

## Vocabulary Builder

### Previewing High-Use Academic Words

High-Use Word	Definition	Sample History Sentence
<b>distinct</b> (dihs TIHNKT) (Section 1, p. 514)	<b>adj.</b> clear or definite; different in quality	Each Civil War general had his own <u>distinct</u> methods of fighting.
<b>resource</b> (REE sors) (Section 1, p. 514)	<b>n.</b> supply of something to meet a particular need	As the war dragged on, the South's war effort suffered from a lack of <u>resources</u> .
<b>superior</b> (sah PIR ee ahr) (Section 2, p. 519)	<b>adj.</b> of greater importance or value; above average	In some battles, a smaller force proved <u>superior</u> to a larger one.
<b>reinforce</b> (ree ihn FORs) (Section 2, p. 519)	<b>v.</b> to make stronger; to make more effective	Expecting an enemy attack, soldiers tried to <u>reinforce</u> their defenses.
<b>restore</b> (ree STOR) (Section 3, p. 524)	<b>v.</b> to bring back to a normal state; to put back; to reestablish	If a building was only damaged in the war, its owner might try to <u>restore</u> it by ordering repairs.
<b>sustain</b> (suh STAYN) (Section 3, p. 525)	<b>v.</b> to keep going; to endure; to supply with food; to support as just	Using horse carts to haul food and ammunition, the army was able to <u>sustain</u> its troops through a long campaign.
<b>levy</b> (LEHV ee) (Section 4, p. 531)	<b>v.</b> to impose by law	It is common for governments to <u>levy</u> a tax on imports.
<b>currency</b> (KER rehn see) (Section 4, p. 531)	<b>n.</b> money used to make purchases	The government prints paper <u>currency</u> that people can use for their purchases.
<b>encounter</b> (ehn KOWN ter) (Section 5, p. 534)	<b>v.</b> to meet in an unexpected way; to experience	Soldiers who entered enemy territory did not know what dangers they might <u>encounter</u> .
<b>exceed</b> (ehks SEED) (Section 5, p. 535)	<b>v.</b> to go beyond what is expected; to be greater than what was planned	The general had expected to win, but his victory <u>exceeded</u> his greatest hopes.

### Previewing Key Terms and People

**border state**, p. 513  
**neutral**, p. 513  
**martial law**, p. 513  
**blockade**, p. 515  
**ironclad**, p. 518  
**George McClellan**, p. 519

**casualty**, p. 520  
**Ulysses S. Grant**, p. 520  
**emancipate**, p. 524  
**Horace Greeley**, p. 524  
**habeas corpus**, p. 529  
**draft**, p. 530

**income tax**, p. 531  
**inflation**, p. 531  
**siege**, p. 535  
**William Tecumseh Sherman**,  
p. 536  
**total war**, p. 536



# The Call to Arms

## Objectives

1. Identify the states that supported the Union, the states that seceded, and the states whose loyalties were divided.
2. Describe the advantages each side had in the war.
3. Compare the different strategies used by the North and the South.
4. Summarize the results of the First Battle of Bull Run.
5. Describe the conditions soldiers in camp faced.

## Main Idea

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

## Prepare to Read

### Reading Skill

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

## Vocabulary Builder

### High-Use Words

**distinct**, p. 514

**resource**, p. 514

### Key Terms

**border state**, p. 513

**neutral**, p. 513

**martial law**, p. 513

**blockade**, p. 515

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

## Taking Sides in the War

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

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

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

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

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

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

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

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



**Understand Sequence of Events**

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

**States Take Sides**

**MAP MASTER®**

**Skills Activity**



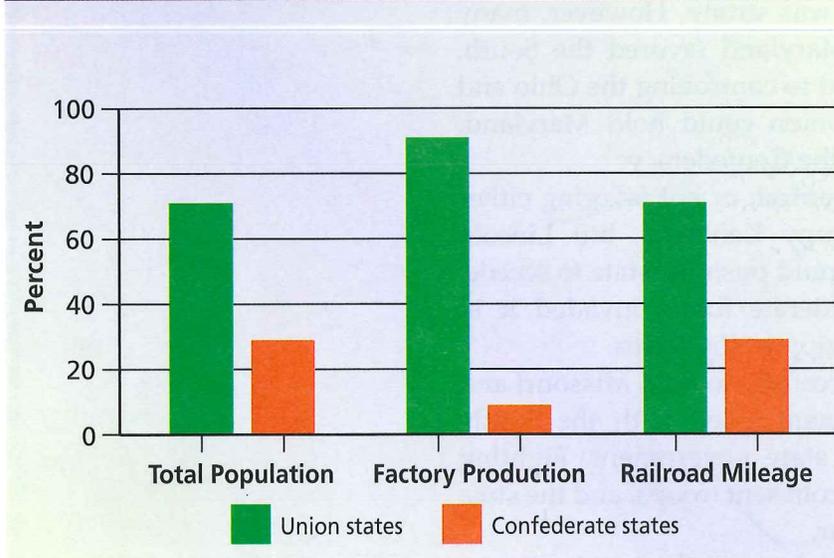
A key question at the start of the war was whether border states would side with the Union or the Confederacy.

- (a) **Read a Map** Which border states remained in the Union?
- (b) **Draw Conclusions** Why was it important to the Union to keep the border states from seceding from the Union?

**MapMaster Online**

For: Interactive map  
 Visit: PHSchool.com  
 Web Code: myp-5111

## Comparing Resources, 1861



Source: *The Times Atlas of World History*

### Reading Charts

#### Skills Activity

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

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

### Main Idea

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

### Vocabulary Builder

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

### Vocabulary Builder

**resource** (REE sors) *n.* supply of something to meet a particular need

## North Against South

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

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

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

**Northern Advantages** In 1861, the United States had about 130,000 factories. Of those, 110,000 were in the North. The North had twice as much railroad track and almost twice as much farmland.

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

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

## The Two Sides Plan Strategies

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

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

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

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

## Americans Against Americans

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

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

### Old Enough for War

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

### Main Idea

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

### Main Idea

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

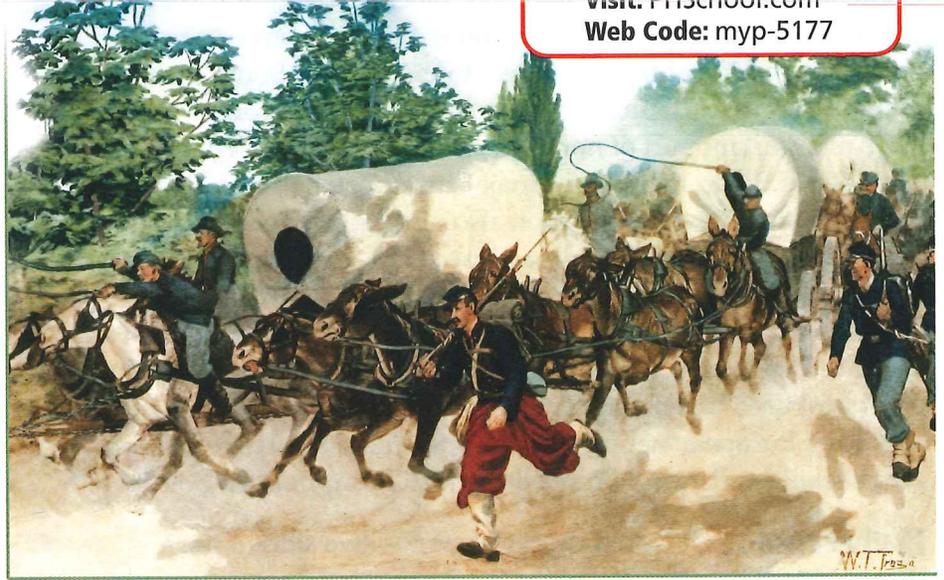


## Fleeing Bull Run

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

**Critical Thinking: Draw**

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



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

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

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

### Main Idea

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

## First Battle of Bull Run

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

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

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

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

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

## A Soldier's Life

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

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

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

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

**✓Checkpoint** What conditions did soldiers have to endure?

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

## Main Idea

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



Hardtack

## Section 1 | Check Your Progress

### Progress Monitoring Online

For: Self-test with instant help

Visit: PHSchool.com

Web Code: mya-5111

### Comprehension and Critical Thinking

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

### Reading Skill

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

### Vocabulary Builder

- Complete each of the following sentences so that the second part explains the first and shows your understanding of the key term.
- Union leaders planned a **blockade**; \_\_\_\_\_.
  - Lincoln placed Maryland under **martial law**; \_\_\_\_\_.

### Writing

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



# Early Years of the War

## Prepare to Read

### Reading Skill

**Distinguish Events in Sequence** As you read this section, it is important to keep events in sequence. Ask yourself: Which event happened first? Next? Last? You might number events to help you organize their sequence. This will help you to understand the unfolding drama of the Civil War.

### Vocabulary Builder

#### High-Use Words

superior, p. 519

reinforce, p. 519

#### Key Terms and People

ironclad, p. 518

George McClellan, p. 519

casualty, p. 520

Ulysses S. Grant, p. 520

### Main Idea

The use of new weapons forced commanders to rethink their tactics.

**Background Knowledge** The Union's crushing defeat at Bull Run made northerners realize that a long and difficult struggle lay ahead. In this section, you will learn how the bloody early years of war caused many to worry that the North might not win.

## New Technology in the War

New weapons made the Civil War more deadly than any previous war. Traditionally, generals had relied on an all-out charge of troops to overwhelm the enemy. But new rifles and cannons were far more accurate and had a greater range than the old muskets and artillery. They could also be loaded much faster. As a result, the attacking army could be bombarded long before it arrived at the defenders' position.

Unfortunately, Civil War generals were slow to recognize the problem and change tactics. Thousands of soldiers on both sides were slaughtered by following orders to cross open fields against these deadly new weapons.

Both sides also made use of **ironclads**. ~~These were warships covered with protective iron plates.~~ Cannon fire bounced harmlessly off this armor. The most famous naval battle of the war occurred when two ironclads, the Union's *Monitor* and the Confederacy's *Merrimack*, fought to a draw in March 1862. The use of ironclads marked the end of thousands of years of wooden warships. The Confederates used ironclads against the Union's naval blockade. Ironclad Union gunboats played an important role in the North's efforts to gain control of the Mississippi River.

**Checkpoint** What new technologies were used in the Civil War?

## The War in the East

After the Union's defeat at Bull Run, Lincoln removed McDowell and put General **George McClellan** in command. The general was a good organizer, but he was very cautious. For seven months, he trained his army but did not attack. "If General McClellan does not want to use the army," a frustrated Lincoln complained, "I would like to borrow it for a time."

In March 1862, McClellan was finally ready. He moved some 100,000 soldiers by boat along Chesapeake Bay to a peninsula south-east of Richmond. As McClellan advanced toward the Confederate capital, he discovered that his force was far superior to the 15,000 enemy soldiers blocking the way. However, McClellan still did not have as many soldiers as he wanted because Lincoln had ordered 37,000 soldiers to stay behind to guard Washington, D.C. The general stopped his advance and asked for more troops.

McClellan waited nearly a month before moving again. This delay gave the Confederates time to reinforce their small army of defenders. On May 31, 1862, the Confederates stopped McClellan's advance near Richmond. In late June, McClellan had to retreat.

With Richmond no longer threatened, Lee decided to invade the North. He hoped that a victory on Union soil would help win support for the South in Europe and turn northern public opinion against the war. In early September, he slipped his army into western Maryland.

Now McClellan had a stroke of luck. A Union officer found a paper showing Lee's battle plan. McClellan thus learned that the Confederate army had divided into two parts.

### Main Idea

Each side suffered setbacks in the East in 1862.

### Vocabulary Builder

**superior** (sah PIR ee ahr) *adj.* of greater importance or value; above average

### Vocabulary Builder

**reinforce** (ree ihn FORS) *v.* to make stronger; to make more effective

Inset shows the recovery of the *Monitor's* turret, or gun chamber, in 2002.



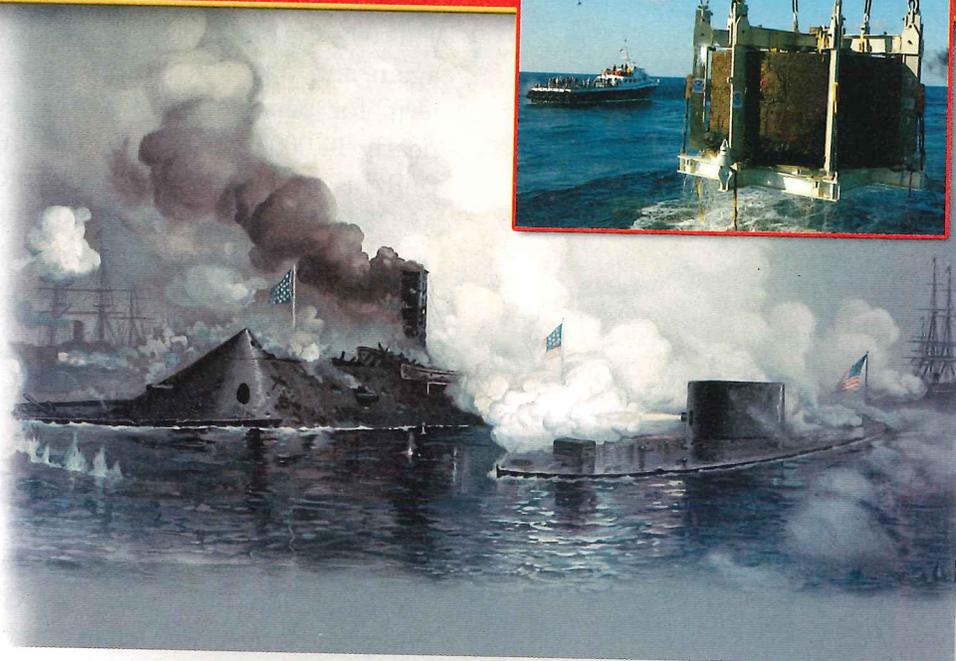
### Explore More Video

To learn more about this historic battle, view the video.

### Battle of Two Ironclads

The Civil War introduced ironclad warships. Here, an artist shows the battle between the Confederacy's *Merrimack* (left) and the Union's *Monitor* (right) off Hampton Roads, Virginia, in 1862. **Critical Thinking: Draw Conclusions**

How would you expect an ironclad ship to fare in a battle against an older warship that lacked armor? Explain.





Union forces made major advances in western land and naval battles in 1862, seizing control of most of the Mississippi River. In February 1862, Grant moved his army south from Kentucky. First, he captured Fort Henry on the Tennessee River. Then, he captured Fort Donelson on the Cumberland River.

Two water routes into the western Confederacy were now wide open. Grant's army continued south along the Tennessee River toward Corinth, Mississippi, an important railroad center.

Before Grant could advance on Corinth, Confederate General Albert Sidney Johnston attacked. On April 6, 1862, he surprised Grant's troops at the Battle of Shiloh. (For more on this battle, see the Geography and History feature in this chapter.)

The Battle of Shiloh was costly yet important for both sides. The South suffered nearly 11,000 casualties and the North more than 13,000. However, the Union forced the Confederate army to withdraw from the railroad center. Union forces also gained control of western Tennessee and part of the Mississippi River.

Two weeks after the Battle of Shiloh, a Union fleet commanded by David Farragut entered the Mississippi River from the Gulf of Mexico. On April 26, Farragut captured New Orleans, Louisiana. By summer, nearly the entire river was in Union hands.

 **Checkpoint** What was the result of the Battle of Shiloh?

 **Looking Back and Ahead** Northern and southern generals both tried to carry the war into enemy territory. At first, neither side gained a decisive advantage. In the next section, you will read how the Emancipation Proclamation changed the nature of the war.



### Distinguish Events in Sequence

What was the sequence of battles in the West? When did these occur?

## Section 2 | Check Your Progress

### Progress Monitoring Online

For: Self-test with instant help

Visit: [PHSchool.com](http://PHSchool.com)

Web Code: mya-5112

### Comprehension and Critical Thinking

- (a) **Describe** Explain what life was like for a Civil War soldier.

(b) **Evaluate Information** How did harsh conditions and new technology result in a high number of casualties?
- (a) **Summarize** Why was General McClellan considered to be an ineffective leader?

(b) **Organize Information** Make a chart that shows the place, casualties, leaders, outcome, and importance of the battles at Shiloh and Antietam Creek.

### Reading Skill

- Distinguish Events in Sequence** During the Battle of Shiloh, which came first: Grant captured Fort Henry, Johnston attacked, Grant won a stunning victory? Identify the signal clues that you used.

### Vocabulary Builder

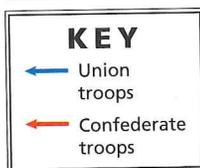
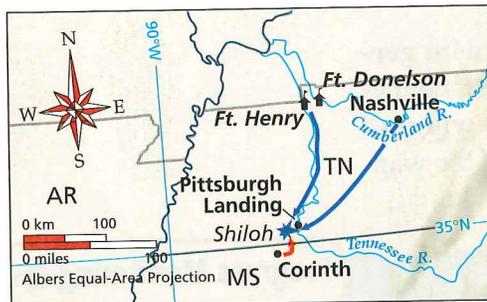
- Read each sentence. If the sentence is true, write YES. If the sentence is not true, write NO and explain why.
- Both the Union and the Confederacy suffered many **casualties**.
  - Ironclads** were of little importance in the war at sea.

### Writing

- Use library or Internet resources to find more information about one of the topics covered in this section. Suggestions for topics include the ironclad warships, the Battle of Shiloh, or the Battle of Antietam. Then, write a short introduction to a research paper that would present information about the topic.

## The Battle of Shiloh

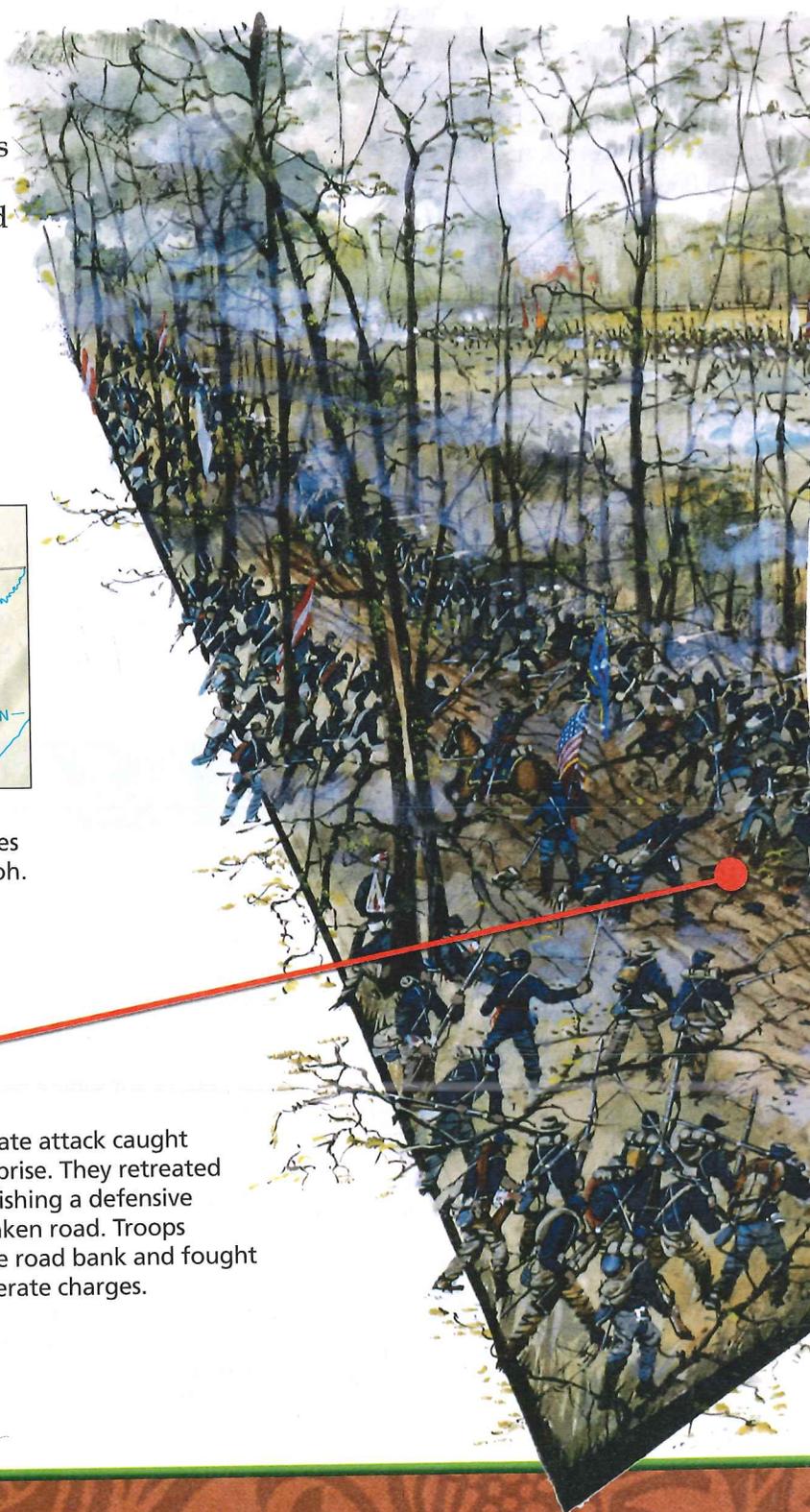
In April 1862, the Confederacy seized an opportunity to attack Union forces in the West. Two Union armies were attempting to join each other in southwestern Tennessee. Confederate troops were camped close by in Corinth, Mississippi. The Confederates attacked near Pittsburgh Landing, Tennessee, on April 6, hoping to crush one Union force before the other could arrive.



Confederate troops attacked Union forces at the Battle of Shiloh.

### 1 A Sunken Road

The initial Confederate attack caught Union troops by surprise. They retreated a mile before establishing a defensive position along a sunken road. Troops crouched behind the road bank and fought off a dozen Confederate charges.



## 2 Exposed to Counterattack

Confederate troops marched toward the Union position without the protection of trees or foxholes. Every charge was met with a flurry of bullets from Union soldiers using vegetation and raised mounds of earth as cover.

## Understand Effects: A Bloody Victory

The Battle of Shiloh was one of the bloodiest engagements of the Civil War. Although the Union emerged the victor, both sides suffered heavy losses. Union General Ulysses S. Grant would continue to guide his army as it gradually seized control of the entire Mississippi Valley.



Confederate jacket ▶

◀ Rifle bullets

## 3 The "Hornet's Nest"

As the battle wore on, the Confederates nicknamed the Union position the "Hornet's Nest" because of the intense fire the Confederate soldiers encountered. Union bullets caused many Confederate injuries. One officer's jacket shows the devastating results of the battle.

## Analyze GEOGRAPHY AND HISTORY

Write a paragraph explaining how northern troops used geography to give themselves an advantage over the Confederates.



# The Emancipation Proclamation

## Objectives

1. Explain why Lincoln issued the Emancipation Proclamation.
2. Identify the effects of the proclamation.
3. Describe the contributions of African Americans to the Union.

## Prepare to Read

### Reading Skill

**Explain How Events Are Related in Time** President Lincoln and others made many choices in fighting the war. They made these choices in the context of the events at the time. When reading about history, it is important to see how events in a period are related in time. Do events influence the attitudes and decisions of people going forward in time? Do they change people's actions and freedoms?

### Vocabulary Builder

#### High-Use Words

restore, p. 524

sustain, p. 525

#### Key Terms and People

emancipate, p. 524

Horace Greeley, p. 524

## Main Idea

Lincoln was slow to decide on emancipation but finally embraced it as a necessary war measure.

### Vocabulary Builder

restore (ree STOR) v. to bring back to a normal state; to put back; to reestablish

★ **Background Knowledge** The first two years of war had not been good for the North. However, the North's victory at Antietam was a turning point. As you will now learn, that battle created the conditions that ended slavery and led to a Union victory.

## Emancipating the Enslaved

Many abolitionists rejoiced when the war began. They urged Lincoln to end slavery and thus punish the South for starting the war.

**Lincoln Changes His Mind** At first, the President resisted. He knew most northerners did not want to end slavery. "You... overestimate the number in the country who hold such views," he told one abolitionist. He feared that any action to **emancipate, or free**, enslaved African Americans might make the border states secede.

Lincoln said his goal was to restore the Union, even if that meant letting slavery continue. He stated this very clearly in a letter to abolitionist newspaper publisher **Horace Greeley**.

“If I could save the Union without freeing *any* slave, I would do it, and if I could save it by freeing *all* the slaves, I would do it. . . . What I do about slavery . . . I do because I believe it helps to save the Union.”

Gradually, Lincoln began to change his mind. He realized how important slavery was to the South's war effort. He told his Cabinet that he intended to issue an Emancipation Proclamation. But Cabinet members advised him to wait until after a success on the battlefield.

**A Famous Proclamation** On September 22, 1862, a few days after Lee's retreat from Antietam, Lincoln met again with his Cabinet and issued a preliminary proclamation.

On January 1, 1863, Lincoln issued the final Emancipation Proclamation. This document had little immediate effect, however, because it freed enslaved people only in areas that were fighting the Union. Those were places where the Union had no power. The proclamation did not apply to parts of the South already under Union control. Nor did it free anyone in the border states.

The proclamation was both criticized and praised. Some abolitionists said it should be applied throughout the country. White southerners accused Lincoln of trying to cause a slave revolt. But many Union soldiers were enthusiastic. They welcomed anything that weakened the South. "This army will sustain the Emancipation Proclamation and enforce it with the bayonet," an Indiana soldier said.

**Effects of the Proclamation** Even though the proclamation freed few slaves at first, it had other important effects. Above all, it changed the Civil War into a struggle for freedom. This was no longer just a fight to save the nation. It was now also a fight to end slavery.

### Vocabulary Builder

**sustain** (suh STAYN) v. to keep going; to endure; to supply with food; to support as just

## The Emancipation Proclamation

“That on the first day of January, in the year of our Lord [1863], 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, January 1, 1863

A Union general posted the announcement at right, declaring the freedom of enslaved African Americans in the part of Virginia occupied by his troops.

## FREEDOM TO SLAVES!

Whereas, the President of the United States did, on the first day of the present month, issue his Proclamation declaring "that all persons held as slaves in certain designated States, and parts of States, are, and henceforward shall be free," and that the Executive Government of the United States, including the Military and Naval authorities thereof, would recognize and maintain the freedom of said persons. And Whereas, the county of Fredericksburg is included in the territory designated by the Proclamation of the President, in which the Slaves should become free, I therefore hereby notify the citizens of the city of Winchester, and of said County, of said Proclamation, and of my intention to maintain and enforce the same.

I expect all citizens to yield a ready compliance with the Proclamation of the Chief Executive, and I admonish all persons disposed to resist its peaceful enforcement, that upon manifesting such disposition by acts, they will be regarded as rebels in arms against the lawful authority of the Federal Government and dealt with accordingly.

All persons liberated by said Proclamation are admonished to abstain from all violence, and immediately betake themselves to useful occupations. The officers of this command are admonished and ordered to act in accordance with said proclamation and to yield their ready co-operation in its enforcement.

Wm. A. R. V.  
Jan. 5th, 1863.

B. H. Milroy,  
Brig. Gen'l Commanding.

### Reading Primary Sources

#### Skills Activity

President Lincoln's proclamation specified that it applied only to certain parts of the United States.

- Understand Sequence** In what order were these two declarations issued?
- Compare** In what way is the declaration on the right more specific than the one by President Lincoln?



### African American Soldiers

These are guards of the 107th Colored Infantry at Fort Corcoran in Washington, D.C.

**Critical Thinking: Apply Information** How did conditions for African American soldiers differ from those for white soldiers?

### Main Idea

African Americans fought for the Union and made other contributions to the war effort.



### Explain How Events Are Related in Time

Explain why these two events are related in time: African American soldiers fought for the Union; President Lincoln issued the Emancipation Proclamation.

Also, the Emancipation Proclamation dashed any hopes that Britain would recognize the South's independence. Britain would not help a government that was fighting to keep people enslaved.

In both North and South, Lincoln's proclamation united African Americans in support of the war. "We shout for joy that we live to record this righteous decree," wrote Frederick Douglass.

**✓Checkpoint** How did the proclamation affect the war?

## African Americans Help the Union

When the Civil War began, African American volunteers were not permitted to join the Union army. Northern African Americans appealed for the chance to help fight for the nation. However, not until after the Emancipation Proclamation were many allowed to serve.

**Volunteering for Service** The Emancipation Proclamation encouraged African Americans to enlist. Ultimately, 189,000 African Americans served in the Union army or navy. More than half were former slaves who had escaped or been freed by the fighting. All faced extra risks. If captured, they were not treated as prisoners of war. Most were returned to slavery and some were killed.

Black and white sailors served together on warships. In the army, however, African American soldiers served in all-black regiments under white officers. They earned less pay than white soldiers.

Despite these disadvantages, African American regiments fought with pride and courage. "They make better soldiers in every respect than any troops I have ever had under my command," a Union general said of an African American regiment from Kansas.



African American troops took part in about 40 major battles and hundreds of minor ones. The most famous was the attack on Fort Wagner in South Carolina by the 54th Massachusetts Infantry on July 18, 1863. The unit volunteered to lead the assault. As the soldiers charged, Confederate cannon fire rained down. Yet the 54th reached the top of the fort's walls before being turned back in fierce hand-to-hand fighting. The regiment suffered terrible losses. Nearly half of its soldiers were casualties.

Thousands of African Americans supported the Union in noncombat roles. Free northern and emancipated southern African Americans often worked for Union armies as cooks, wagon drivers, and hospital aides.

**Resisting Slavery** In the South, many enslaved African Americans did what they could to hurt the Confederate war effort. Some provided military and other kinds of information to Union armies. Enslaved people had always quietly resisted slavery by deliberately working slowly or damaging equipment. But with many slaveholders off fighting the war, large numbers of slaves refused to work.

✓ **Checkpoint** How did African Americans help the Union cause?

★ **Looking Back and Ahead** The Emancipation Proclamation made the Civil War a fight to end slavery. After the war, the Thirteenth Amendment banned slavery throughout the nation. The next section tells how the war affected civilians on both sides.

## Section 3 | Check Your Progress

### Progress Monitoring Online

For: Self-test with instant help

Visit: PHSchool.com

Web Code: mya-5113

### Comprehension and Critical Thinking

- (a) Identify** Why did Lincoln at first resist identifying slavery as an issue of the Civil War?  
**(b) Analyze Cause and Effect** What effect did the Emancipation Proclamation have on slavery?
- (a) Recall** In what ways did African Americans participate in the Civil War?  
**(b) Explain Problems** What were three problems faced by African American soldiers?

### Reading Skill

- 3. Explain How Events Are Related in Time** Identify events that happened after the Emancipation Proclamation. Explain how these events are connected.

### Vocabulary Builder

- 4.** Write two definitions for **emancipate**. First, write a formal definition for your teacher. Second, write a definition in everyday English for a classmate.

### Writing

- 5.** Use library or Internet resources to find information about the African American 54th Massachusetts Infantry. Then, list the subtopics to be included in a research paper about the regiment. Write a paragraph about one of those subtopics. Identify some photographs and other nontext items that you would include in a research report on the 54th.



SECTION  
4

# The Civil War and American Life

## Objectives

1. Explain how opposition to the war caused problems for both sides.
2. Identify the reasons that both sides passed draft laws.
3. Describe the economic hardships the war caused in the North and the South.
4. Describe the contributions of women to the war efforts.

## Main Idea

On both sides, pursuit of the war was hampered by disagreements among the people.

## Prepare to Read

### Reading Skill

**Explain How Events Are Related in Time** As soldiers were fighting the Civil War on the battlefield, Americans in both the North and the South were facing other wartime challenges. You will have a better understanding of the Civil War Era if you can relate events on the battlefield to events in civilian life.

## Vocabulary Builder

### High-Use Words

**levy**, p. 531

**currency**, p. 531

### Key Terms

**habeas corpus**, p. 529

**draft**, p. 530

**income tax**, p. 531

**inflation**, p. 531

**★ Background Knowledge** The Emancipation Proclamation ended the South's hope for help from Britain and France. It also encouraged African Americans to fight for the Union. However, it also increased tensions in both the North and the South. In this section, you will learn about the changes and strains the Civil War caused in American life.

## Divisions Over the War

The Civil War not only divided the nation. It also caused divisions *within* the North and the South. Not all northerners supported a war to end slavery or even to restore the Union. Not all white southerners supported a war to defend slavery or secession.

**Division in the South** In the South, opposition to the war was strongest in Georgia and North Carolina. Barely half of Georgians supported secession. There were nearly 100 peace protests in North Carolina in 1863 alone. Yet only Virginia provided more troops to Confederate armies than did North Carolina. Generally, regions with large slaveholding plantations supported the war more strongly than poor backcountry regions, where there were fewer enslaved people.

Strong support for states' rights created other divisions. For example, South Carolina's governor objected to officers from other states leading South Carolina troops. And the governors of Georgia and North Carolina did not want the Confederate government to force men from their states to do military service.

**Division in the North** Northerners were also divided over the war. Many opposed the Emancipation Proclamation. Others believed that the South had a right to secede. Some northern Democrats blamed Lincoln and the Republicans for forcing the South into a war. Northern Democrats who opposed the war were called Copperheads, after the poisonous snake. Copperheads were strongest in Ohio, Indiana, and Illinois. They criticized the war and called for peace with the Confederacy.

**Dealing With Disruptions** Some people on both sides tried to disrupt the war effort. A common tactic was to encourage soldiers to desert. Some northerners helped Confederate prisoners of war to escape. In the South, peace groups tried to end the war by working against the Confederacy. They tried to prevent men from volunteering for military service and urged Confederate soldiers to desert.

To deal with such problems, both Lincoln and Confederate President Jefferson Davis suspended the right of habeas corpus in some places during the war. **Habeas corpus is a constitutional protection against unlawful imprisonment.** It empowers judges to order that imprisoned persons be brought into court to determine if they are being legally held. In the North, more than 13,000 people were arrested and jailed without trials.

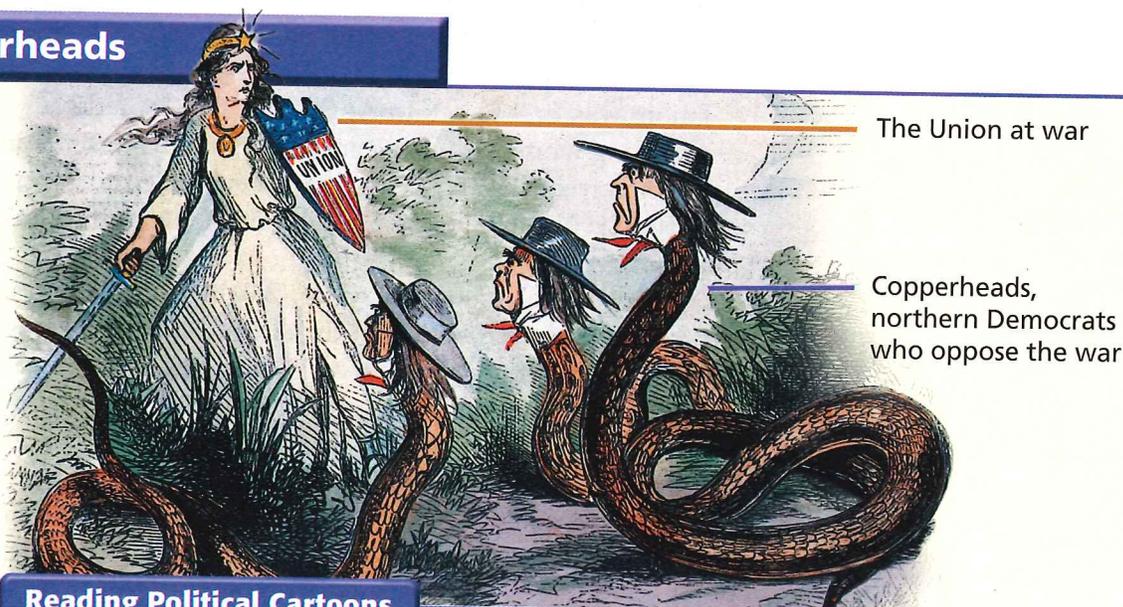


**Explain How Events Are Related in Time**

As the Civil War progressed on the battlefield, what was happening at home? Include information about both North and South in your answer.

**Checkpoint** How did the Civil War divide both North and South?

**Copperheads**



**Reading Political Cartoons**

**Skills Activity**

Republicans in the North fiercely resented Democrats who favored a negotiated peace with the South. This cartoon takes a stand on the issue of war and peace.

- (a) **Detect Points of View** Is the cartoonist more likely to be a Republican or a Democrat? Do you think the cartoonist is against the war? Explain.
- (b) **Draw Conclusions** What is the cartoonist's opinion of Copperheads?



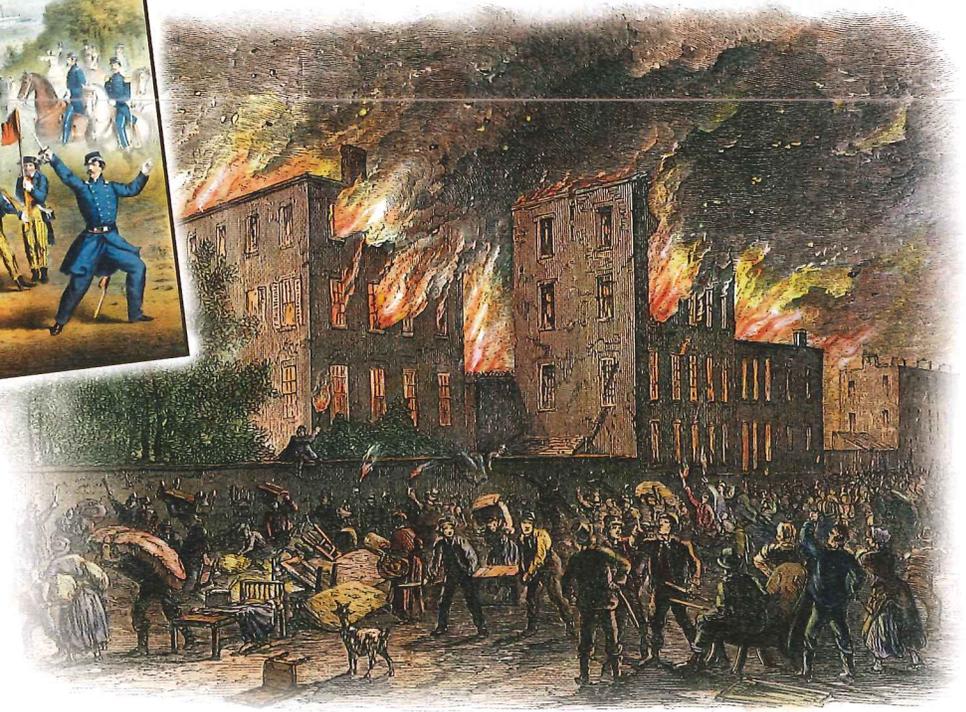
### Join or Be Drafted

Volunteers rushed to enlist at first, but antiwar feeling soon grew. During the New York draft riots of 1863, a mob set fire to a home for African American orphans.

**Critical Thinking: Detect Points of View** What motivated the people who rioted against the draft?

### Main Idea

Both sides found it necessary to draft men into military service.



## The Draft Laws

Desertion was a problem for both sides. Between 300,000 and 550,000 Union and Confederate soldiers left their units and went home. About half returned after their crops were planted or harvested. However, at times, from one third to one half of an army's soldiers were away from their units without permission.

To meet the need for troops, each side established a **draft, a system of required military service**. The South, with its smaller population, was first to act. In April 1862, the Confederacy passed a law requiring white men between ages 18 and 35 to serve in the military for three years. Later, the age range expanded to cover men from 17 to 50. The North adopted a similar draft law in 1863, for men ages 20 to 45.

Exceptions existed, however. Wealthy people had many ways of escaping fighting. In the South, a man who held at least 20 enslaved people did not have to serve. Both sides allowed draftees to hire substitutes to serve in their place. Northerners could avoid the draft by paying the government \$300. For many workers, however, this was about a year's pay.

People on both sides complained that the draft made the war "a poor man's fight." Anger against the draft led to violent riots in the North in July 1863. The worst took place in New York City. Mobs of factory workers and laborers rioted for several days, destroying property and attacking African Americans and wealthy white men.

**Checkpoint** Why was the Civil War sometimes called a poor man's fight?

## The War and Economic Strains

Northern industries boomed as they turned out goods the Union needed in the war. Plenty of jobs were available. But the draft drained away workers so there was a constant shortage.

To pay the costs of fighting the war, Congress levied the first income tax in American history in August 1861. An **income tax is a tax on the money people receive**. The Union also printed \$400 million of paper money to help pay its expenses. This was the first federal paper money, or currency. Putting this additional money into circulation led to **inflation, or a general rise in prices**. In the North, the prices of goods increased an average of 80 percent during the war.

The South was less able than the North to sustain a war. The Union blockade prevented the South from raising money by selling cotton overseas. Shortages made goods more expensive. This led to much greater inflation than in the North. A pair of shoes that had cost \$18 dollars in 1862 cost up to \$800 in the South in 1864. The price of a pound of beef soared from 12 cents in 1862 to \$8 in 1865.

Southern food production fell as invading Union armies destroyed farmland and crops. Shortages of food led to riots in some southern cities. In Richmond, more than 1,000 women looted shops for food, cloth, and shoes in 1863. A woman in North Carolina complained:

“A crowd of we poor women went to Greensboro yesterday for something to eat as we do not have a mouthful of bread nor meat. . . . I have 6 little children and my husband in the army and what am I to do?”

—farm woman in North Carolina, April 1863

Enslaved people also suffered from wartime shortages. What little they did have was often seized by Confederate soldiers.

 **Checkpoint** What strains did the war put on people?

## Women in the Civil War

Women in both the North and the South contributed to the war in many ways. At least 400 women disguised themselves as men and joined the Union or Confederate armies. Others became spies behind enemy lines. Many women took over businesses, farms, and plantations while their fathers, brothers, and husbands served on the battlefields.

In both North and South, women ran farms and plantations. Some southern women worked in the fields to help meet the needs of the Confederacy. They continued to work despite fighting that destroyed their crops and killed their livestock.

Women also ran many northern farms. “I saw more women driving teams [of horses] on the road and saw more at work in the fields than men,” a traveler in Iowa reported in 1862.

### Main Idea

The war strained the finances of governments and individuals.

### Vocabulary Builder

levy (LEHV ee) *v.* to impose by law

### Vocabulary Builder

currency (KER rehn see) *n.* money used to make purchases

### Main Idea

The war opened many new opportunities for women, who contributed greatly to the war effort.

## Biography Quest



**Clara Barton**  
1821–1912

Before the Civil War, Clara Barton was a clerk in the U.S. Patent Office. When hostilities began, she became a nurse. Her work under dangerous conditions earned her the nickname Angel of the Battlefield from her Union and Confederate patients.

After the war, Barton worked for a time with the International Red Cross. Returning to the United States, Barton helped set up an American branch of the Red Cross.

### Biography Quest online

**How did Barton become involved in a European war?**

**For:** The answer to the question about Barton

**Visit:** PHSchool.com

**Web Code:** myd-5114

Women on both sides did factory work. Some performed dangerous jobs, such as making ammunition. Others took government jobs. For example, the Confederate government employed dozens of women to sign and number Confederate currency.

The war created many new opportunities for women. Some women became teachers. About 10,000 northern women became nurses. Men had dominated these professions before the war.

Barriers to women especially fell in the field of nursing. Elizabeth Blackwell, America's first female physician, trained nurses for the Union army. Social reformer Dorothea Dix became the head of Union army nurses. Harriet Tubman, who continued to lead enslaved people to freedom during the war, also served as a Union nurse. Clara Barton cared for wounded soldiers on the battlefield. Although nursing was not considered a "proper" job for respectable southern women, some volunteered anyway.

 **Checkpoint** How did the war affect women?

 **Looking Back and Ahead** Both sides suffered political and economic hardships during the war. Draft laws affected every family, while new jobs opened up for women. In the next section, you will read how the war finally ended in the defeat of the Confederacy.

## Section 4 | Check Your Progress

### Progress Monitoring online

**For:** Self-test with instant help

**Visit:** PHSchool.com

**Web Code:** mya-5114

### Comprehension and Critical Thinking

- (a) Identify** What were two reasons some northerners opposed the war? What were two reasons some southerners opposed the war?

**(b) Explain Problems** Why did the military draft lead some people to describe the war as a poor man's fight?
- (a) Describe** Explain the changing role for women during the Civil War.

**(b) Identify Costs** What effects did the Civil War have on the economies of the North and of the South?

### Reading Skill

- 3. Explain How Events Are Related in Time** What was happening to the American economy as the Civil War raged on?

### Vocabulary Builder

- 4.** Draw a table with four rows and three columns. In the first column, list the key terms from this section: **habeas corpus**, **draft**, **income tax**, **inflation**. In the next column, write the definition of each term. In the last column, make a small illustration that shows the meaning of the term.

### Writing

- 5.** Reread the text under the heading "Women in the Civil War." Then, write a short paragraph about the role that women played in the Civil War. Include material directly quoted from this section. Be sure to copy the quotation exactly, to punctuate it correctly, and to identify the source.