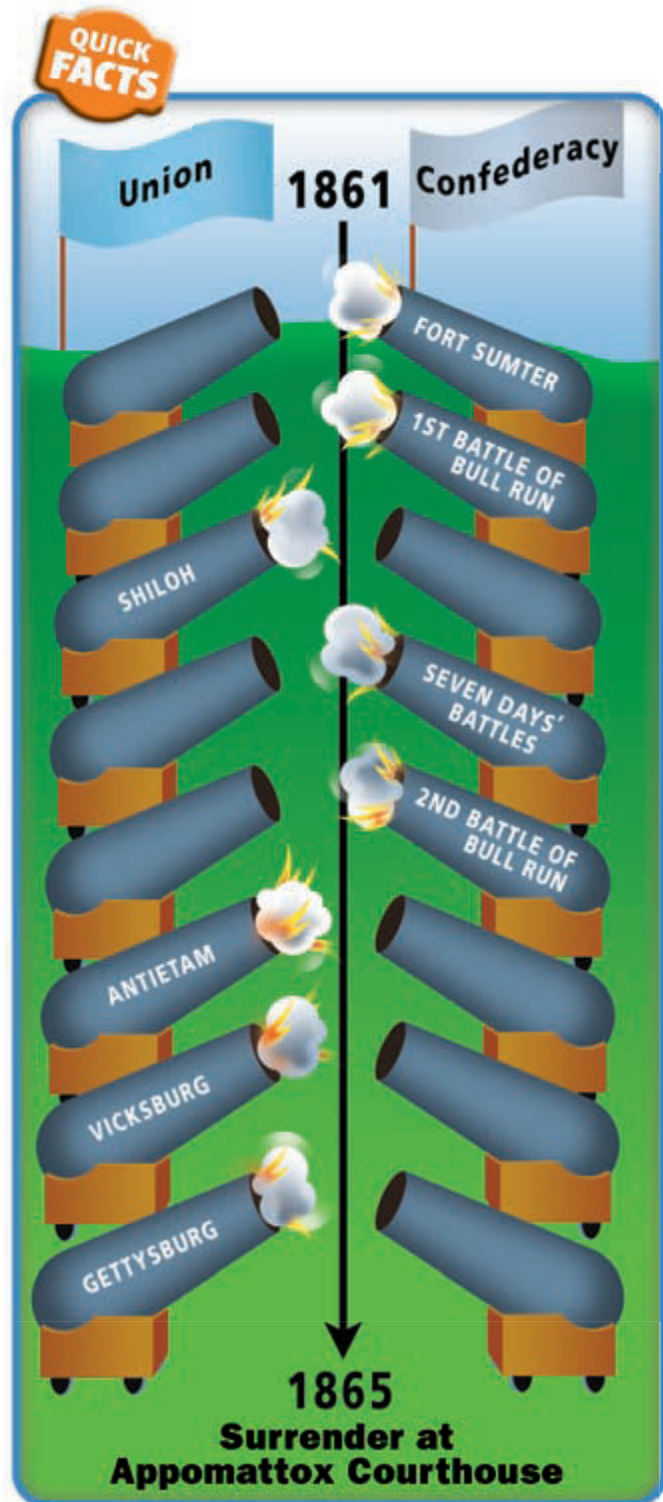
1. What do the two men on either side of Lincoln represent?
2. What message do you think the artist was trying to convey?





## Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.



## Reviewing Vocabulary, Terms, and People

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

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

## Comprehension and Critical Thinking

### SECTION 1 (Pages 510–515)

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

### SECTION 2 (Pages 516–521)

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

### SECTION 3 (Pages 522–525)

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

### SECTION 4 (Pages 528–534)

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

### SECTION 5 (Pages 536–543)

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

## Social Studies Skills

**Interpreting Political Cartoons** Use the Social Studies Skills taught in this chapter to answer the question about the political cartoon below.



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

## Reading Skills

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

Lee was unaware that Union soldiers were encamped closer to town. He had been suffering from lack of enemy information for three days because his cavalry chief “Jeb” Stuart was not performing his duties. Stuart and his cavalry had gone off on their own raiding party, disobeying Lee’s orders. (p. 537)

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

## Reviewing Themes

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

## Using the Internet

15. **Activity: Writing a Poem** Soldiers in the Civil War came from all walks of life. Despite hoping for glory and adventure, many encountered dangerous and uncomfortable conditions. Through your online textbook, learn more about Civil War soldiers. After viewing photographs and reading letters, write a poem describing the life of a soldier. Your poem should reflect on the soldier’s emotions and experiences.

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### FOCUS ON WRITING

16. **Write Your Newspaper Article** Review your notes. Then choose the subject you think would make the best newspaper article. Write an attention-grabbing headline. Then write your article, giving as many facts as possible.

**DIRECTIONS:** Read each question and write the letter of the best response.

- 1** Use the map below to answer the following question.



The place where two major battles of the Civil War were fought is indicated on the map by which letter?

- A W
  - B X
  - C Y
  - D Z
- 2** The Battle of Gettysburg was an important battle of the Civil War because
- A it was an overwhelming Confederate victory.
  - B the Union army's advance on the Confederate capital was stopped.
  - C it ended Lee's hopes of advancing into northern territory.
  - D it enabled the Union to control the Mississippi River.
- 3** Overall command of Confederate forces in Virginia during most of the Civil War was held by
- A Jefferson Davis.
  - B William Tecumseh Sherman.
  - C Thomas "Stonewall" Jackson.
  - D Robert E. Lee.

- 4** Which of Lincoln's speeches and writings reflected the statement that "all men are created equal"?

- A the Emancipation Proclamation
- B the first inaugural address (1861)
- C the second inaugural address (1865)
- D the Gettysburg Address

- 5** The tactics that Sherman used against Confederate armies in the South were based on what strategy?

- A cutting off troops from their officers
- B a naval blockade of southern ports
- C destroying the South's resources and economy
- D hit-and-run attacks on major southern cities

- 6** In the War of 1812 the British navy blockaded American seaports in the hope that the U.S. economy would suffer and the United States would surrender. Which Civil War strategy was similar?

- A Scott's plan to destroy the southern economy
- B Sherman's March to the Sea
- C General Ulysses S. Grant's capture of Vicksburg
- D Admiral David Farragut's defeat of New Orleans

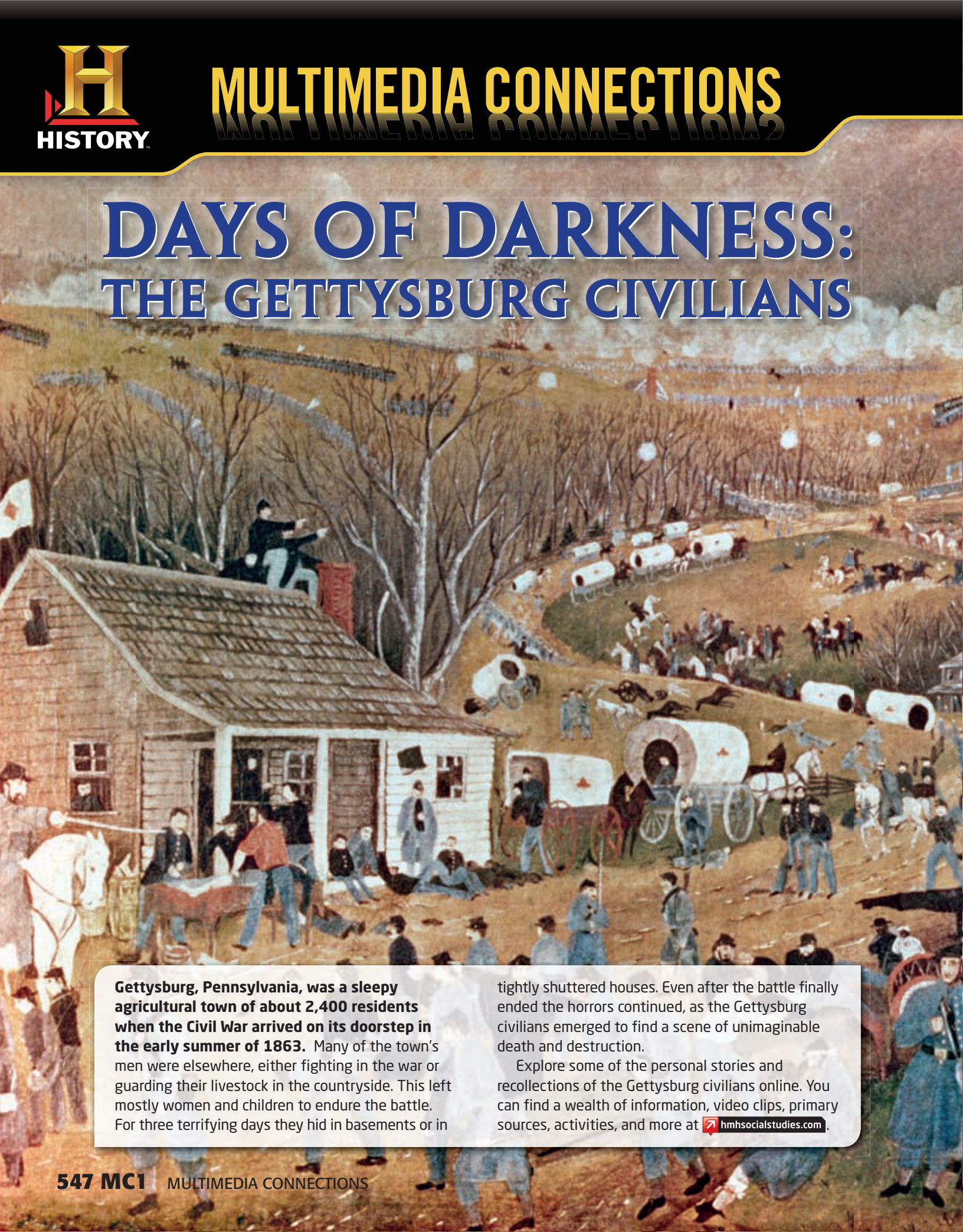
- 7** Read the following quote from Grant about Lee's surrender and use it to answer the question below.

"What General Lee's feelings were I do not know. He was a man of much dignity, without expression on his face. It was impossible to say whether he felt inwardly glad that the end had finally come, or felt sad over the result, and was too manly to show it. Whatever his feelings, they were entirely hidden from me."

—Ulysses S. Grant, adapted from *Personal Memoirs of U.S. Grant, Vol. 2*

**Document-Based Question** What is your opinion about what Lee might have been feeling during his surrender?

## DAYS OF DARKNESS: THE GETTYSBURG CIVILIANS

A detailed historical painting depicting the Battle of Gettysburg. In the foreground, a small, two-story wooden house with a gabled roof and a chimney is visible. Several people are gathered around the house; some are sitting on the porch, while others are standing. A white horse is partially visible on the left. In the background, a large battle scene unfolds on a grassy hill. Soldiers in blue uniforms are engaged in combat, with some on horseback. Several large, white, cylindrical objects, possibly cannons or ammunition, are scattered across the field. The sky is filled with smoke and the overall atmosphere is one of chaos and conflict.

**Gettysburg, Pennsylvania, was a sleepy agricultural town of about 2,400 residents when the Civil War arrived on its doorstep in the early summer of 1863.** Many of the town's men were elsewhere, either fighting in the war or guarding their livestock in the countryside. This left mostly women and children to endure the battle. For three terrifying days they hid in basements or in

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

Explore some of the personal stories and recollections of the Gettysburg civilians online. You can find a wealth of information, video clips, primary sources, activities, and more at [hmhsocialstudies.com](http://hmhsocialstudies.com).

*"I had scarcely reached the front door, when, on looking up the street, I saw some of the men on horseback . . .*

*What a horrible sight! . . .*

*I was fully persuaded that the Rebels had actually come at last. What they would do with us was a fearful question to my young mind . . ."*

— Tillie Pierce, age 15



### A Young Woman's Account

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



## CLICK THROUGH INTER / ACTIVITIES

[hmhsocialstudies.com](http://hmhsocialstudies.com)



H  
HISTORY

### A Citizen-Soldier

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



H  
HISTORY

### A Family's Story

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



H  
HISTORY

### The National Cemetery

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

# Reconstruction

**Essential Question** How did a deeply divided nation move forward after the Civil War?



## What You Will Learn...

In this chapter you will learn about the challenges that faced the nation after the Civil War and the attempts to meet those challenges.

### SECTION 1: Rebuilding the South . . . . . 552

**The Big Idea** The nation faced many problems in rebuilding the Union.

### SECTION 2: The Fight over Reconstruction . . . . . 558

**The Big Idea** The return to power of the pre-war southern leadership led Republicans in Congress to take control of Reconstruction.

### SECTION 3: Reconstruction in the South . . . . . 564

**The Big Idea** As Reconstruction ended, African Americans faced new hurdles and the South attempted to rebuild.

## FOCUS ON WRITING

**Job History** When the Civil War ended, it was time to rebuild. People were ready to get back to work. But life had changed for many people and would continue to change. As you read this chapter, think about jobs people may have had during Reconstruction.



**1865**

Abraham Lincoln is assassinated.



**1865**



**1865**

Black Jamaicans rebel against the wealthy planter class.



The ruins of this Virginia plantation stand as a bleak reminder of the changes brought to the South by the Civil War.

**1868**

President Andrew Johnson is impeached and almost removed from office.



**1870**

Hiram Revels becomes the first African American to serve in the U.S. Senate.



**1877**

The Compromise of 1877 ends Reconstruction.

**1870**

**1868**

The Meiji dynasty returns to power in Japan.

**1869**

The Suez Canal opens, linking the Mediterranean and Red seas.



**1875**

**1871**

Otto von Bismarck and Wilhelm I unite Germany.



**1880**

# Reading Social Studies

Economics

Geography

Politics

Society  
and Culture

Science and  
Technology

**Focus on Themes** In this chapter you will read about the time immediately after the Civil War. You will see how the government tried to rebuild the South and will learn about how life changed for African Americans after slavery was declared illegal.

You will read about the **political** conflicts that emerged as southern leadership worked to gain control of Reconstruction efforts. Throughout the chapter, you will read how the **culture** of the South changed after the War.

## Analyzing Historical Information

**Focus on Reading** History books are full of information. As you read, you are confronted with names, dates, places, terms, and descriptions on every page. You don't want to have to deal with anything unimportant or untrue.

**Identifying Relevant and Essential Information** Information in a history book should be relevant to the topic you're studying. It should also be essential

- to understanding the topic and be verifiable.
- Anything else distracts from the material you are studying.
- The first passage below includes several pieces of irrelevant and nonessential information. In the second, this information has been removed. Note how much easier the revised passage is to comprehend.

### First Passage

President Abraham Lincoln, who was very tall, wanted to reunite the nation as quickly and painlessly as possible. He had proposed a plan for readmitting the southern states even before the war ended, which happened on a Sunday. Called the Ten Percent Plan, it offered southerners amnesty, or official pardon, for all illegal acts supporting the rebellion. Today a group called Amnesty International works to protect the rights of prisoners. Lincoln's plan certainly would have worked if it would have been implemented.

Lincoln's appearance and the day on which the war ended are not essential facts.

Amnesty International is not relevant to this topic.

There is no way to prove the accuracy of the last sentence.

### Revised Passage

President Abraham Lincoln wanted to reunite the nation as quickly and painlessly as possible. He had proposed a plan for readmitting the southern states even before the war ended. Called the Ten Percent Plan, it offered southerners amnesty, or official pardon, for all illegal acts supporting the rebellion.

*From Chapter 17, p. 553*

# Key Terms and People

## You Try It!

The following passage is adapted from the chapter you are about to read. As you read, look for irrelevant, nonessential, or unverifiable information.

### The Freedmen's Bureau

In 1865 Congress established the Freedmen's Bureau, an agency providing relief for freedpeople and certain poor people in the South. The Bureau had a difficult job. It may have been one of the most difficult jobs ever. At its high point, about 900 agents served the entire South. All 900 people could fit into one hotel ballroom today. Bureau commissioner Oliver O. Howard eventually decided to use the Bureau's limited budget to distribute food to the poor and to provide education and legal help for freedpeople. One common food in the South at that time was salted meat. The Bureau also helped African American war veterans. Today the Department of Veterans' Affairs assists American war veterans.

*From  
Chapter 17,  
p. 556*

After you read the passage, answer the following questions.

1. Which sentence in this passage is unverifiable and should be cut?
2. Find two sentences in this passage that are irrelevant to the discussion of the Freedmen's Bureau. What makes those sentences irrelevant?
3. Look at the last sentence of the passage. Do you think this sentence is essential to the discussion? Why or why not?

As you read Chapter 17, ask yourself what makes the information you are reading essential to a study of Reconstruction.

## Chapter 17

### Section 1

Reconstruction (p. 552)  
Ten Percent Plan (p. 553)  
Thirteenth Amendment (p. 554)  
Freedmen's Bureau (p. 556)  
Andrew Johnson (p. 557)

### Section 2

Black Codes (p. 558)  
Radical Republicans (p. 559)  
Civil Rights Act of 1866 (p. 560)  
Fourteenth Amendment (p. 561)  
Reconstruction Acts (p. 561)  
impeachment (p. 562)  
Fifteenth Amendment (p. 563)

### Section 3

Hiram Revels (p. 565)  
Ku Klux Klan (p. 566)  
Compromise of 1877 (p. 567)  
poll tax (p. 568)  
segregation (p. 568)  
Jim Crow laws (p. 568)  
*Plessy v. Ferguson* (p. 569)  
sharecropping (p. 569)

## Academic Vocabulary

**Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:**

procedure (p. 553)  
principle (p. 560)

# Rebuilding the South

## What You Will Learn...

### Main Ideas

1. President Lincoln and Congress differed in their views as Reconstruction began.
2. The end of the Civil War meant freedom for African Americans in the South.
3. President Johnson's plan began the process of Reconstruction.

### The Big Idea

The nation faced many problems in rebuilding the Union.

### Key Terms and People

Reconstruction, p. 552

Ten Percent Plan, p. 553

Thirteenth Amendment, p. 554

Freedmen's Bureau, p. 556

Andrew Johnson, p. 557



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TAKING NOTES

Use the graphic organizer online to take notes on the different ways the U.S. government attempted to reconstruct the South after the Civil War.

## If YOU were there...

You are a young soldier who has been fighting in the Civil War for many months. Now that the war is over, you are on your way home. During your journey, you pass plantation manor homes, houses, and barns that have been burned down. No one is doing spring planting in the fields. As you near your family's farm, you see that fences and sheds have been destroyed. You wonder what is left of your home and family.

**What would you think your future on the farm would be like?**

**BUILDING BACKGROUND** When the Civil War ended, much of the South lay in ruins. Like the young soldier above, many people returned to destroyed homes and farms. Harvests of corn, cotton, rice, and other crops fell far below normal. Many farm animals had been killed or were roaming free. These were some of the challenges in restoring the nation.

## Reconstruction Begins

After the Civil War ended in 1865, the U.S. government faced the problem of dealing with the defeated southern states. The challenges of **Reconstruction**, the process of readmitting the former Confederate states to the Union, lasted from 1865 to 1877.



## Damaged South

Tired southern soldiers returned home to find that the world they had known before the war was gone. Cities, towns, and farms had been ruined. Because of high food prices and widespread crop failures, many southerners faced starvation. The Confederate money held by most southerners was now worthless. Banks failed, and merchants had gone bankrupt because people could not pay their debts.

Former Confederate general Braxton Bragg was one of many southerners who faced economic hardship. He found that “*all, all was lost, except my debts.*” In South Carolina, Mary Boykin Chesnut wrote in her diary about the isolation she experienced after the war. “We are shut in here . . . All RR’s [railroads] destroyed—bridges gone. We are cut off from the world.”

## Lincoln’s Plan

President Abraham Lincoln wanted to reunite the nation as quickly and painlessly as possible. He had proposed a plan for readmitting the southern states even before the war ended. Called the **Ten Percent Plan**, it offered southerners amnesty, or official pardon, for all illegal acts supporting the rebellion. To receive amnesty, southerners had to do two things. They had to swear an oath of loyalty to the United States. They also had to agree that slavery was illegal. Once 10 percent of voters in

a state made these pledges, they could form a new government. The state then could be readmitted to the Union.

Louisiana quickly elected a new state legislature under the Ten Percent Plan. Other southern states that had been occupied by Union troops soon followed Louisiana back into the United States.

## Wade-Davis Bill

Some politicians argued that Congress, not the president, should control the southern states’ return to the Union. They believed that Congress had the power to admit new states. Also, many Republican members of Congress thought the Ten Percent Plan did not go far enough. A senator from Michigan expressed their views.

“The people of the North are not such fools as to . . . turn around and say to the traitors, ‘all you have to do [to return] is . . . take an oath that henceforth you will be true to the Government.’”

—Senator Jacob Howard, quoted in *Reconstruction: America’s Unfinished Revolution, 1863–1877*, by Eric Foner

Two Republicans—Senator Benjamin Wade and Representative Henry Davis—had an alternative to Lincoln’s plan. Following procedures of the Wade-Davis bill, a state had to meet two conditions before it could rejoin the Union. First, it had to ban slavery. Second, a majority of adult males in the state had to take the loyalty oath.

### ACADEMIC VOCABULARY

**procedure**  
a series of steps taken to accomplish a task

War destroyed Richmond, Virginia, once the capital of the Confederacy.



## Testing New Freedoms



Under the Wade-Davis bill, only southerners who swore that they had never supported the Confederacy could vote or hold office. In general, the bill was much stricter than the Ten Percent Plan. Its provisions would make it harder for southern states to rejoin the Union quickly.

President Lincoln therefore refused to sign the bill into law. He thought that few southern states would agree to meet its requirements. He believed that his plan would help restore order more quickly.

**READING CHECK** **Contrasting** How was the Ten Percent Plan different from the Wade-Davis bill?

## Freedom for African Americans

One thing Republicans agreed on was abolishing slavery. The Emancipation Proclamation had freed slaves only in areas that had not been occupied by Union forces, not in the border states. Many people feared that the federal courts might someday declare the proclamation unconstitutional.

## Slavery Ends

On January 31, 1865, at President Lincoln's urging, Congress proposed the **Thirteenth Amendment**. This amendment made slavery illegal throughout the United States.



The freedpeople at left have packed their household belongings and are leaving Richmond. Many people traveled in search of relatives. Others placed newspaper advertisements looking for long-lost relatives. For other freedpeople, like the couple above, freedom brought the right to marry.

*In what ways did former slaves react to freedom?*

The amendment was ratified and took effect on December 18, 1865. When abolitionist William Lloyd Garrison heard the news, he declared that his work was now finished. He called for the American Anti-Slavery Society to break up. Not all abolitionists agreed that their work was done, however. Frederick Douglass insisted that “slavery is not abolished until the black man has the ballot [vote].”

Freedom brought important changes to newly freed slaves. Many couples held ceremonies to legalize marriages that had not been recognized under slavery. Many freedpeople searched for relatives who had been sold away from their families years

earlier. Others placed newspaper ads seeking information about their children. Many women began to work at home instead of in the fields. Still others adopted children of dead relatives to keep families together. Church members established voluntary associations and mutual-aid societies to help those in need.

Now that they could travel without a pass, many freedpeople moved from mostly white counties to places with more African Americans. Other freedpeople traveled simply to test their new freedom of movement. A South Carolina woman explained this need. “I must go, if I stay here I’ll never know I’m free.”

For most former slaves, freedom to travel was just the first step on a long road toward equal rights and new ways of life. Adults took new last names and began to insist on being called Mr. or Mrs. as a sign of respect, rather than by their first names or by nicknames. Freedpeople began to demand the same economic and political rights as white citizens. Henry Adams, a former slave, argued that “if I cannot do like a white man I am not free.”

### **Forty Acres to Farm?**

Many former slaves wanted their own land to farm. Near the end of the Civil War, Union general William Tecumseh Sherman had issued an order to break up plantations in coastal South Carolina and Georgia. He wanted to divide the land into 40-acre plots and give them to former slaves as compensation for their forced labor before the war.

Many white planters refused to surrender their land. Some freedpeople pointed out that it was only fair that they receive some of this land because their labor had made the plantations prosper. In the end, the U.S. government returned the land to its original owners. At this time, many freedpeople were unsure about where they would live, what kind of work they would do, and what rights they had. Freedoms that were theirs by law were difficult to enforce.

## Freedmen's Bureau

In 1865 Congress established the **Freedmen's Bureau**, an agency providing relief for freedpeople and certain poor people in the South. The Bureau had a difficult job. At its high point, about 900 agents served the entire South. Bureau commissioner Oliver O. Howard eventually decided to use the Bureau's limited budget to distribute food to the poor and to provide education and legal help for freedpeople. The Bureau also helped African American war veterans.

The Freedmen's Bureau played an important role in establishing more schools in the South. Laws against educating slaves meant that most freedpeople had never learned to read or write. Before the war ended, however, northern groups, such as the American Missionary Association, began providing books and teachers to African Americans. The teachers were mostly women who were committed to helping freedpeople. One teacher said of her students, "I never before saw children so eager to learn . . . It is wonderful how [they] . . . can have so great a desire for

knowledge, and such a capacity for attaining [reaching] it."

After the war, some freedpeople organized their own education efforts. For example, Freedmen's Bureau agents found that some African Americans had opened schools in abandoned buildings. Many white southerners continued to believe that African Americans should not be educated. Despite opposition, by 1869 more than 150,000 African American students were attending more than 3,000 schools. The Freedmen's Bureau also helped establish a number of universities for African Americans, including Howard and Fisk universities.

Students quickly filled the new classrooms. Working adults attended classes in the evening. African Americans hoped that education would help them to understand and protect their rights and to enable them to find better jobs. Both black and white southerners benefited from the effort to provide greater access to education in the South.

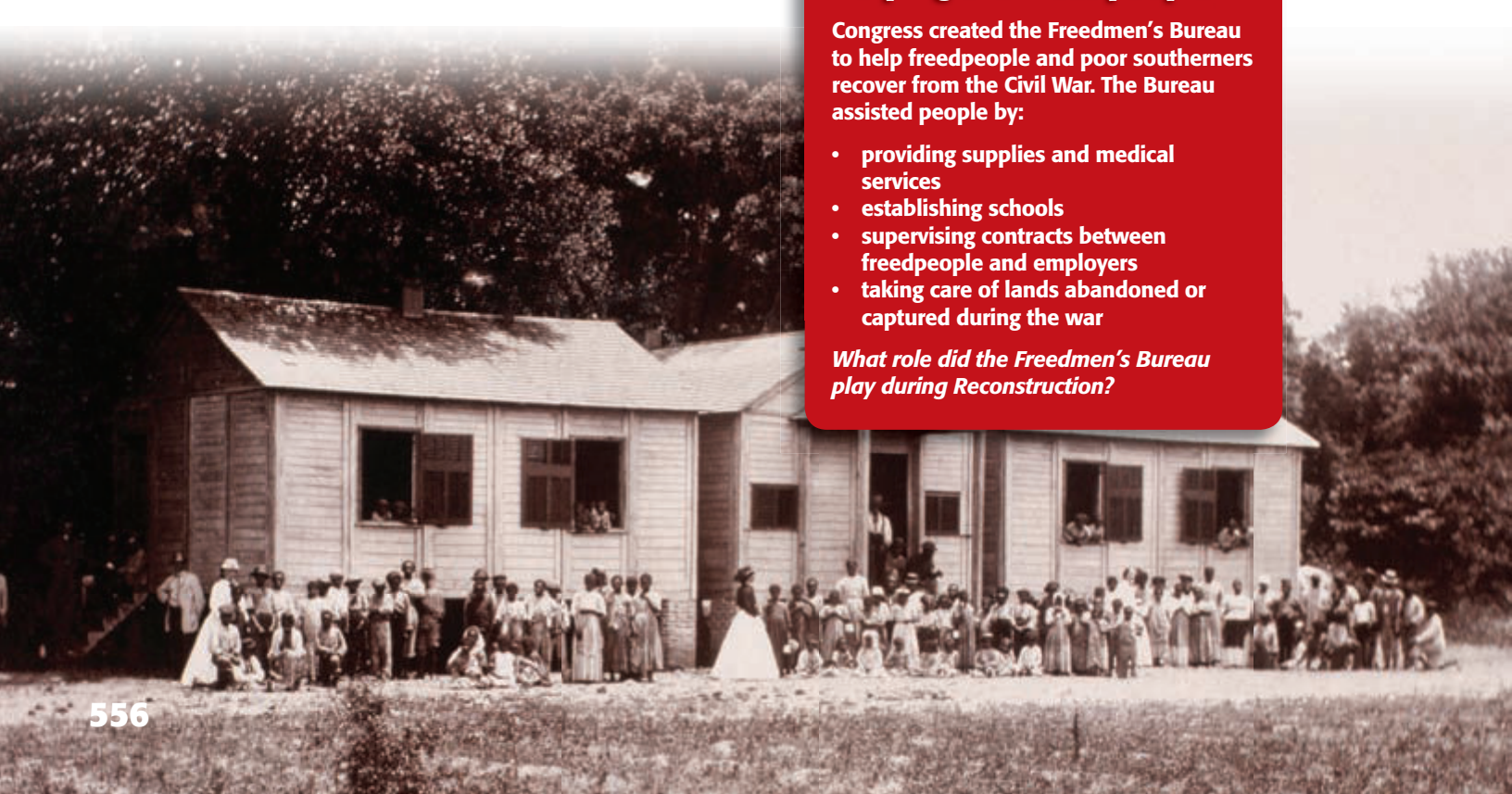
**READING CHECK** **Analyzing** How did the Freedmen's Bureau help reform education in the South?

## Helping the Freedpeople

Congress created the Freedmen's Bureau to help freedpeople and poor southerners recover from the Civil War. The Bureau assisted people by:

- providing supplies and medical services
- establishing schools
- supervising contracts between freedpeople and employers
- taking care of lands abandoned or captured during the war

*What role did the Freedmen's Bureau play during Reconstruction?*



## President Johnson's Reconstruction Plan

While the Freedmen's Bureau was helping African Americans, the issue of how the South would politically rejoin the Union remained unresolved. Soon, however, a tragic event ended Lincoln's dream of peacefully reuniting the country.

### A New President

On the evening of April 14, 1865, President Lincoln and his wife attended a play at Ford's Theater in Washington, D.C. During the play, John Wilkes Booth, a southerner who opposed Lincoln's policies, sneaked into the president's theater box and shot him. Lincoln was rushed to a boardinghouse across the street, where he died early the next morning. Vice President **Andrew Johnson** was sworn into office quickly. Reconstruction had now become his responsibility. He would have to win the trust of a nation shocked at its leader's death.

Johnson's plan for bringing southern states back into the Union was similar to Lincoln's plan. However, he decided that wealthy southerners and former Confederate officials would need a presidential pardon to receive amnesty. Johnson shocked Radical Republicans by eventually pardoning more than 7,000 people by 1866.

### New State Governments

Johnson was a Democrat whom Republicans had put on the ticket in 1864 to appeal to the border states. A former slaveholder, he was a stubborn man who would soon face a hostile Congress.

Johnson offered a mild program for setting up new southern state governments. First, he appointed a temporary governor for each state. Then he required that the states revise their constitutions. Next, voters elected state and federal representatives. The new state government had to declare that secession was illegal. It also had to ratify the Thirteenth Amendment and refuse to pay Confederate debts.

By the end of 1865, all the southern states except Texas had created new governments. Johnson approved them all and declared that the United States was restored. Newly elected representatives came to Washington from each reconstructed southern state. However, Republicans complained that many new representatives had been leaders of the Confederacy. Congress therefore refused to readmit the southern states into the Union. Clearly, the nation was still divided.

**READING CHECK** Summarizing What was President Johnson's plan for Reconstruction?

**SUMMARY AND PREVIEW** In this section you learned about early plans for Reconstruction. In the next section, you will learn that disagreements about Reconstruction became so serious that the president was almost removed from office.

## Section 1 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

1. a. **Identify** What does **Reconstruction** mean?  
b. **Summarize** What was President Lincoln's plan for Reconstruction?
2. a. **Recall** What is the **Thirteenth Amendment**?  
b. **Elaborate** In your opinion, what was the most important accomplishment of the **Freedmen's Bureau**? Explain.
3. a. **Recall** Why was President Lincoln killed?  
b. **Analyze** Why did some Americans oppose President Johnson's Reconstruction plan?

### Critical Thinking

4. **Summarizing** Review your notes on Reconstruction. Then copy the graphic organizer below and use it to show how African Americans were affected by the end of the war.



### FOCUS ON WRITING

5. **Considering Historical Context** Many people planned to continue doing what they had done before the war. Others planned to start a new life. How do you think events and conditions you just read about might have affected their plans?

## What You Will Learn...

## Main Ideas

1. Black Codes led to opposition to President Johnson's plan for Reconstruction.
2. The Fourteenth Amendment ensured citizenship for African Americans.
3. Radical Republicans in Congress took charge of Reconstruction.
4. The Fifteenth Amendment gave African Americans the right to vote.

## The Big Idea

The return to power of the pre-war southern leadership led Republicans in Congress to take control of Reconstruction.

## Key Terms and People

Black Codes, p. 558

Radical Republicans, p. 559

Civil Rights Act of 1866, p. 560

Fourteenth Amendment, p. 561

Reconstruction Acts, p. 561

impeachment, p. 562

Fifteenth Amendment, p. 563



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TAKING NOTES

Use the graphic organizer online to take notes on how Republicans in Congress took over Reconstruction and how they changed Reconstruction policies.

# The Fight over Reconstruction

## If YOU were there...

A member of Congress, you belong to the same political party as the president. But you strongly disagree with his ideas about Reconstruction and civil rights for African Americans. Now some of the president's opponents are trying to remove him from office. You do not think he is a good president. On the other hand, you think removing him would be bad for the unity of the country.

**Will you vote to remove the president?**

**BUILDING BACKGROUND** Americans were bitterly divided about what should happen in the South during Reconstruction. They disagreed about ending racial inequality and guaranteeing civil rights for African Americans. These conflicts split political parties. They led to showdowns between Congress and the president. Political fights even threatened the president's job.

## Opposition to President Johnson

In 1866 Congress continued to debate the rules for restoring the Union. Meanwhile, new state legislatures approved by President Johnson had already begun passing laws to deny African Americans' civil rights. "This is a white man's government, and intended for white men only," declared Governor Benjamin F. Perry of South Carolina.

### Black Codes

Soon, every southern state passed **Black Codes**, or laws that greatly limited the freedom of African Americans. They required African Americans to sign work contracts, creating working conditions similar to those under slavery. In most southern states, any African Americans who could not prove they were employed could be arrested. Their punishment might be one year of work without pay. African Americans were also prevented from owning guns. In addition, they were not allowed to rent property except in cities.

The Black Codes alarmed many Americans. As one Civil War veteran asked, "If you call this freedom, what do you call slavery?"

“We simply ask . . . that the same laws which govern *white men* shall govern *black men* . . . that, in short, we be dealt with as others are—in equity [equality] and justice.”

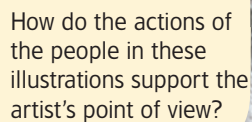
## Radical Republicans

governments. They also believed that African Americans should have rights as citizens. They hoped that the government would not have to force the South to follow federal laws.

## Primary Source

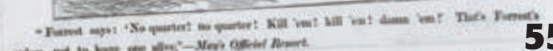
## Supporting Radical Republican Ideas

*was a Confederate admiral who had captured 62 Union merchant ships during the Civil War. Forrest was a cavalry officer known for brutality who later founded the Ku Klux Klan.*



## ANALYZING PRIMARY SOURCES

How do events in the background of these illustrations support the artist's point of view?



## Primary Source

### POINTS OF VIEW

## Johnson vs. Stevens

President Andrew Johnson argued that the South should not be placed under military control.

“Military governments . . . established for an indefinite period, would have divided the people into the vanquishers and the vanquished, and would have envenomed [made poisonous] hatred rather than have restored affection.”

—Andrew Johnson

Thaddeus Stevens believed that Congress had the power to treat the South as conquered territory.

“The future condition of the conquered power depends on the will of the conqueror. They must come in as new states or remain as conquered provinces. Congress . . . is the only power that can act in the matter.”

—Thaddeus Stevens

### ANALYSIS SKILL

### IDENTIFYING POINTS OF VIEW

How did Johnson's and Stevens's views on the South differ?

of Pennsylvania and Charles Sumner of Massachusetts were the leaders of the Radical Republicans.

A harsh critic of President Johnson, Stevens was known for his honesty and sharp tongue. He wanted economic and political justice for both African Americans and poor white southerners. Sumner had been a strong opponent of slavery before the Civil War. He continued to argue tirelessly for African Americans' civil rights, including the right to vote and the right to fair laws.

Both Stevens and Sumner believed that President Johnson's Reconstruction plan was a failure. Although the Radicals did not control Congress, they began to gain support among moderates when President Johnson ignored criticism of the Black Codes. Stevens believed the federal government could not allow racial inequality to survive.

## Fourteenth Amendment

Urged on by the Radicals in 1866, Congress proposed a new bill. It would give the Freedmen's Bureau more powers. The law would allow the Freedmen's Bureau to use military courts to try people accused of violating African Americans' rights. The bill's supporters hoped that these courts would be fairer than local courts in the South.

### Johnson versus Congress

Surprising many members of Congress, Johnson vetoed the Freedmen's Bureau Bill. He insisted that Congress could not pass any new laws until the southern states were represented in Congress. Johnson also argued that the Freedmen's Bureau was unconstitutional.

Republicans responded with the **Civil Rights Act of 1866**. This act provided African Americans with the same legal rights as white Americans. President Johnson once again used his veto power. He argued that the act gave too much power to the federal government. He also rejected the principle of equal

### ACADEMIC VOCABULARY

**principle** basic belief, rule, or law

### READING CHECK Comparing and Contrasting

How were Radical Republicans and moderate Republicans similar and different?

rights for African Americans. Congress, however, overrode Johnson's veto.

Many Republicans worried about what would happen when the southern states were readmitted. Fearing that the Civil Rights Act might be overturned, the Republicans proposed the **Fourteenth Amendment** in the summer of 1866. The Fourteenth Amendment included the following provisions.

1. It defined all people born or naturalized within the United States, except Native Americans, as citizens.
2. It guaranteed citizens the equal protection of the laws.
3. It said that states could not "deprive any person of life, liberty, or property, without due process of law."
4. It banned many former Confederate officials from holding state or federal offices.
5. It made state laws subject to federal court review.
6. It gave Congress the power to pass any laws needed to enforce it.

## 1866 Elections

President Johnson and most Democrats opposed the Fourteenth Amendment. As a result, civil rights for African Americans became a key issue in the 1866 congressional elections. To help the Democrats, Johnson traveled around the country defending his Reconstruction plan. Johnson's speaking tour was a disaster. It did little to win votes for the Democratic Party. Johnson even got into arguments with people in the audiences of some of his speaking engagements.

Two major riots in the South also hurt Johnson's campaign. On May 1, 1866, a dispute in Memphis, Tennessee, took place between local police and black Union soldiers. The dispute turned into a three-day wave of violence against African Americans. About three months later, another riot took place during a political demonstration in New Orleans. During that dispute, 34 African Americans and three white Republicans were killed.

**READING CHECK Summarizing** What issue did the Fourteenth Amendment address, and how did it affect the congressional elections of 1866?

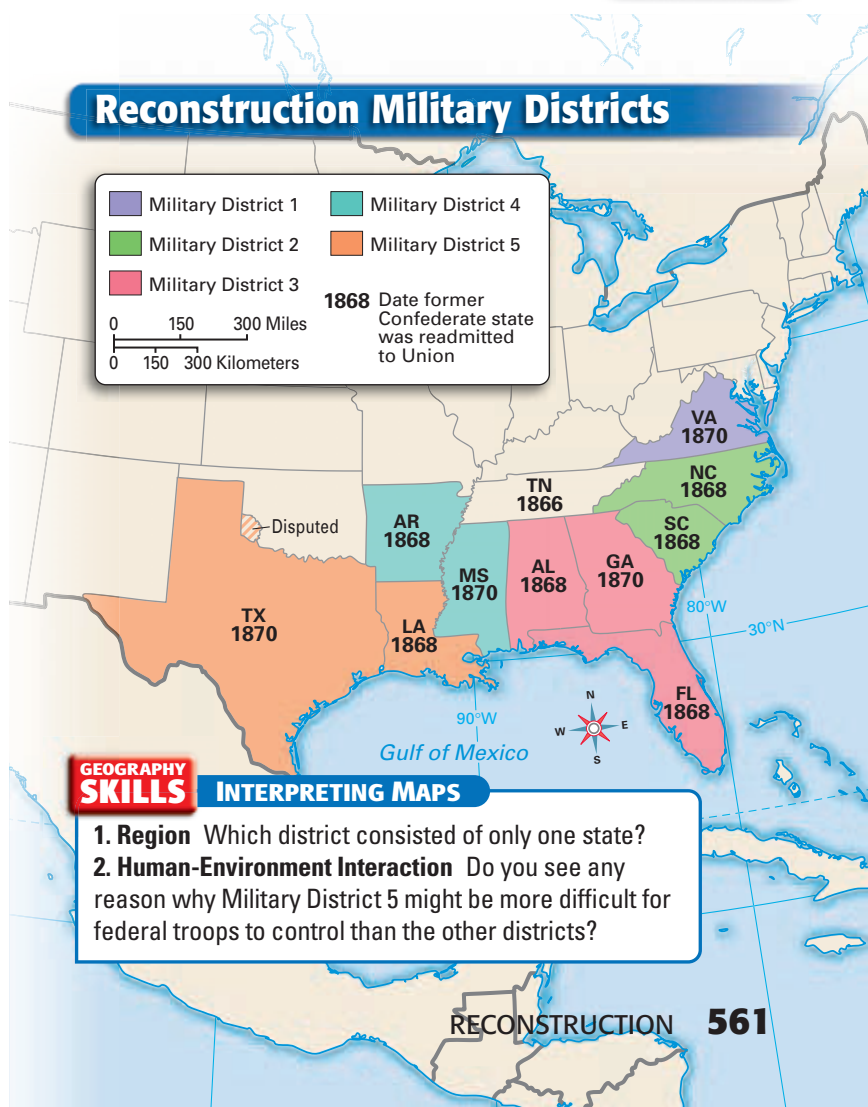
## Congress Takes Control of Reconstruction

The 1866 elections gave the Republican Party a commanding two-thirds majority in both the House and the Senate. This majority gave the Republicans the power to override any presidential veto. In addition, the Republicans became united as the moderates joined with the Radicals. Together, they called for a new form of Reconstruction.

### Reconstruction Acts

In March 1867, Congress passed the first of several **Reconstruction Acts**. These laws divided the South into five districts. A U.S. military commander controlled each district.

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**ANIMATED GEOGRAPHY**  
The Southern Military Districts 1867



The military would remain in control of the South until the southern states rejoined the Union. To be readmitted, a state had to write a new state constitution supporting the Fourteenth Amendment. Finally, the state had to give African American men the right to vote.

Thaddeus Stevens was one of the new Reconstruction Acts' most enthusiastic supporters. He spoke in Congress to defend the acts.

“Have not loyal blacks quite as good a right to choose rulers and make laws as rebel whites? Every man, no matter what his race or color . . .

has an equal right to justice, honesty, and fair play with every other man; and the law should secure him those rights.”

—Thaddeus Stevens, quoted in *Sources of the American Republic*, edited by Marvin Meyers et al.

## President on Trial

President Johnson strongly disagreed with Stevens. He argued that African Americans did not deserve the same treatment as white people. The Reconstruction Acts, he said, used “powers not granted to the federal government or any one of its branches.” Knowing that Johnson did not support its Reconstruction policies, Congress passed a law limiting

his power. This law prevented the president from removing cabinet officials without Senate approval. Johnson quickly broke the law by firing Edwin Stanton, the secretary of war.

For the first time in United States history, the House of Representatives responded by voting to impeach the president. **Impeachment is the process used by a legislative body to bring charges of wrongdoing against a public official.** The next step, under Article I of the Constitution, was a trial in the Senate. A two-thirds majority was required to find Johnson guilty and remove him from office.

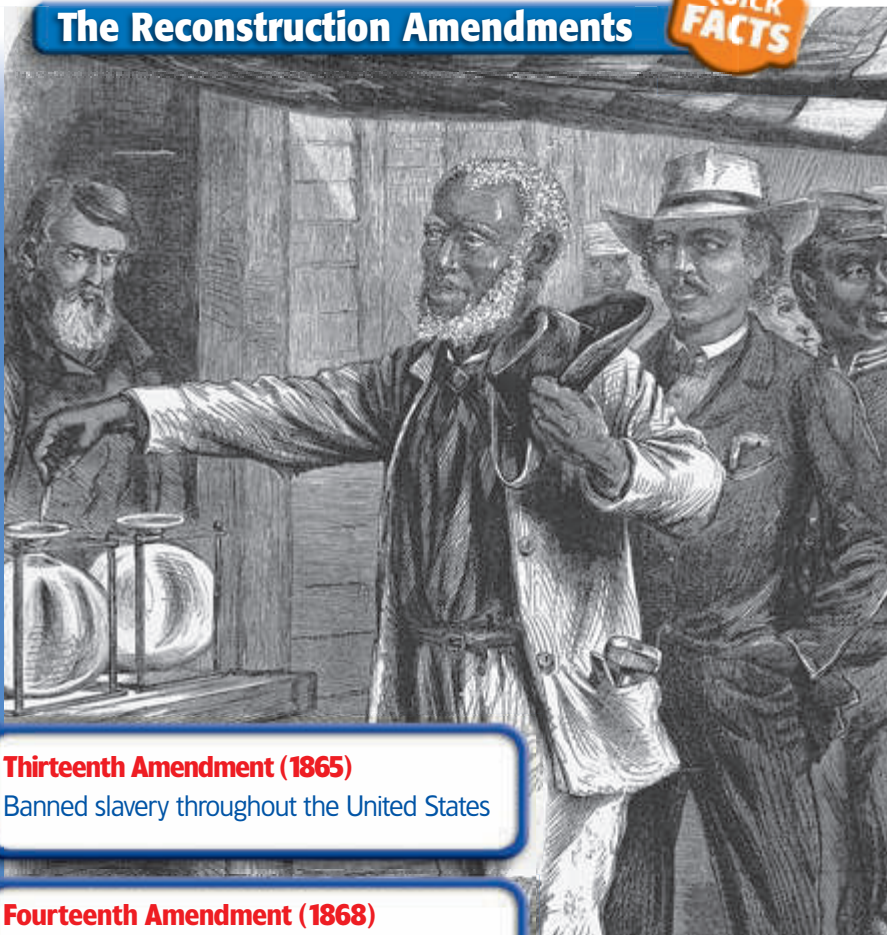
Although Johnson was unpopular with Republicans, some of them believed he was being judged unfairly. Others did not trust the president pro tempore of the Senate, Benjamin Wade. He would become president if Johnson were removed from office. By a single vote, Senate Republicans failed to convict Johnson. Even so, the trial weakened his power as president.

## Election of 1868

Johnson did not run for another term in 1868. The Democrats chose

## The Reconstruction Amendments

QUICK  
FACTS



### Thirteenth Amendment (1865)

Banned slavery throughout the United States

### Fourteenth Amendment (1868)

Overtaken the *Dred Scott* case by granting citizenship to all people born in the United States (except for Native Americans)

### Fifteenth Amendment (1870)

Gave African American men the right to vote

This Reconstruction-era painting shows African American men voting after passage of the Fifteenth Amendment.

*What right did the Fifteenth Amendment protect?*

former New York governor Horatio Seymour as their presidential candidate. The Republicans chose Ulysses S. Grant. As a war hero, Grant appealed to many northern voters. He had no political experience but supported the congressional Reconstruction plan. He ran under the slogan “Let Us Have Peace.”

Shortly after Grant was nominated, Congress readmitted seven southern states—Alabama, Arkansas, Florida, Georgia, Louisiana, North Carolina, and South Carolina. (Tennessee had already been readmitted in 1866.) Under the terms of readmission, these seven states approved the Fourteenth Amendment. They also agreed to let African American men vote. However, white southerners used violence to try to keep African Americans away from the polls.

Despite such tactics, hundreds of thousands of African Americans voted for Grant and the “party of Lincoln.” The *New Orleans Tribune* reported that many former slaves “see clearly enough that the Republican party [is] their political life boat.” African American votes helped Grant to win a narrow victory.

**READING CHECK Analyzing** To what voters did Grant appeal in the presidential election of 1868?

## Fifteenth Amendment

After Grant’s victory, Congressional Republicans wanted to protect their Reconstruction plan. They worried that the southern states might try to keep black voters from the polls in future elections. Also, some Radical Republicans argued that it was not fair that many northern states still had laws preventing African Americans from voting. After all, every southern state was required to grant suffrage to African American men.

In 1869 Congress proposed the **Fifteenth Amendment**, which gave African American men the right to vote. Abolitionist William Lloyd Garrison praised what he saw as “this wonderful, quiet, sudden transformation of four millions of human beings from . . . the auction block to the ballot-box.” The amendment went

into effect in 1870 as one of the last Reconstruction laws passed at the federal level.

The Fifteenth Amendment did not please every reformer, however. Many women were angry because the amendment did not also grant them the right to vote.

**READING CHECK Finding Main Ideas** How did Radical Republicans take control of Reconstruction?

### THE IMPACT TODAY

The Voting Rights Act of 1965 enforces and expands the voting protections of the Fifteenth Amendment.

**SUMMARY AND PREVIEW** In this section you learned that Congress took control of Reconstruction and took steps to protect the rights of African Americans. In the next section you will learn about increasing opposition to Reconstruction.

## Section 2 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Describe** What were **Black Codes**?

**b. Make Inferences** Why did Republicans think Johnson’s Reconstruction plan was a failure?
- a. Recall** What was the **Civil Rights Act of 1866**?

**b. Summarize** Why was the **Fourteenth Amendment** important?
- a. Recall** Why was President Johnson impeached?

**b. Evaluate** Which element of the **Reconstruction Acts** do you believe was most important? Why?
- a. Recall** What does the **Fifteenth Amendment** state?

**b. Elaborate** Do you think that women should have been included in the Fifteenth Amendment? Explain.

### Critical Thinking

- Identify** Review your notes on the issues that led Republicans to take over Reconstruction. Then copy the graphic organizer below and use it to identify the main provisions of the Fourteenth Amendment and their effects.

Provisions	Effects

### FOCUS ON WRITING

- Recognizing Cause-and-Effect Relationships** As you have read in this section, social and political unrest continued long after the war ended. How could this unrest cause people to leave their jobs? What new jobs might they find?

## What You Will Learn...

## Main Ideas

1. Reconstruction governments helped reform the South.
2. The Ku Klux Klan was organized as African Americans moved into positions of power.
3. As Reconstruction ended, the rights of African Americans were restricted.
4. Southern business leaders relied on industry to rebuild the South.

## The Big Idea

As Reconstruction ended, African Americans faced new hurdles and the South attempted to rebuild.

## Key Terms and People

Hiram Revels, *p. 565*  
 Ku Klux Klan, *p. 566*  
 Compromise of 1877, *p. 567*  
 poll tax, *p. 568*  
 segregation, *p. 568*  
 Jim Crow laws, *p. 568*  
*Plessy v. Ferguson*, *p. 569*  
 sharecropping, *p. 569*


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## TAKING NOTES

Use the graphic organizer online to take notes on the South's efforts to rebuild and the effects of those efforts on African Americans.

# Reconstruction in the South

## If YOU were there...

You live on a farm in the South in the 1870s. Times are hard because you do not own your farm. Instead, you and your family work in a landowner's cotton fields. You never seem to earn enough to buy land of your own. Some of your neighbors have decided to give up farming and move to the city. Others are going to work in the textile mills. But you have always been a farmer.

## Will you decide to change your way of life?

**BUILDING BACKGROUND** Reconstruction affected politics and economics in the South. Republican and Democratic politicians fought over policies and programs. New state governments began reforms, but later leaders ended many of them. Some parts of the southern economy improved. However, many farmers, like the family above, went through hard times.

## Reconstruction Governments

After Grant became president in 1869, the Republicans seemed stronger than ever. They controlled most southern governments, partly because of the support of African American voters. However, most of the Republican officeholders were unpopular with white southerners.

## Carpetbaggers and Scalawags

Some of these office-holders were northern-born Republicans who had moved South after the war. Many white southerners called them carpetbaggers. Supposedly, they had rushed South carrying all their possessions in bags made from carpeting. Many southerners resented these northerners, accusing them—often unfairly—of trying to profit from Reconstruction.

Southern Democrats cared even less for white southern Republicans. They referred to them as scalawags, or greedy rascals. Democrats believed that these southerners had betrayed the South by

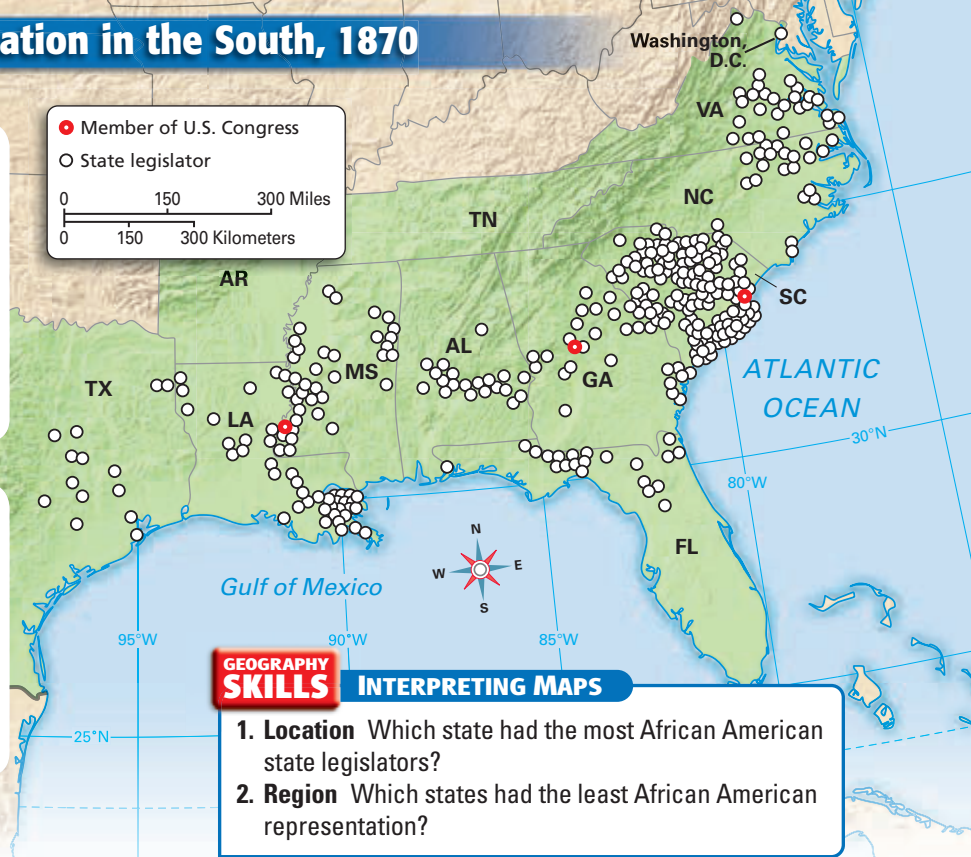
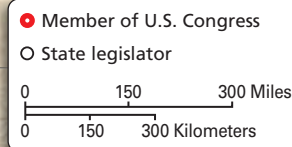
## African American Representation in the South, 1870



**Hiram Revels** was the son of former slaves and helped organize African American regiments in the Civil War. Revels was selected to fill the U.S. Senate seat formerly held by Jefferson Davis, president of the Confederacy.



**Blanche K. Bruce** escaped from slavery and began a school for African Americans before the Civil War. Bruce was the first African American elected to a full six-year term in the U.S. Senate.



### GEOGRAPHY SKILLS

### INTERPRETING MAPS

- Location** Which state had the most African American state legislators?
- Region** Which states had the least African American representation?

voting for the Republican Party. Many southern Republicans were small farmers who had supported the Union during the war. Others, like Mississippi governor James Alcorn, were former members of the Whig Party. They preferred to become Republicans rather than join the Democrats.

### African American Leaders

African Americans were the largest group of southern Republican voters. During Reconstruction, more than 600 African Americans won election to state legislatures. Some 16 of these politicians were elected to Congress. Other African Americans held local offices in counties throughout the South.

African American politicians came from many backgrounds. **Hiram Revels** was born free in North Carolina and went to college in Illinois. He became a Methodist minister and served as a chaplain in the Union army. In 1870 Revels became the first African American in the U.S. Senate. He took over the seat previously held by Confederate president

Jefferson Davis. Unlike Revels, Blanche K. Bruce grew up in slavery in Virginia. Bruce became an important Republican in Mississippi and served one term as a U.S. senator.

### State Governments Change Direction

Reconstruction governments provided money for many new programs and organizations in the South. They helped to establish some of the first state-funded public school systems in the South. They also built new hospitals, prisons, and orphanages and passed laws prohibiting discrimination against African Americans.

Southern states under Republican control spent large amounts of money. They aided the construction of railroads, bridges, and public buildings. These improvements were intended to help the southern economy recover from the war. To get the money for these projects, the Reconstruction governments raised taxes and issued bonds.

**READING CHECK Summarizing** What reforms did Reconstruction state governments carry out?

### FOCUS ON READING

How does the heading of this section tell you about what you will learn?

## Ku Klux Klan

As more African Americans took office, resistance to Reconstruction increased among white southerners. Democrats claimed that the Reconstruction governments were corrupt, illegal, and unjust. They also disliked having federal soldiers stationed in their states. Many white southerners disapproved of African American officeholders. One Democrat noted, “A white man’s government [is] the most popular rallying cry we have.” In 1866 a group of white southerners in Tennessee created the **Ku Klux Klan**. This secret society opposed civil rights, particularly suffrage, for African Americans. The Klan used violence and terror against African Americans. The group’s membership grew rapidly as it spread throughout the South.

Klan members wore robes and disguises to hide their identities. They attacked—and even murdered—African Americans, white Republican voters, and public officials, usually at night.

Local governments did little to stop the violence. Many officials feared the Klan or were sympathetic to its activities. In 1870 and 1871 the federal government took action. Congress passed laws that made it a federal crime to interfere with elections or to deny citizens equal protection under the law.

Within a few years, the Klan was no longer an organized threat. But groups of whites continued to assault African Americans and Republicans throughout the 1870s.

**READING CHECK** Drawing Conclusions Why did southerners join the Ku Klux Klan?

### The Ku Klux Klan



Members of the Ku Klux Klan often attacked under cover of darkness to hide their identities. This klansman, shown on the left, even disguised his horse.

*Why do you think Klan members disguised themselves?*

## Reconstruction Ends

The violence of the Ku Klux Klan was not the only challenge to Reconstruction. Republicans slowly lost control of southern state governments to the Democratic Party. The General Amnesty Act of 1872 allowed former Confederates, except those who had held high ranks, to serve in public office. Many of these former Confederates, most of whom were Democrats, were soon elected to southern governments.

The Republican Party also began losing its power in the North. Although President Grant was re-elected in 1872, financial and political scandals in his administration upset voters. In his first term, a gold-buying scheme in which Grant's cousin took a leading role led to a brief crisis on the stock market called Black Friday. During his second term, his personal secretary was involved in the Whiskey Ring scandal, in which whiskey distillers and public officials worked together to steal liquor taxes from the federal government. Furthermore, people blamed Republican policies for the Panic of 1873.

### Panic of 1873

This severe economic downturn began in September 1873 when Jay Cooke and Company, a major investor in railroads and the largest financier of the Union's Civil War effort, declared bankruptcy. The company had lied about the value of land along the side of the Northern Pacific Railroad that it owned and was trying to sell. When the truth leaked out, the company failed.

The failure of such an important business sent panic through the stock market, and investors began selling shares of stock more rapidly than people wanted to buy them. Companies had to buy their shares back from the investors. Soon, 89 of the nation's 364 railroads had failed as well. The failure of almost 18,000 other businesses followed within two years, leaving the nation in an economic crisis. By 1876 unemployment had risen to 14 percent, with an estimated 2

million people out of work. The high unemployment rate set off numerous strikes and protests around the nation, many involving railroad workers. In 1874 the Democrats gained control of the House of Representatives. Northerners were becoming less concerned about southern racism and more concerned about their financial well-being.

### Election of 1876

Republicans could tell that northern support for Reconstruction was fading. Voters' attention was shifting to economic problems. In 1874 the Republican Party lost control of the House of Representatives to the Democrats. The Republicans in Congress managed to pass one last civil rights law. The Civil Rights Act of 1875 guaranteed African Americans equal rights in public places, such as theaters and public transportation. But as Americans became increasingly worried about economic problems and government corruption, the Republican Party began to abandon Reconstruction.

Republicans selected Ohio governor Rutherford B. Hayes as their 1876 presidential candidate. He believed in ending federal support of the Reconstruction governments. The Democrats nominated New York governor Samuel J. Tilden. During the election, Democrats in the South again used violence at the polls to keep Republican voters away.

The election between Hayes and Tilden was close. Tilden appeared to have won. Republicans challenged the electoral votes in Oregon and three southern states. A special commission of members of Congress and Supreme Court justices was appointed to settle the issue.

The commission narrowly decided to give all the disputed votes to Hayes. Hayes thus won the presidency by one electoral vote. In the **Compromise of 1877**, the Democrats agreed to accept Hayes's victory. In return, they wanted all remaining federal troops removed from the South. They also asked for funding for internal improvements in the South and



## **Plessy v. Ferguson (1896)**

**Background of the Case** In 1892, Homer Plessy took a seat in the “whites only” car of a train in Louisiana. He was arrested, put on trial, and convicted of violating Louisiana’s segregation law. Plessy argued that the Louisiana law violated the Thirteenth Amendment and denied him the equal protection of the law as guaranteed.

### **The Court’s Ruling**

The Court ruled that the Louisiana “separate-but-equal” law was constitutional.

### **The Court’s Reasoning**

The Court stated that the Thirteenth and Fourteenth Amendments did not apply. The Court decided that the case had nothing to do with the abolition of slavery mentioned in the Thirteenth Amendment. The justices also ruled that the Fourteenth Amendment was not designed to eliminate social barriers to equality between the races, only political barriers.

Justice John Marshall Harlan disagreed with the Court’s ruling. In a dissenting opinion, he wrote that “in respect of civil rights, all citizens are equal before the law.”

### **Why It Matters**

*Plessy* was important because it approved the idea of separate-but-equal facilities for people based on race. The doctrine of separate-but-equal led to segregation in trains, buses, schools, restaurants, and many other social institutions.

The separate-but-equal doctrine led to unequal treatment of minority groups for decades. It was finally struck down by another Supreme Court ruling, *Brown v. Board of Education*, in 1954.

#### **ANALYSIS SKILL**

#### **ANALYZING INFORMATION**

1. Why did the Court reject Plessy’s arguments?
2. Why was *Plessy v. Ferguson* an important Supreme Court case?

the appointment of a southern Democrat to the president’s cabinet. Shortly after he took office in 1877, President Hayes removed the last of the federal troops from the South.

## **Redeemers**

Gradually, Democrats regained control of state governments in the South. In each state, they moved quickly to get rid of the Reconstruction reforms.

Democrats who brought their party back to power in the South were called Redeemers. They came from a variety of backgrounds. For instance, U.S. senator John T. Morgan of Alabama was a former general in the Confederate army. Newspaper editor Henry Grady of Georgia was interested in promoting southern industry.

Redeemers wanted to reduce the size of state government and limit the rights of African Americans. They lowered state budgets and got rid of a variety of social programs. The Redeemers cut property taxes and cut public funding for schools. They also succeeded in limiting African Americans’ civil rights.

## **African Americans’ Rights Restricted**

Redeemers set up the poll tax in an effort to deny the vote to African Americans. The **poll tax** was a special tax people had to pay before they could vote.

Some states also targeted African American voters by requiring them to pass a literacy test. A so-called grandfather clause written into law affected men whose fathers or grandfathers could vote before 1867. In those cases, a voter did not have to pay a poll tax or pass a literacy test. As a result, almost every white man could escape the voting restrictions.

Redeemer governments also introduced legal **segregation**, the forced separation of whites and African Americans in public places. **Jim Crow laws**—laws that enforced segregation—became common in southern states in the 1880s.

African Americans challenged Jim Crow laws in court. In 1883, however, the U.S. Supreme Court ruled that the Civil Rights Act of 1875 was unconstitutional. The Court

also ruled that the Fourteenth Amendment applied only to the actions of state governments. This ruling allowed private individuals and businesses to practice segregation.

### **Plessy v. Ferguson**

In 1896 the U.S. Supreme Court returned to the issue of segregation. When Homer Plessy, an African American, refused to leave the whites-only Louisiana train car he was riding on, he was arrested and accused of breaking a state law requiring separate cars for blacks and whites. Plessy sued the railroad company and lost. His lawyers argued that the law violated his right to equal treatment under the Fourteenth Amendment. He then appealed to the U.S. Supreme Court. The Supreme Court ruled against Plessy in **Plessy v. Ferguson**. Segregation was allowed, said the Court, if “separate-but-equal” facilities were provided. Among the justices, only John Marshall Harlan disagreed with the Court’s decision. He explained his disagreement in a dissenting opinion:

“In the eye of the law, there is in the country no superior, dominant [controlling], ruling class of citizens ... Our constitution is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law.”

—John Marshall Harlan, quoted in *Plessy v. Ferguson: A Brief History with Documents*, edited by Brook Thomas

Despite Harlan’s view, segregation became widespread across the country. African Americans were forced to use separate public schools, libraries, and parks. When they existed, these facilities were usually of poorer quality than those created for whites. In practice, these so-called separate-but-equal facilities were separate and unequal.

### **Farming in the South**

Few African Americans in the South could afford to buy or even rent farms. Moving West also was costly. Many African Americans therefore remained on plantations. Others tried to make a living in the cities.

African Americans who stayed on plantations often became part of a system known as **sharecropping**, or sharing the crop. Landowners provided the land, tools, and supplies, and sharecroppers provided the labor. At harvest time, the sharecropper usually had to give most of the crop to the landowner. Whatever remained belonged to the sharecropper. Many sharecroppers hoped to save enough money from selling their share of the crops to one day be able to buy a farm. Unfortunately, only a few ever achieved this dream.

Instead, most sharecroppers lived in a cycle of debt. When they needed food, clothing, or supplies, most families had to buy goods on credit because they had little cash.

## **Hopes Raised and Denied**

**QUICK  
FACTS**

### **Slavery**

- No rights
- Forced labor
- No freedom of movement without permission
- Family members sold away from one another
- No representation in government

### **Freedom**

- Slavery banned
- Free to work for wages
- Could move and live anywhere
- Many families reunited
- Could serve in political office

### **Rights Denied**

- Sharecropping system put in place
- Ability to vote and hold office restricted
- White leadership regained control of southern state governments

## The New South



When sharecroppers sold their crops, they hoped to be able to pay off these debts. However, bad weather, poor harvests, or low crop prices often made this dream impossible.

Sharecroppers usually grew cotton, one of the South's most important cash crops. When too many farmers planted cotton, however, the supply became excessive. As a result, the price per bale of cotton dropped. Many farmers understood the drawbacks of planting cotton. However, farmers felt pressure from banks and others to keep raising cotton. A southern farmer explained why so many sharecroppers depended on cotton:

“Cotton is the thing to get credit on in this country ... You can always sell cotton ... [Y]ou load up your wagon with wheat or corn ... and I doubt some days whether you could sell it.”

—Anonymous farmer quoted in *The Promise of the New South*, by Edward L. Ayers

**READING CHECK** **Finding Main Ideas** How were African Americans' rights restricted?

## Rebuilding Southern Industry

The southern economy suffered through cycles of good and bad years as cotton prices went up and down. Some business leaders hoped industry would strengthen the southern economy and create a New South.

### Southern Industry

Henry Grady, an Atlanta newspaper editor, was a leader of the New South movement. “The new South presents . . . a diversified [varied] industry that meets the complex needs of this complex age,” he wrote. Grady and his supporters felt that with its cheap and abundant labor, the South could build factories and provide a workforce for them.

The most successful industrial development in the South involved textile production. Businesspeople built textile mills in many small towns to produce cotton fabric. Many people from rural areas came to work in the mills, but African Americans were not allowed to work in most of them.



*"The New South...is stirred with the breath of a new life."*

—Henry Grady

Atlanta rebuilt quickly after the war, becoming a leading railroad and industrial center. Newspaper editor Henry Grady gave stirring speeches about the need for industry in the South. He became one of the best-known spokesmen of the "New South."

*Why might Grady point to Atlanta as a model for economic change?*

### Southern Mill Life

Work in the cotton mills appealed to farm families who had trouble making ends meet. As one mill worker explained, "It was a necessity to move and get a job, rather than depend on the farm." Recruiters sent out by the mills promised good wages and steady work.

Entire families often worked in the same cotton mill. Mills employed large numbers of women and children. Many children started working at about the age of 12. Some children started working at an even earlier age. Women did most of the spinning and were valued workers. However, few women had the opportunity to advance within the company.

Many mill workers were proud of the skills they used, but they did not enjoy their work. One unhappy worker described it as "the same thing over and over again . . . The more you do, the more they want done." Workers often labored 12 hours a day, six days a week. Cotton dust and lint filled the air, causing asthma and an illness known as brown-lung disease. Fast-moving machinery caused

injuries and even deaths. Despite the long hours and dangerous working conditions, wages remained low. However, mill work did offer an alternative to farming.

**READING CHECK** **Finding Main Ideas** What did southern business leaders hope industry would do?

**SUMMARY AND PREVIEW** In this section you learned about the end of Reconstruction. In the next chapter you will learn about America's continued westward expansion.

## Section 3 Assessment



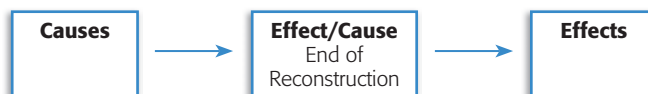
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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- Identify** Who were some prominent African American leaders during Reconstruction?
  - Evaluate** What do you think was the most important change made by Reconstruction state governments? Explain your answer.
- Recall** For what reasons did some local governments not stop the **Ku Klux Klan**?
  - Draw Conclusions** How did the Ku Klux Klan's use of terror interfere with elections in the South?
- Recall** How did Reconstruction come to an end?
  - Explain** What was the relationship between **Jim Crow laws** and **segregation**?
- Identify** Who was Henry Grady, and why was he important?
  - Predict** What are some possible results of the rise of the "New South"?

### Critical Thinking

- Identifying Causes and Effects** Review your notes on Reconstruction governments. Then copy the graphic organizer below and use it to show why Reconstruction ended, as well as the results of its end.



### FOCUS ON WRITING

- Relating Historical Change to Individual Choice** Despite the difficulties of Reconstruction, the Freedmen's Bureau and plans to bring industry to the "New South" did create new jobs. What might have led people to leave their jobs for new ones?

## Chance, Oversight, and Error in History

### Understand the Skill

Sometimes, history can seem very routine. One event leads to others which, in turn, lead to still others. You learn to look for cause-and-effect relationships among events. You learn how point of view and bias can influence decisions and actions. These approaches to the study of history imply that the events of the past are orderly and predictable.

In fact, many of the events of the past *are* orderly and predictable! They may seem even more so since they're over and done with, and we know how things turned out. Yet, predictable patterns of behavior *do* exist throughout history. Recognizing them is one of the great values and rewards of studying the past. As the philosopher George Santayana once famously said, "Those who cannot remember the past are condemned to repeat it."

At its most basic level, however, history is people, and people are "human." They make mistakes. Unexpected things happen to them, both good things and bad. This is the unpredictable element of history. The current phrase "stuff happens" is just as true of the past as it is today. Mistakes, oversights, and just plain "dumb luck" have shaped the course of history—and have helped to make the study of it so exciting.

### Learn the Skill

California merchant John Sutter decided to build a sawmill along a nearby American river in 1848. He planned to sell the lumber it produced to settlers who were moving into the area. Sutter put James W. Marshall to work building the mill. To install the large water wheel that would power the saw,

Marshall first had to deepen the river bed next to the mill. During his digging, he noticed some shiny bits of yellow metal in the water. The result of this accidental find was the California gold rush, which sent thousands of Americans to California, and speeded settlement of the West.

In 1863 the army of Confederate General Robert E. Lee invaded Maryland. The Civil War had been going well for the South. Lee hoped a southern victory on Union soil would convince the British to aid the South in the war. However, a Confederate officer forgot his cigars as his unit left its camp in the Maryland countryside. Wrapped around the cigars was a copy of Lee's battle plans. When a Union soldier came upon the abandoned camp, he spotted the cigars. This chance discovery enabled the Union army to defeat Lee at the Battle of Antietam. The Union victory helped keep the British out of the war. More importantly, it allowed President Lincoln to issue the Emancipation Proclamation and begin the process of ending slavery in the United States.

### Practice the Skill

In April 1865 President Lincoln was assassinated while attending the theater in Washington, D.C. Bodyguard John Parker was stationed outside the door of the president's box. However, Parker left his post to find a seat from which he could watch the play. This allowed the killer to enter the box and shoot the unprotected president.

Write an essay about how this chance event altered the course of history. How might Reconstruction, North-South relations, and African Americans' struggle for equality have been different had Lincoln lived?

Review the video to answer the closing question:

Name three ways the Thirteenth, Fourteenth, and Fifteenth Amendments are related.

## Visual Summary



Use the visual summary below to help you review the main ideas of the chapter.



**Reform** During Reconstruction, the Freedmen's Bureau opened schools for former slaves and performed other services to help the poorest southerners.



**Dispute** Differing ideas about how to govern the South led to conflicts between African Americans and white southerners, as well as between Republicans and Democrats.



**Division** After the Compromise of 1877 ended Reconstruction, segregation laws were enacted by southern governments and upheld by the U.S. Supreme Court.

## Reviewing Vocabulary, Terms, and People

Complete each sentence by filling in the blank with the correct term or person from the chapter.

- \_\_\_\_\_ were laws that allowed racial segregation in public places.
- The Radical Republicans were led by \_\_\_\_\_, a member of Congress from Pennsylvania.
- The period from 1865 to 1877 that focused on reuniting the nation is known as \_\_\_\_\_.
- Following the Civil War, many African Americans in the South made a living by participating in the \_\_\_\_\_ system.
- After opposing Congress, Andrew Johnson became the first president to face \_\_\_\_\_ proceedings.
- The \_\_\_\_\_ Amendment made slavery in the United States illegal.
- In 1870 \_\_\_\_\_ became the first African American to serve in the U.S. Senate.

## Comprehension and Critical Thinking

### SECTION 1 (Pages 552–557)

- Describe** How did the lives of African Americans change after the Civil War?
- Compare and Contrast** How was President Johnson's Reconstruction plan similar and different from President Lincoln's Ten Percent Plan?
- Evaluate** Which of the three Reconstruction plans that were originally proposed do you think would have been the most successful? Why?

### SECTION 2 (Pages 558–563)

- Identify** Who were the Radical Republicans, and how did they change Reconstruction?
- Analyze** How did the debate over the Fourteenth Amendment affect the election of 1866?
- Elaborate** Do you think Congress was right to impeach President Andrew Johnson? Explain.

### SECTION 3 (Pages 564–571)

10. **a. Describe** What reforms did Reconstruction governments in the South support?
- b. Draw Conclusions** In what ways did southern governments attempt to reverse the accomplishments of Reconstruction?
- c. Evaluate** Do you think the South was successful or unsuccessful in its rebuilding efforts? Explain your answer.

## Reviewing Themes

11. **Politics** Explain the political struggles that took place during Reconstruction.
12. **Society and Culture** How were the lives of ordinary southerners affected in the years after Reconstruction?

## Using the Internet

13. **Activity: Drawing Conclusions** A challenge for anyone trying to understand Reconstruction is drawing conclusions from primary and secondary sources from the time period. Through your online textbook, rate the credibility of the sources provided. Make sure you explain whether the source is a primary or secondary source, whether you think the source is credible or is not, and the reasons for your thoughts.

 [hmhsocialstudies.com](http://hmhsocialstudies.com)

## Reading Skills

**Analyzing Historical Information** Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

Radical Republicans, on the other hand, took a harsher stance. They wanted the Federal government to force change in the South. Like the moderates, they thought the Black Codes were cruel and unjust. (p. 559)

14. Which of the following is relevant information for the passage above?
- a. Thaddeus Stevens was a Radical Republican.
  - b. Andrew Johnson was a Democrat.
  - c. Radical Republicans wanted the federal government to make major changes in the South.
  - d. Radical Republicans were eventually removed from power.

## Social Studies Skills



**Chance, Oversight, and Error in History** Use the Social Studies Skills taught in this chapter to answer the question about the reading selection below.

Johnson's speaking tour was a disaster. It did little to win votes for the Democratic Party. Johnson even got into arguments with people in the audiences of some of his speaking engagements. (p. 561)

15. Which of the following is an example of chance, oversight, or error that affected history?
- a. Johnson got into arguments with audiences.
  - b. The tour was a disaster.
  - c. The tour did not win votes.
  - d. Johnson spoke for the Democratic Party.

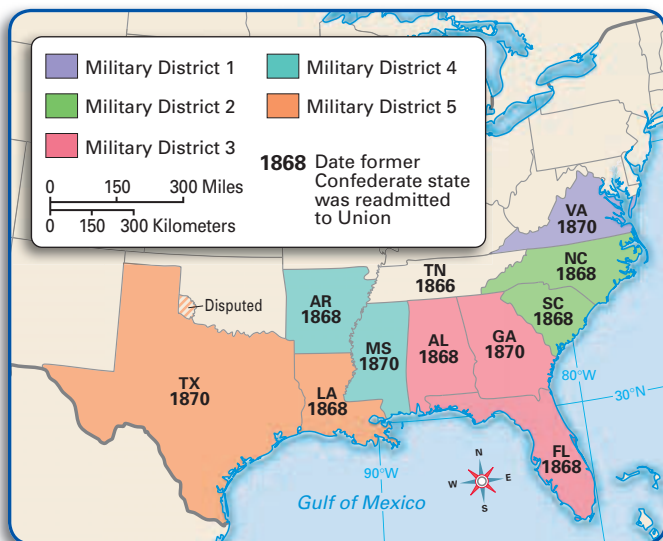
### FOCUS ON WRITING

16. **Writing a Job History** Review your notes about the changing job scene during Reconstruction. Put yourself in the shoes of a person living then. It could be anyone—a returning soldier, a shopkeeper, a schoolteacher, or a politician. What jobs would that person seek? Why would he or she leave one job for another?

Write a brief job history for that person during Reconstruction. Include at least four jobs. Make each job description two to four sentences long. End each one with a sentence or two about why the person left that job. Add one sentence explaining why he or she took the next job. Be sure to include specific historical details.

**DIRECTIONS:** Read each question and write the letter of the best response.

- 1** Use the map below to answer the following question.



Which military district contained the largest number of states?

- A Military District 2
- B Military District 3
- C Military District 4
- D Military District 5

- 2** What can you infer from the map information?

- A South Carolina was difficult to reconstruct.
- B The largest number of troops was in Military District 1.
- C Military District 5 was the last district to end Reconstruction.
- D Tennessee was readmitted to the Union before the other southern states.

- 3** The quickest approach to reuniting the nation was proposed by the

- A Ten Percent Plan.
- B Wade-Davis Bill.
- C Civil Rights Act of 1866.
- D Compromise of 1877.

- 4** What development convinced Republicans in Congress to take control of Reconstruction from the president?

- A President Abraham Lincoln was assassinated by a southern sympathizer.
- B President Andrew Johnson vetoed the Wade-Davis bill.
- C Southern states began passing Black Codes to restrict African Americans' freedoms.
- D White southern women refused to support the Fifteenth Amendment.

- 5** Which of the following limited opportunities for African Americans in the South after Reconstruction ended?

- A Ten Percent plan
- B Radical Republicans
- C Jim Crow laws
- D carpetbaggers

- 6** Examine the following passage from a northern schoolteacher's letter home and then use it to answer the question.

"Wishing to work where there was the most need—there are so many places where nothing has been done for the freedmen, and where they are sorely persecuted—we came here. A schoolhouse built by the soldiers had just been destroyed by the citizens. The feeling is intensely bitter against anything northern. The affairs of the [Freedmen's] Bureau have been very much mismanaged in Columbus, and our government has been disgraced by the troops who were stationed here."

—Sarah Chase, from *Dear Ones at Home*

**Document-Based Question** What were some of the problems facing the Freedmen's Bureau in the South?

## Assignment

Collect information and write an informative report on a topic related to the Civil War.

# A Social Studies Report

All research begins with a question. Why did the North win the Civil War? Why did Abraham Lincoln choose Ulysses S. Grant? In a research report, you find answers to questions like these and share what you learn with your reader.

### TIP Narrowing the Task

The key to a successful research report is picking a topic that is broad enough that you can find information, but narrow enough that you can cover it in detail. To narrow a subject, focus on one aspect of the larger subject. Then think about whether that one aspect can be broken down into smaller parts. Here's an example of how to narrow a topic:

**Too Broad:** Civil War Leaders

**Less Broad:** Civil War Generals

**Narrower:** Robert E. Lee's Role in the Civil War

## 1. Prewrite

### Choosing a Subject

Since you will spend a lot of time researching and writing about your topic, pick one that interests you. First, think of several topics related to the Civil War. Narrow your list to one topic by thinking about what interests you and where you can find information about the topic.

### Developing a Research Question

A guiding question related to your topic will help focus your research. For example, here is a research question for the topic "Robert E. Lee's Role in the Civil War": *How did Lee's decision to turn down the leadership of the Union army affect the Civil War?* The answer to this question becomes the thesis, or the big idea of your report.

### Finding Historical Information

Use at least three sources of historical information besides your textbook. Good sources include

- books, maps, magazines, newspapers
- television programs, movies, Internet sites, CD-ROMs.

For each source, write down the kinds of information shown below. When taking notes, put a circled number next to each source.

#### Encyclopedia article

① "Title of Article." Name of Encyclopedia. Edition or year published.

#### Book

② Author. Title. City of Publication: Publisher, year published.

#### Magazine or newspaper article

③ Author. "Title of Article." Publication name. Date: page number(s).

#### Internet site

④ Author (if known). "Document title." Web site. Date of electronic publication. Date information was accessed <url>.

## Taking Notes

As you read the source material, take thorough notes on facts, statistics, comparisons, and quotations. Take special care to spell names correctly and to record dates and facts accurately. If you use a direct quotation from a source, copy it word for word and enclose it in quotation marks. Along with each note, include the number of its source and its page number.

## Organizing Your Ideas and Information

Informative research reports are usually organized in one of these ways:

- Chronological order (the order in which events occurred)
- Order of importance
- Causes (actions or situations that make something else happen) and effects (what happened as a result of something else).

Use one of these orders to organize your notes in an outline. Here is a partial outline for a paper on Robert E. Lee.

*The Thesis/Big Idea: Robert E. Lee's decision to decline the leadership of the Union army had serious consequences for the path of the Civil War.*

- I. *Lee's Military Expertise*
  - A. *Achievements at the U.S. Military Academy*
  - B. *Achievements during the Mexican War*
- II. *Lee's Personality and Character*
  - A. *Intelligence and strength*
  - B. *Honesty and fairness*
  - C. *Daring and courage*
- III. *Lee's Military Victories*
  - A. *Battle of Fredericksburg*
  - B. *Battle of Chancellorsville*

### TIP Seeing Different Viewpoints

Consult a variety of sources, including those with different points of view on the topic. Reading sources with different opinions will give you a more complete picture of your subject. For example, reading articles about Robert E. Lee written by a southern writer as well as a northern writer may give you a more balanced view of Lee.

### TIP Recording Others' Ideas You

will be taking three types of notes.

**Paraphrases** Restatements of all the ideas in your own words.

**Summaries** Brief restatements of only the most important parts.

**Direct quotations** The writer's exact words inside quotation marks.

## 2. Write

You can use this framework to help you write your first draft.

### A Writer's Framework

#### Introduction

- Start with a quote or an interesting historical detail to grab your reader's attention.
- State the main idea of your report.
- Provide any historical background readers need to understand your main idea.

#### Body

- Present your information under at least three main ideas, using logical order.
- Write at least one paragraph for each of these main ideas.
- Add supporting details, facts, or examples to each paragraph.

#### Conclusion

- Restate your main idea, using slightly different words.
- Include a general comment about your topic.
- You might comment on how the historical information in your report relates to later historical events.

## Studying a Model

Here is a model of a research report. Study it to see how one student developed a paper. The first and the concluding paragraphs are shown in full. The paragraphs in the body of the paper are summarized.

### INTRODUCTORY PARAGRAPH

Attention grabber

“I cannot raise my hand against my birthplace, my home, my children.” With these words, Robert E. Lee changed the course of the Civil War. Abraham Lincoln had turned to Lee as his first choice for commander of the Union army. However, Lee turned Lincoln down, choosing instead to side with his home state of Virginia and take command of the Confederate army. Lee’s decision to turn Lincoln down weakened the North and strengthened the Confederates, turning what might have been an easy victory for the North into a long, costly war.

Statement of thesis

### BODY PARAGRAPHS

In the first part of the body, the student points out that Lee graduated from the U.S. Military Academy at West Point, served in the Mexican War, and was a member of the Union army. She goes on to explain that he would have been a strong leader for the North, and his absence made the North weaker.

In the middle of the report, the writer discusses Lee’s personality and character. She includes information about the strength of character he showed while in the military academy and while leading the Confederate army. She discusses and gives examples of his intelligence, his daring, his courage, and his honesty.

In the last part of the body of the report, the student provides examples of Lee leading the outnumbered Confederate army to a series of victories. The student provides details of the battles of Fredericksburg and Chancellorsville and explains how a lesser general than Lee may have lost both battles.

### CONCLUDING PARAGRAPH

Summary of main points

Restatement of big idea

Lee’s brilliant and resourceful leadership bedeviled a series of Union generals. He won battles that most generals would have lost. If Lee had used these skills to lead the larger and more powerful Union army, the Civil War might have ended in months instead of years.

### 3. Evaluate and Revise

#### Evaluating and Revising Your Draft

Evaluate your first draft by carefully reading it twice. Ask the questions below to decide which parts of your first draft should be revised.

#### Evaluation Questions for an Informative Report

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>■ Does the introduction attract the readers' interest and state the big idea/thesis of your report?</li><li>■ Does the body of your report have at least three paragraphs that develop your big idea? Is the main idea in each paragraph clearly stated?</li><li>■ Have you included enough information to support each of your main ideas? Are all facts, details, and examples accurate? Are all of them clearly related to the main ideas they support?</li></ul> | <ul style="list-style-type: none"><li>■ Is the report clearly organized? Does it use chronological order, order of importance, or cause and effect?</li><li>■ Does the conclusion restate the big idea of your report? Does it end with a general comment about the importance or significance of your topic?</li><li>■ Have you included at least three sources in your bibliography? Have you included all the sources you used and not any you did not use?</li></ul> |
|--|--|

#### **TIP** Organizing Your Time By

creating a schedule and following it, you can avoid that panicky moment when the due date is near and you haven't even started your research. To create your schedule and manage your time, include these six steps.

- 1 Develop a question and research your topic (10% of your total time).
- 2 Research and take notes (25%).
- 3 Write your main idea statement and create an outline (15%).
- 4 Write a first draft (25%).
- 5 Evaluate and revise your first draft (15%).
- 6 Proofread and publish your report (10%).

### 4. Proofread and Publish

#### Proofreading

To improve your report before sharing it, check the following:

- The spelling and capitalization of all proper names for people, places, things, and events.
- Punctuation marks around any direct quotation.
- Your list of sources (Works Cited or Bibliography) against a guide to writing research papers. Make sure you follow the examples in the guide when punctuating and capitalizing your source listings.

#### Publishing

Choose one or more of these ideas to publish your report.

- Share your report with your classmates by turning it into an informative speech.
- Submit your report to an online discussion group that focuses on the Civil War and ask for feedback.
- With your classmates, create a magazine that includes reports on several different topics or post the reports on your school Web site.

### 5. Practice and Apply

Use the steps and strategies outlined in this workshop to research and write an informative report on the Civil War.